

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

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DECLARATION

This research project is my original work and has not been submitted for examination to any other university.

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D61/70866/2014

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

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DEDICATION

This Research Paper is lovingly dedicated to my father, Mr. H. Onkundi, my mother Mrs. J. M. Onkundi and my brother Mr. J. Nyamiobo. They have been a strong pillar of support and encouragement from the start and throughout to the completion of this project. Without their sacrifice and support this project would not have been made possible. May the favour and Grace of God be with you.

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ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
EFA	Education for All
GoK	Government of Kenya
KESSP	Kenya Education Sector support Program
KCSE	Kenya Certificate of Secondary Education
MoE	Ministry of Education
NGO	Non-Governmental Organization

ABSTRACT

Strategic planning can be explained from four points of view including environmental scanning, strategy formulation, linking goals to budgets and strategic planning as a process (Wagner, 2006). Many researchers argue that the correlation of strategic planning and performance has not been clearly established and that although strategic planning is not the sole contributor to high organizational performance, organizations with excellently executed strategic plans perform better than their counterparts. Therefore in Kenya, the Government being concerned to provide quality education has made strategic planning a policy through the MoE to all public secondary schools. The purpose of this study was to determine the influence of strategic planning to performance of public secondary schools within Kajiado North Sub-County, Kenya. The objective of the study was to establish the influence of Strategic planning on performance of Public Secondary Schools within Kajiado North sub-County, Kenya. Using cross-sectional research design and structured questionnaires the researcher collected primary data from 14 public secondary schools in Kajiado North Sub-county Kenya. The data was analyzed using both inferential and descriptive statistics to determine the strength of linear relationship. The key findings of the study were: most schools (71.43%) practice formal strategic planning and strategic planning is positively correlated to performance. It was also established that management do not carry out thorough strategic planning process fully. Therefore it was concluded that strategic planning is an important practice because it affects performance. Also all public secondary schools should engage in formal strategic planning. The main recommendation in this study is for the policy developers through MoE to enhance strategic planning in public secondary schools. Also the school management together with the stakeholders should invest resources, time and energy in the strategic planning process. Finally, future researchers should endeavor to focus on concepts of strategic management that affect organizational performance for instance governance or organizational behavior and performance of public secondary schools.

CHAPTER ONE: INTRODUCTION

1.1 Background

Strategic planning is the way of planning for the future by considering the most appropriate strategies and anticipating the changes in the strategic direction (Thompson, 1999). Strategic planning involves formulation, implementation and evaluation. Strategic planning process can either be formal or informal. A formal process is where the company's strategies are as a result of a deliberate plan while informal planning is where it just happens without prior planning.

Strategic planning practices enhances the firm's ability to prevent problems. Porter (1979) asserts that a firm would succeed in being an industry leader only if it appreciates the current and future changes in the environment. Ansoff and McDonnell (1990) reaffirm that strategy is a potentially very powerful tool for coping with the conditions of change which surround the firm today.

There are various organizational and economics theories that have addressed firm performance stating the fact that performance is the main goal of every organization. In the 1960s, a firm's resource base stood out as the most popular explanation as to why one firm could perform better than another. However, during 1970-80s, economists analyzed problems of the firm and the industry. They sought to identify the correlation between an industry's performance, conduct of its firms and industry structure, (Barney, 2007). After 1980, the input of behavioral scientists focusing on optimization and role of organizational behavior became profound. Therefore, the essential question was whether or not strategic planning improves performance levels of firms.

In Kenya, education helps push further the government's economic and social agenda by providing a skilled workforce, generating a civilized society and promoting active citizenship, (Basic Education Act, 2013, Constitution of Kenya, 2010). The purpose of public secondary schools in Kenya is to equip learners with knowledge, skills and values to compete in obtaining quality courses and colleges, (Birgen, 2007)Recent introduction of strategic planning in public secondary schools in Kenya has brought changes in school management.

1.1.1 Strategic Planning

Strategic planning is defined as the process by which organizations determine and establish long term directions, formulate and implement strategies to accomplish long term objectives while taking into account relevant internal and external environmental variables (Hax and Majluf, 1991). According to Pearce and Robinson (1997) strategic planning process results in better decision because group interaction generates a greater variety of strategies, thus reducing resistance to change. Thus strategic planning enables the setting out of decisions and actions that result in the formulation and implementation of actions designed to achieve organizations objectives.

Strategic planning is important to any organizational work performance because it determines the organization's success or failure. Porter (1985) explains that for an organization to survive an environment and attain competitive advantage to perform better than competitors, businesses need formal action plans that are found in strategic planning. . Porter (1985) argues that organizational performance is determined by an organization's ability to find a unique position.

Strategic planning provides employees with clear objectives and thus guides them towards one direction. When activities are synchronized towards one direction, it is easier to attain set goals as opposed to haphazard operations where different employees push and pull independently thus creating a chaos and disunion. Strong incentives, unified opinions, minimum conflicts are among the effects of strategic planning (Loasby, 1987). In a school, a strategic plan is set up to give it a focus and a direction for the future. This is done by continuously adjusting to academic direction in response to changing academic circumstances (Bryson, 1989).

1.1.2 Organizational Performance

Performance management (PM) includes activities to ensure goals are consistently being met in an effective and efficient manner (Cokins, 2009). Cokins (2009) pointed out that PM is a framework that identifies opportunities for performance improvement through use of performance measures such as standards and indicators. It is the integration of performance measures, benchmarks, and goals in order to achieve optimal results. Performance management can focus on the performance of an organization, a department, employee or even the processes to build a product or service as well as many other areas.

In examining secondary school performance, the main cornerstone is based upon key challenges which face this sub sector namely; access, quality, completion, retention and relevance (KESSP, 2005). To ensure that these challenges are mitigated schools normally prepare strategic plans that run between 3-5 years out of which they identify key strategies that are relevant for their existence. Among the strategies that are set by schools include the following and especially for this study: formulation of mission

statement, continuous assessment, benchmarking, and syllabus coverage to affect students' academic performance.

1.1.3 Secondary Schools in Kenya

According to the Ministry of Education, Kenya, Secondary schools in Kenya fall into two categories –Public or Government funded and Private. Public schools are divided into National, Extra County, County and Sub-County levels. Private schools do not receive funding from the government and they are run by private organizations or individuals.

After taking the Primary school leaving exam and successfully passing, Public Secondary schools select students in order of scores. Students with the highest scores gain admission into National schools while those with average scores are selected into Extra County, County and Sub County schools. Students who fail examinations either repeat the final school year or pursue technical training opportunities. A number of students also drop out of school by choice due to poor scores (Saunders, 2009). Under the current system, students attend Secondary school for four years before sitting for the Kenya Certificate of Secondary Education examination (KCSE). The Students who excel in the KCSE are admitted to the Public Universities (Eshiwani, 1993).

Secondary Schools have many stakeholders who must be involved in the Strategic Planning process. Apart from administrators, Board of Management (BOM), Parents Teachers Association (PTA), Teachers, staff, and students, the institutions also need to account for the interests of students' parents, government agencies, benefactors, alumni, the community and accreditation agencies. Each of these stake

holders makes demands upon the School and the strategic management must bring these stakeholders into the strategic management process to maximize "client satisfaction."

Secondary school education in Kenya has undergone numerous changes which have always necessitated the need for continuous planning. Recent government policy initiatives have focused on attainment of Education for all (EFA) in Kenya which led to declaration of Free Secondary Education (FSE) in 2008. All these changes require continuous planning of secondary school education so as to realize the government objectives in education.

1.1.4 Public Secondary Schools in Kajiado North sub-County

Kajiado North sub-County is among the sub counties in Kajiado County. According to the 2009 census survey, Kajiado County has a population of 687,312 and an area of 21,292.7 km². There are 32 secondary schools within Kajiado North sub-County. 22 of this secondary schools are public secondary schools and 10 are private secondary schools.

Some secondary schools in Counties lack resources such as lack of adequate teachers in some of the schools which has affected their overall performance in national exams. Kajiado County may not be an exception. These can be addressed by better strategies put in place by the school administration together with relevant stakeholders. While schools have tried to do this as a requirement by the Ministry of Education, this process has not been smooth as most of the school administrators are not knowledgeable on the process of strategy formulation (Njagi et al., 2013).

1.2 Research Problem

The concept of strategic planning has become popular as a management's tool not only to steer a firm's survival but also improve performance. Strategic planning and thinking involves making choices and decisions about the long-term future of an organization (Pearce, 2009). Strategic planning includes various steps, including setting vision, mission, and environmental analysis and setting objectives among others. Management needs a well-developed strategic plan in order to effectively establish expectations for their organization. (Porter, 1985)

The development of the education sector has been a long standing objective of the Government of Kenya since independence in 1963. This has therefore led to development of strategic plans to help them to develop strategies capable of moving the schools to their desired future states. Strategic planning is expected to positively influence performance (academic and non-academic) because it aids in selection of strategies that enable organizations to best allocate and exploit their resources and strengths relative to opportunities in their external environment (Akinyi, 2010). This made strategic planning in Public Secondary Schools in Kajiado North sub-County important so that they meet acceptable standards of performance.

A number of scholars such as Cole (2004), Peng, (2009) and Ansoff (1990), have argued that there is a positive correlation between strategic planning and performance while others argue that the relationship between planning and performance is inconsistent and thus still debatable, (Barney 2007, Thompson et al, 2007). Despite the importance of a good strategic plan and the Kenyan government having put in policies and guidelines on strategic planning in public secondary schools, very few schools have

adopted it (Achoka, 2007). A recent study of strategic planning and performance in public secondary schools in Rarienda District by Okwako (2013) indicated the importance of strategy planning in public secondary schools and therefore suggested a replication of the study in different parts of the county.

Strategic planning enable organizations to perceive issues related to their performance . There are inconsistent findings on relationship between strategic planning and performance. Therefore by schools adopting strategic planning, performance may or may not change. What is the influence of strategic planning to performance of Public Secondary Schools within Kajiado North sub-County?

1.3 Research Objective

The research objective was to establish the influence of Strategic planning on performance of Public Secondary Schools within Kajiado North sub-County, Kenya.

1.4 Value of the study

The study provides an insight to the management of Public Secondary Schools within Kajiado North sub-County, Kenya. Their current strategic plans with a view to enhancement of organizational performance in a competitive setting in the global market. Also it has significance to the Government of Kenya through the Ministry of Higher Education Science and Technology. This is because it may be used in the determination of resource allocation, setting benchmarks and formulation of policies.

This study also helps other upcoming researchers interested in carrying out studies on strategic planning practices in other organizations in Kenya. Scholars and students

may benefit greatly from this study through learning strategic planning practices adopted by public secondary schools in Kenya.

The study material collected and analyzed is valuable to the stakeholders for the purposes of developing better strategic response in the face of the ever-changing environment.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter examines various theories that supported the study. It also reviews the existing literature on various strategic planning practices and organizational performance. It draws on previous works carried out by other researchers and relates it to the study. Finally, the chapter examines the correlation between strategic planning and organizational performance.

2.2 Theoretical Foundation of the Study

Strategic planning is the process of determining a company's long-term goals, identifying the best approach for achieving those goals and mobilizing the resources that will be needed in the execution of the strategic plan. It has long been used as a tool for transforming and revitalizing corporations, government agencies and non-profit organizations. The concept of strategy dates back to the 20th century.

Strategic planning metamorphosed from the widely known financial planning of the 1950s and long-range planning of the 1960s into strategic management of today. Strategic planning is based on several theories. This study was based on the following theories; open system theory, contingency theory, resource based theory and industrial organizational economics theory.

2.2.1 Open System Theory

Open systems theory refers simply to the concept that organizations are strongly influenced by their environment. The environment consists of other organizations that exert various forces of an economic, political, or social nature. The environment also provides key resources that sustain the organization and lead to change and survival (Bastedo, 2004)

Organizations such as schools are open systems. They receive various inputs from environment; transform them in some way and export outputs. Haines (1972), states that a deeper understanding of the interrelatedness of the influencing factors in the environment, when applying open systems theory to the strategic planning model, produces a richer and better appreciation of the sub-systems that compose the larger synergistic general system.

2.2.2 Contingency Theory

Burnes (2004), referring to contingency theory, states that there is no one best way of managing organizations. This is because organizational factors such as organizational structure and culture, size, type and complexity of the organization visa vie the situational factors shaping the industry landscape. This renders the best practice or strategy in one organization in given industry at a given time irrelevant or obsolete in another set of situation.

This theory affirms the complexity and dynamism of the environment. Also it affirms the unpredictable nature of the environment. Thus argues that the traditional approaches to strategic management may not be appropriate.

2.2.3 Resource based Theory

Firms are also viewed to be different based on the resources they are endowed with. There has been much debate in the strategy literature as to whether organizational capabilities or market competition are more important in shaping firms' actions and outcomes but this debate has generated little consensus. BirgerWernefelt (1984) is a proponent of the resource based theory.

The resource based theory stipulates that firms perform better when they assemble resources that are valuable, durable, rare, difficult to imitate, non-substitutable and superior to competitor's resources and successfully bundle them into unique capabilities which they could use to generate competitive advantage and superior performance, (Penrose, 1995). Its notable that resource based theory was popular in the 1960s when adoption of strategic planning practices was on increase both in the U.S.A. and overseas.

2.2.4 Industrial Organization Economics Theory

In the mid-1970s –mid 1980s companies exhibited dissatisfaction with strategic planning majorly due to increased environmental turbulence, reduced business opportunities and increased competition. It is during this time that economists analyzed the problems of the firm and the industry under the Industrial Organization Economics (IOE) theory whose key framework is the Structure-Conduct-Performance(S-C-P) paradigm. The IOE theorists sought to identify the correlation between the industry's performance, conduct

of its firms and conduct of its firms and thus establish how firms operate and make economic contribution (Barney, 2007). The equivalent of S-C-P paradigm is the Environment Strategy Performance (ESP) framework in which performance is shaped by strategic choices based on environmental dynamics. This is anchored on Ansoff's (1999) proposition that all organizations are Environment Serving Organizations (ESO) which is within the premise of open systems theory (Haines, 1972).

After 1980, the input of behavioral scientists focusing on optimization and role of organizational behavior became profound (Albanese and Van Fleet, 1983). This is because individual and group work is central to the extent to which an organization's strategy is effectively and efficiently implemented (Nzuve, 2007). Organizations are therefore in constant dilemma to manage organizational changes (to achieve an internal fit) and also adjust to external environmental changes in order to remain competitive (Burnes, 2004). Since 1980 onwards, strategic management has continued to develop and has been shaped more by the works of Michael Porter, Arthur Thompson, Strickland II, Prahalad, John Pearce and Richard Robinson, Gerry Johnson and Scholes and others (Yabs, 2007).

2.3 Strategic Planning Process

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

approaches managers employ to grow the business, attract and please customers, compete successfully, conduct operations and achieve the targeted level of performance. Strategic planning is fundamental in aligning organization's internal activities to the ever changing external environment.

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

Mintzberg (1994), notes that the realized strategy may be as a result of the deliberate (intended strategy) or emergent strategy. This because a well-developed, logically complete strategy, can be tested by the market and adjusted by managers to improve its ability to generate competitive advantage (Barney, 2007). This also implies that practitioners that uphold the design school of thought (deliberate, deterministic or prescriptive strategic plans), should also appreciate the arguments brought forth by the process school (emergent, intuitive, contingency or descriptive strategic plans).

Strategic planning takes various approaches in different organizations depending on their size. Some firms undertake formal, semi-formal or informal strategic planning. Formality defines the extent in which a strategy is deliberate, documented, communicated and the time spent on planning as well as degree and involvement of participants and specifications of the process, resources and responsibilities (Gode, 2009). Carter et al

(2006) notes that small firms do not largely engage in formal strategic planning because the entrepreneur engages in creative ways of generating resources and sales in an unplanned and purely guesswork manner. Foster (1993), asserts that although strategy making and planning in small firms is opportunistic and informal, strategic management process is significant in both small and large enterprises.

According to Ansoff (1990), deliberate and systematic strategic planning was introduced in 1960s to mid-1970s, when people believed it was the answer for all problems, and corporate America was obsessed with strategic planning. In 1973 there was an oil crisis in the world and there was need to develop strategic plans in order to remain competitive during the shortage of the crucial commodity. In the late 1970s however, there was dissatisfaction with strategic planning. This was because of the challenges that this process faced which were, increased environmental challenges, reduced business opportunities owing to the oil crisis, increased global competition, lack of action orientation and too much emphasis on planning at the expense of implementation.

For the next one decade, strategic planning was abandoned and did not seem to influence the operations of business anymore. The 1990s however, brought the revival of strategic planning as a process with particular benefits in particular contexts (Mintzberg, 1994). However, Johnson et al (2007), reports that formal system of strategic planning can lead to misunderstanding of the purpose of planning, problem in design and the strategic planning system may fail to gain ownership of strategic plan leading to loss of innovativeness and authenticity.

2.4 Organizational Performance

Performance can be defined as a collection of work activities, operational efficiency, and effectiveness, their measurement and subsequent outcomes attained (Dessler, 2008). Therefore performance is achieving the set objectives and responsibilities from the perspective of the judging party. Performance is basically a function of effectiveness and efficiency.

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

Carton and Hoffer (2010), reports the observation of Venkatraman and Ramanujam (1986) that there is little dispute that one of the core purposes of both entrepreneurship and strategic management theory and research is the improvement of organizational performance but there is no consensus regarding the best or even sufficient measures of organizational performance. They consent that different measures of organizational effectiveness and performance have been used with little attention to the limitations these measures may impose on the interpretation or generalizability of the results of the research.

In spite of the above stand-off, performance can be measured by quantitative methods such as net and gross profit, Return on Investment, Return on Equity Employed, equity or capital and so on or by qualitative methods such as absenteeism levels, job satisfaction,

industrial relations, teamwork, best management practices, new product development, operational sufficiency, efficiency in terms of cost reduction, employee and stakeholder satisfaction among others (Foster, 1993 and Johnson et al, 2008).

2.5 Strategic Planning and Performance

According to Rogers (1981), strategic planning is a source of new ideas and originality. These new ideas are later translated into action leading to innovative products or services. Were it not for strategic planning, the workers with original ideas would not have voluntarily brought it up. The strategic planning process entails four core stages including environmental analysis, strategy formulation, implementation and the evaluation and control stage, (Johnson et al, 2008). Therefore, strategic planning is a step by step process with objectives and end-products that can be evaluated. Performance is the end result of activities while strategic planning aims to improve the quality of these results. It can be measured by quantitative methods (net or gross profit, return on investment, equity or capital, return on equity employed, etc) or qualitative methods (absenteeism levels, job satisfaction, industrial relations, team work, best management practices, Corporate Social Responsibility, new product development, operational sufficiency, employee and stakeholder satisfaction, among others) (Foster, 1993).

Performance is very important to every organization. Researchers and analysts have over the past decades investigated the influence of strategic planning on organizational performance but up to date the correlation between strategy and firm performance is an on ongoing debate (Bolo, Muturia and Oeba, 2000). Whereas some authors argue that there is quite minimal (if any) correlation between strategic planning and high firm

performance, others argue that firms with well-conceived and excellently executed strategic plans have high probability of high performance (Ansoff, 1999).

Certain researchers suggest that strategic planning positively influences firm performance and that measurement methods and contingency factors are primarily responsible for the inconsistencies reported in literature. For instance, McDonel (1990), Finlay (2000) and Katsioloudes (2002), strategic planning provides significantly better performance than unplanned, opportunistic adaptive approach. Mazzarol (2009) reports that some twelve research papers from 1950s to the early 1980's indicated that planning was positively correlated with better performance.

Pearce, Freeman and Robinson (1987), asserts that methodologies can limit impact on the researcher's ability to understand the effect of strategic planning on performance. Strategic planning viewed as systematized, step by step, chronological procedures to develop or coordinate an organizational strategy leads to the concept of formality in strategic planning (Johnson et al, 2008). Formality is the extent to which a strategy is deliberate, documented, communicated and the time spend on planning as well as the degree of involvement of participants and specification of the process, resources and responsibilities (Gode, 2009).

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

that, formal strategic management systems significantly influences organizational performance. Similarly, Ayieko (2009), reports a meta-analysis of 21 studies including 29 samples and 2,496 organizations done by Boyd (1971), who concluded that there were modest positive correlations between strategic planning and financial performance.

On the other hand, other authors argue that it would be naive to conclude that formal planning is the sole cause of success in firms because firms may be using other management practices such as organization design, good human resource practice, or corporate culture to steer high performance (Nzuve, 2007, Robin and Coulter, 2012 and Hatch and Cunliffe, 2006). In the same vein, others such as Robinson and Pearce (1993), have argued for and against the concept that formal strategic planning is suited solely for large firms and that it improves performance in both large and small firms (Gode, 2009).

Small firms do not focus on market positioning and competitive advantage but the entrepreneur engages in creative ways of generating resources and sales in an unplanned and purely guesswork manner. Indeed, s/he is the executer of the process and due to lack of formal structures to undertake the corrective adjustments formally; strategy changes assume an experimental approach, (Carter et al 2006). In spite of this, Foster (1993), asserts that although strategy making and planning in small firms is opportunistic and informal, strategic management process is significant in both small and large enterprises.

However there are dangers in formality of a strategy. Johnson et al (2007), asserts Henry Mintzberg's concern that formal systems of strategic planning can lead to misunderstanding the purposes of planning, problems in the design and put into effect of strategic planning systems and the strategic planning system may fail to gain ownership

of the strategy. Elaborate formality in strategy planning could lead to loss of innovativeness and authenticity as well as inflexible and time consuming plans being equated to strategy. Indeed, planning-performance findings are inconsistent and inconclusive.

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

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

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research Design

The study was carried out through a cross-sectional survey with the same variables being used across all respondents. Wangila (2011) states that a survey study is conducted to collect detailed descriptions of the existing phenomena with the intent of employing data to justify the current conditions and practices or to make more intelligent plans for improving them. Thus, this research design was chosen because the aim of the research was to collect information from respondents on their attitudes and opinions in relation to strategic planning and performance in their schools. This method had a clear advantage of being an effective way of collecting data from the population cheaply and faster. Mugenda & Mugenda (2003) notes that survey research is probably the best method available to researchers who are interested in collecting original data for the purpose of describing a population.

The cross-sectional survey used variables targeted towards establishing the strategic planning practices used by public secondary schools within Kajiado North sub-County and whether they had an effect on performance. In a survey, data is collected by interviewing or administering questionnaires to sampled individuals with an aim of

studying their attitudes, opinion and habits (Orodho, 2005). Most studies in social sciences such as Gode (2009), Akinyi (2010), Wangila, (2011), Okwako (2013), Njeru (2014) and many more, targeting to collect quantitative data from a variety of respondents have employed this research design.

3.3 Population of the Study

A targeted population are all people under consideration in any field of inquiry. The population of this study consisted of Public Secondary Schools in Kajiado North sub-County. As of August 2015 Kajiado North sub-County consist of 22 Public Secondary Schools (District Education Officer, Kajiado North sub-County, 2015).

The public secondary schools in Kajiado North sub-County are grouped according to county and sub county schools. There are no National and extra-county public secondary schools. All Public secondary schools in Kajiado North Sub-County were studied.

3.4 Data Collection

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

Primary data addressed the issues to do with the strategic planning and how strategic planning affected performance in schools. The questionnaire had both closed and open ended questions. It contained Likert scale type of questions in order to elicit responses that could be ranked to show how the respondents felt about strategic planning in their schools. The questionnaire was partially adopted from Okwako (2013) research. Also there were open ended questions added to the questionnaire so as to allow more in-depth information to be obtained.

The data was collected from either the principals or the deputy principals of the public secondary schools within Kajiado North sub-County. The questionnaires were administered to the principals or deputy principals through a drop and pick system since they are directly in-charge of developing and implementing a school's strategic plan. The respondents were given a period of two weeks to fill in the questionnaires and then the researcher went back to pick them. This allowed ample time for the respondents to answer all the questions with valid answers.

3.5 Data Analysis

Inferential and descriptive statistics was used in analysis of the data. Since the data was to establish the relationship between the independent variable (Strategic planning) and the dependent variable (performance), the measures of relations and associations, that is, correlation and regression was used. Regression analysis emphasizes estimation of an equation that describes the relationship between two variables while correlation helps to determine the strength of linear relationship that is, how strongly correlated these variables are (Mutai, 2000).

Therefore, completed questionnaires were edited to attain completeness, consistency, reduce errors and omissions. Quantitative data was coded and entered into Statistical Packages for Social Scientists (SPSS) for a comprehensive regression analysis and correlation analysis.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis on the data collected in this study, the interpretation of the findings and a discussion on the same.

4.2 Type of School, Number of Students and School Category

Table 4.1 below shows a summary of the background information on the type of school.

Table 4.1: Type of school

	Frequency	Percentage
Mixed Day	6	42.86
Mixed and Boarding	3	21.43
Girls boarding	3	21.43
Boys boarding	2	14.29
Total	14	100

Source: Research Findings

Table 4.2: Number of Students

	Frequency	Percentage
Below 100	1	7.14
101-300	3	21.43
301-500	6	42.86
Over 500	4	28.57
Total	14	100

Source: Research Findings

Table 4.3: School Category

	Frequency	Percentage
County	6	42.86
Sub-county	8	57.14
Total	14	100

Source: Research Findings

Table 4.2 above shows a summary of the background information on the number of students and table 4.3 the school category.

The study was to establish strategic planning process and its influence on performance in public secondary schools. The researcher collected data from 14 out of 22 public secondary schools in Kajiado North Sub-County. There was no response from the other 8 schools. It was established that majority of the schools are mixed day schools. Also most schools have a population of less than 500 students and most of them are sub-county schools as shown in the tables above.

4.3 Influence of strategic planning on Performance

The independent variable (strategic planning) was measured using a number of indicators namely: presence of vision, mission and core values, environmental analysis, stakeholder involvement, presence of objectives and goals, presence of strategic plan and implementation of strategic plan. The performance variable (dependent variable) was measured using 6 indicators namely: academic performance, discipline and school culture, land and infrastructural development, stakeholder satisfaction, financial stability and excellence in non-academics.

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

4.3.1 Presence and documentation of vision, mission and core values

Table 4.4 Presence of Vision, Mission statement and Presence of core values

	Presence of vision		Presence of mission statement		Presence of core values	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
YES	14	100	14	100	10	71.43
NO	0	0	0	0	4	28.57
TOTAL	14	100	14	100	14	100

Source: Research Findings

Presence of vision, mission and core values, defines a strategic direction for a given organization but various schools engage in this exercise to various extents as indicated in table 4.2. 100% of the public secondary schools in Kajiado North Sub-County have a vision and a mission statement and 71.43 % have core values as shown in table 4.4 . It is thus evident that a great proportion of the schools have set their strategic direction. However, from the table 4.5 below 71.43% of the schools have documented their vision, their mission statement and have documented core values.

Table 4.5: Presence and documentation of Vision, Mission and Core Values

	Presence		Documentation	
	Frequency	Percentage	Frequency	Percentage
Vision	14	100	10	71.43
Mission	14	100	10	71.43
Core Values	10	71.43	10	71.43

Source: Research Findings

Table 4.6: Presence of documented strategic plan

Response	Frequency	Percentage
Yes	10	71.43
No	4	28.57
Total	14	100

Source: Research Findings

Evidently, some schools have vision, mission and core values set and displayed on notice board or open walls but not documented. Similarly, the extent of presence of a documented strategic plan is shown in the table 4.6.

Schools having documented strategic plan can be said to practice formal strategic planning while those that lack the above are said to practice informal strategic planning. However, formality of a strategic plan is further defined by the extent to which the school carries out environmental analysis and involves stakeholders in the development of the strategic plan.

It was also noted from the respondents that the vision, mission and core values are used by the teachers for curriculum development. They also enable achievement of set objectives. The respondents also stated that vision, mission and core values enhanced team work among the staff.

4.3.2 Environmental Analysis

Table 4.7 shows that, most schools 42.86% carry out environmental analysis to a large extent, 7.14 % in moderate, 7.14 % to a less extent and 14.28% don't carry environmental analysis. Therefore, 57.14% at least carry out environmental analysis

Table 4.7: Environmental Analysis

	Frequency	Percentage
Not at all	2	14.29
Less Extent	1	7.14
Moderate	1	7.14
Large Extent	6	42.86
Very large Extent	0	0
Missing	4	28.57
Total	14	100

Source: Research findings

4.3.3 Stakeholder involvement

From table 4.8, only 35.71% of the schools involve all stakeholders to a large extent, 7.14% involve them to a moderate extent, and 0% to a less extent and 14.28% do not involve them at all. It is therefore clear that in spite of a high number of schools (71.43%)

practicing strategic planning, the extent of stakeholder involvement is only moderate and to a large extent as advocated for in strategic management discipline, as shown in table 4.8 below

Table 4.8: Stakeholder Involvement

	Frequency	Percentage
Not at all	2	14.29
Less Extent	0	0
Moderate	3	21.43
Large Extent	5	35.71
Very large Extent	0	0
Missing	4	28.57
Total	14	100

Source: Research findings

4.3.4 Strategy Implementation

Table 4.9 shows the frequency and percentage of implementation of strategic plans in the public secondary schools in Kajiado County. . About 7.14 % of schools implement strategic plans to a very large extent,42.86 % of schools implement strategic plans to a large extent 14.28% of the schools implement their strategic plans to a moderate extent while 0% implement to a less extent and7.14% do not implement at all. Thus, some schools may implement their strategic plans to a less extent while others may implement to a large extent. However, the key observation is that only one of the schools implement it to a very large extent as the case should be.

Table 4.9 Strategy Implementation

	Frequency	Percentage
Not at all	1	7.14
Less Extent	0	0
Moderate	2	14.29
Large Extent	6	42.86
Very large Extent	1	7.14
Missing	4	28.57
Total	14	100

Source: Research Findings

4.3.5 Academic Performance and Strategic planning

The academic performance as a dependent variable (Y1) was determined by obtaining the average for the KCSE mean scores achieved during the strategic planning period up to a maximum of 5 years ago. Its regression against the independent variable indicators outlined above yielded the results in the table 4.10.

Table 4.10: Academic performance and strategic planning (Multiple effects)

R	R-Square	Frequency	B	Sig
0.52	0.271	0.784	7.111	0.58

Source: Research findings

The R-Square 0.271 implies that 27.1% of variance in the dependent variable (academic performance) can be predicted from the independent variables entered into the model. And F-Ratio of 0.784 and a sig value of 0.580 show the significance of the independent

variable in the model and thus since the sig value is larger than the typical or conventional value of 0.05, then the independent variables used do not predict the dependent variable to a large extent. When all the independent variables are held constant then academic performance would be equivalent to the constant value of 7.111, (B Value). The table below illustrates the independent effects of each of the strategic planning indicators on academic performance.

From table 4.11, setting strategic direction contributes 88% to the variance in academic performance while environmental analysis contributes 38%, stakeholder involvement 32%, setting strategic objectives 11%, having a strategic plan 0.7% and implementation 5.7%. The table also shows the variance (R-value) caused by each indicator in the observed and predicted values of the dependent variable (academic performance), the B-value which is performance when the independent variable is kept constant and the significance of each variable (sig-value).

Table 4.11: Academic performance and strategic planning (Independent effects)

	R	R-Square	B	Sig
Strategic direction	0.94	0.88	6.072	0.671
Environmental analysis	0.62	0.38	5.431	0.761
Stakeholder involvement	0.57	0.32	5.411	0.802
Strategic objectives	0.106	0.11	5.916	0.628
Strategic plan	0.084	0.007	5.772	0.706
Implementation	0.239	0.057	4.084	0.254

Source: Research findings

4.3.6 Discipline, School Culture and Strategic planning

The correlation between the observed and predicted value of discipline is 0.603. 36.4% of this variance can be explained by strategic planning while 63.6% cannot be explained by the strategic planning indicators used in this regression model. When the predictors are kept constant then the level of discipline would be equal to the B-value (4.661). However a low F-value (1.631) and a high Sig-value of 0.129 implies that the predictor variables used in this regression are not statistically significant. This is indicated in table 4.12.

Table 4.12: Discipline, school culture and strategic planning

R	R-Square	B	F	Sig
0.603	0.364	4.661	1.631	0.129

Source: Research findings

Table 4.13: Discipline, school culture and Strategic planning (independent effect)

	R	R-Square	B	Sig
Strategic direction	0.257	0.066	3.576	0.411
Environmental analysis	0.311	0.097	2.219	0.116
Stakeholder involvement	0.343	0.118	2.218	0.074
Strategic objectives	0.156	0.024	3.071	0.663
Strategic plan	0.308	0.094	3.476	0.114
Implementation	0.516	0.266	2.234	0.007

Source: Research findings

Table 4.13 shows the independent effect of each of the strategic planning indicators on discipline and school culture. It can be observed that implementation is the most

significant variable (has lowest sig-value), such that when it is held constant the results in the dependent variable (B-value) is lowest (2.234) and it also yields the highest variance (R=0.516) in the dependent variable.

4.3.7 Infrastructure development and strategic planning

Table 4.14: Infrastructure Development and strategic planning (multiple effect)

R	R-Square	B	F	Sig
0.52	0.2704	2.502	0.712	0.503

Source: Research findings

The strategic planning indicators used in this regression model contribute 27.04% to the dependent variable (infrastructural development). Therefore, of the 0.52 variance between the observed and the predicted values of the dependent variable, the predictors used can only explain 27.04 % while the rest cannot be explained by strategic planning. The sig-value 0.503 and the F-value 0.712 imply that the independent variables used are not statistically significant.

The results in the table 4.15 below indicates that the most significant variables to determine land and infrastructure development are stakeholder involvement, environmental analysis and implementation of strategic plan respectively with sig-values 0.031,0.03 and 0.034 respectively

Table 4.15: Infrastructure Development and strategic planning (Independent effect)

	R	R-Square	B	Sig
Strategic direction	0.21	0.044	3.436	0.543
Environmental analysis	0.421	0.177	1.538	0.03
Stakeholder involvement	0.43	0.185	1.687	0.031
Strategic objectives	0.364	0.132	3.1	0.833
Strategic plan	0.242	0.059	3.294	0.843
Implementation	0.42	0.176	1.789	0.034

Source: Research findings

4.3.8 Stakeholder satisfaction and strategic planning

Table 4.16: Strategic Planning and Stakeholder Satisfaction

R	R-Square	B	F	Sig
0.768	0.59	3.902	3.056	0.027

Source: Research findings

The correlation between the observed and the predicated stakeholder satisfaction is 0.768. The independent variables used in this model can explain 59 % of this variance. A high F-value of 3.056 and a low Sig-value of 0.027 indicates that the independent variables used in this regression model are statistically significant. However, the sig-values of each independent variable indicate that environmental analysis (0.0398) and implementation (0.001) are the most statistically significant independent variable indicators in determining stakeholder satisfaction. Independent effects of strategic planning practices on stakeholder satisfaction are shown in table 4.17.

Table 4.17: Strategic Planning and Stakeholder Satisfaction (Independent effect)

	R	R-Square	B	Sig
Strategic direction	0.317	0.099	4.366	0.275
Environmental analysis	0.153	0.023	2.895	0.398
Stakeholder involvement	0.317	0.100	2.638	0.109
Strategic objectives	0.262	0.069	3.98	0.35
Strategic plan	0.262	0.069	3.98	0.35
Implementation	0.613	0.376	2.065	0.001

Source: Research findings

The most significant variables in achieving stakeholder satisfaction are implementation of the strategic plan and stakeholder involvement in the development of the strategic plan.

4.3.9 Financial Stability and strategic planning

Table 4.18: Financial Stability and Strategic Planning (multiple effect)

R	R-Square	B	F	Sig
0.635	0.403	0.606	1.382	0.239

Source: Research findings

The variance between the observed and predicated level of the dependent variable (financial stability) is 0.635. R-Square value of 0.403 indicates that the independent variables explain 40.3% of the variance. The B-value (0.606) is the constant level of performance in financial status when all the independent variables remain constant. The sig-value 0.239 indicates that the independent variable used in the regression is not the most statistically significant in determining the financial stability in a school.

Table 4.19 shows the independent effects of the strategic planning practices on financial stability of a school. It is evident that stakeholder involvement, setting strategic objectives and implementation are the most significant independent variables in determining the financial stance of a school. The highest variance in the observed and predicted values of financial performance is caused by strategic objectives based on environmental analysis

Table 4.19: Financial Stability and Strategic Planning (independent effect)

	R	R-Square	B	Sig
Strategic direction	0.119	0.014	2.798	0.806
Environmental analysis	0.361	0.130	2.19	0.057
Stakeholder involvement	0.51	0.260	2.296	0.008
Strategic objectives	0.514	0.264	2.49	0.020
Strategic plan	0.212	0.045	3.266	0.224
Implementation	0.446	0.199	2.404	0.022

Source: Research findings

4.3.10 Non – Academics and strategic planning

Table 4.20: Non-Academics and Strategic Planning (Multiple effect)

R	R-Square	B	F	Sig
0.901	0.811	2.65	10.413	0

Source: Research findings

R-Value 0.901 is the variance between the observed and the predicted performance in non- academics implying that the variables used are the most statistically significant in

determining non-academics. The independent variables employed in this regression model can explain 81.1% of the variance but when they are held constant then the performance would be observed to be equivalent to the B-value, 2.65. A high F-Value of 10.413 and a very low sig-value of 0.000 imply that the independent performance in non-academics. The table below indicates that implementation is the most significant aspect of strategic planning practice in ensuring good performance in non-academic activities.

Table 4.21: Non-Academics and Strategic Planning (Independent effect)

	R	R-Square	B	Sig
Strategic direction	0.34	0.116	4.389	0.179
Environmental analysis	0.205	0.042	2.431	0.303
Stakeholder involvement	0.013	0.0002	3.043	0.942
Strategic objectives	0.214	0.046	3.86	0.543
Strategic plan	0.355	0.126	4.019	0.051
Implementation	0.424	0.180	2.068	0.014

Source: Research Findings

4.4 Discussion

The data analysis above has established that the majority of the public secondary schools in Kajiado North Sub-County are mixed day schools with a population of less than 500 students and are mainly sub-county schools. In addition, the study established 4 key findings.

First, most of the schools (71.43%) practice formal strategic planning while 28.57 % practice informal strategic planning. Secondly, the extent of stakeholder involvement and

environmental analysis during strategic planning is at least moderate. Thirdly, the extent of implementation of the strategic plans is at least moderate. The fourth finding is that strategic planning is positively correlated with performance although the extent of contribution to each of the performance indicators (academic, discipline, non-academics, infrastructure, stakeholder satisfaction, financial stability) is different. Similarly, each indicator of strategic planning (strategic direction, stakeholder involvement, environmental analysis, strategic objectives, strategic choices and implementation), contribute to various extents to each of the performance indicators above.

4.4.1 Comparison with Theory

The findings in this research are largely in agreement with the theories of strategic management discipline including open systems theory, contingency theory, resource-based theory, IOE theory among others. For instance, it's evident that schools like other organizations are open systems. They are in continuous evolution and interaction. Schools also operate in a dynamic, complex and turbulent environment that is highly competitive (Albanese and Van Fleet, 1983).

Also it is evident that schools like other organizations need resources. This has necessitated the embrace of strategic planning in order to set strategic direction, define competitive moves, satisfy stakeholders, compete successfully and achieve targeted levels of performance (Thompson et al 2007). This is evident from the high number of schools striving to conform to the MoE's requirement that each school should draft a strategic plan in tandem with its current 2012 – 2017 strategic plan. This is based on the argument that schools like any other organization in Kenya struggle with environmental

challenges thus need to develop competitive advantage against their competitors in order to survive.

This study affirms that organizations indeed need to engage in strategic planning because it is positively correlated to performance and its a tool to combat the ever changing internal environment and the turbulent external environment and also partly because a strategic plan can be made contingent to organizational factors like size, structure and leadership. These findings have helped to narrow the gap on controversy concerning influence of strategic planning on performance.

4.4.2 Comparison with other studies

The findings of this study are also in agreement with findings from other studies. For instance similar to the study by Okwako (2013) noted in Rarienda District most secondary schools engage in formal strategic planning and secondly, strategic planning is positively correlated to performance but it is not the sole contributor to performance. Similarly, Gode (2009) in Kisumu East District established that strategic planning is positively correlated with performance.

This findings provide significant information to policy developers. For instance, the MoE is hereby informed of the extent of strategic planning in public secondary schools in Kajiado North Sub-County. It can therefore put the appropriate policies and remedies in place to enhance the practice. Similarly, the school management has been furnished with information on the limitations in the development of strategic plans leading to dismal contribution to performance. They can henceforth purpose to improve on the processes of strategy development (especially stakeholder involvement and environmental analysis).

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the findings, conclusion, recommendations, limitations of the study and suggestions for further studies.

5.2 Summary of the Findings

The researcher targeted 22 public secondary schools in Kajiado North Sub-County and obtained responses from 14 schools since during the drop and picking of the questionnaires there was a strike in the Public Secondary Schools in the country. Based on the data collected and analyzed from the 14 schools, the researcher established that majority of the public secondary schools are mixed day schools (71.43%), with 71.43% of the schools having a population of less than 500 students and that 57.14% of the schools are sub-county schools with no national schools in the district.

The study findings based on the study objective show that, majority of the schools (71.43%) practice formal strategic planning and secondly, strategic planning is positively correlated to performance. The other important finding is that although strategic planning is positively correlated to performance, it is not the sole contributor to performance. Other significant findings include the observation that there is low level stakeholder involvement in development of strategic plans, only moderate environmental analysis during strategic planning process and implementation levels are only moderate.

The study also established that strategic planning employed in the schools has varied contribution to the variance observed in each of the indicators of performance. For

instance to determine academic performance in a school, establishing strategic direction contributes 88% while environmental analysis contributes 38%, stakeholder involvement 32%, setting strategic objectives 11%, having a strategic plan 0.7% and implementation 5.7%. Therefore each of the strategic planning indicators was observed to contribute to various extents to each of the performance indicators as illustrated in data analysis in chapter 4 above.

It is therefore not only the school principal who influences the strategic planning process in the school but also the parents, the government and BOG. The successfulness of strategic planning in public secondary schools requires that each stakeholder to understand and play his/her role effectively.

This study found that strategic planning in public secondary schools requires active participation of the parents, government and the BOG members. The study found that the respondents felt that the stakeholders lacked commitment. The respondents also felt that the stakeholders had a negative attitude on change.

The main roles of the parents identified include financing strategic projects and supporting in maintaining learners discipline. Government provided influential policy framework, financed and provided teachers necessary for the strategic planning process. The BOG members were the custodians of the school resources and prioritized the items in the strategic plans. Factors which affected parents, government and BOG in implementation of strategic plans are include teachers absenteeism, teachers strikes, insufficient funds, inflation, political interference, competing issues and government policies.

5.3 Conclusion

The study concludes that most of the public secondary schools in Kajiado North sub-county practice formal strategic planning. Also strategic planning is positively correlated to performance. This is more so because it is positively correlated to each performance indicator in the school set up making it a significant tool in creating competitive advantage. Thus schools struggle with many challenges such as attracting and retaining the best students, competing with other public and private secondary schools, improving performance to earn stakeholder satisfaction among others, strategic planning will enable them to have a competitive advantage. Therefore strategic planning is an inevitable practice in today's businesses (Schools) and must be enhanced

The study also concludes that parents, government and school managers have important role to play for strategic planning thus better performance of schools. For instance, it was established that strategic planning can only explain, 66.5% of discipline and school culture, 77.3% of land and infrastructure development, 73.6% of stakeholder satisfaction, 51.2 % of non-academic performance and 91.2% of financial stability. Its noteworthy that the above percentages represent regression variances (variance in dependent variable explained by strategic planning) while the remaining percentage is residual variance (proportion that cannot be explained by strategic planning) which can be accounted for by the other organizational factors. This means that every stake holder is responsible for strategic planning. This therefore requires full involvement of each of them in preparation and implementation of the strategic plans.

5.4 Recommendations

The study recommends that all public secondary schools should engage in formal strategic planning because it is a policy. Also it provides the ability to help establish strategic direction and align resources to meaningful strategies. Thus developing competitive advantage and competing successfully.

The study also recommends that the Kenyan government should remit the FSE levies in time to enhance and increase school financing due to inflation. Ministry of education should come up with policies which would enhance more ability for the public secondary schools to implement their strategies. School managers also need more training on strategic management in order to align their strategic plans with their internal and external environment.

5.5 Limitations of the Study

The first limitation is that the research was carried out in public secondary schools during a period where the government and the teachers had a disagreement. Thus teachers were on strike. Different results may be collected in a period when the school principals and teachers are relaxed and settled.

The Second limitation of this study is that this study can only be interpreted within the concepts of strategic planning and performance such that generalization of strategic management concepts in the interpretation of the findings of this study would yield erratic conclusions. For instance the study did not encompass other concepts such as corporate governance, organizational behavior and other organizational factors that would otherwise vary the findings of impact of strategic planning and performance.

Similarly, the study was confined to a school set in which organizational performance is measured in terms of grades in national examinations and performance in other co-curricular and extra-curricular activities as opposed to commercial organizations that measure performance using financial indicators like gross and net profit.

Thirdly, the research was carried out in public secondary schools in Kajiado North Sub-County 2015. The findings of this study are thus within this confines such that another similar study in a different sub-counties in Kenya. Maybe still in Kajiado North Sub-County but studying private secondary schools or studying public secondary schools but at a different period in time is likely to yield different results.

Finally, the researcher used cross-sectional design and structured questionnaires as instruments. It's thus evident that a similar research employing the same design but using a different research instrument like interview schedule is likely to put forth different findings. Similarly, a similarly research employing a different research design would yield different result.

5.6 Suggestions for Future Research

The researcher recommends that more research should endeavor to focus on concepts of strategic management that affect organizational performance. For instance concept on governance or organizational behavior and performance of public secondary schools would shed more light on performance in public secondary schools. Also a research on the strategic planning and performance in private schools.

Concepts of significance of stakeholder involvement in strategic planning may be done. Also on how the government policies influence strategic planning of public secondary schools. Such studies in addition to the findings in this study can help determine whether the whole concept of strategic planning and strategic management in general is relevant in public secondary schools.

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

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

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APPENDICES

Appendix I: University Letter of Introduction

Telephone: 020-2059162
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

DATE 7TH SEPT, 2015

TO WHOM IT MAY CONCERN

The bearer of this letter ONKUNDI NAOMI NYAKERAPIO

Registration No. DEI/70866/2014

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

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

Thank you.



PATRICK NYABUTO
MBA ADMINISTRATOR
SCHOOL OF BUSINESS

Appendix 11: List of Public Secondary Schools in Kajiado North Sub-County

	NAMES OF SCHOOLS
1	OLOOLAISER HIGH SCHOOL
2	ENOOMATASIANI GIRLS SECONDARY SCHOOL
3	NAKEEL SECONDARY SCHOOL
4	P.C.E.A NGONG HILLS SECONDARY
5	OLOOSEOS SECONDARY SCHOOL
6	OLOOLUA SECONDARY SCHOOL
7	OLKERI SECONDARY SCHOOL
8	NKAIMURUNYA MIXED DAY SECONDARY SCHOOL
9	OLEKASASI MIXED DAY SECONDARY SCHOOL
10	1PCEA KIMUKA GIRLS SEC. SCHOOL
11	LOODARIAK SECONDARY SCHOOL
12	KISERIAN MIXED DAY SECONDARY SCHOOL
13	MAGADI SECONDARY SCHOOL
14	PATERSON MEMORIAL SECONDARY SCHOOL
15	NAJILE BOYS SECONDARY SCHOOL
16	EWUASO GIRLS SECONDARY BOARDING SCHOOL
17	OLOYIANKALANI MIXED DAY SECONDARY SCHOOL
18	KIBIKO SECONDARY SCHOOL
19	BARAKA OONTOYIE SECONDARY SCHOOL
20	NOONKOPIR GIRLS SECONDARY SCHOOL
21	PCEA UPPER MATASIA SECONDARY SCHOOL
22	PCEA ILNGAROOJ BOYS SECONDARY SCHOOL

Source: District Education Officer, Kajiado North Sub-County, 2015

Appendix III: Research Questionnaire

This questionnaire consists of three sections namely: section A - background information, section B - strategic planning practices and section C – performance. The responses in this questionnaire are exclusively for academic purposes. Kindly fill it as honestly as possible by ticking according to the key provided.

SECTION A: BACKGROUND INFORMATION

1. Name of the school

2. Job title of respondent

3. In what category is your school?

a) National () b) County () c) Sub-county ()

4. How many students does your school have?

Below 100 () 101-300 () 301-500 () over 500 ()

5. In what category is your school?

a) Day school () b) boarding school () c) mixed () d) Girl's school e) Boy's school ()

SECTION B: STRATEGIC PLANNING

1. Does your school have a vision?

Yes () No ()

2. If yes in (1) above, how was it developed?

By an expert () Strategic planning team ()

By the principal () consultant and selected teachers ()

3. If yes in (1) above, how is it communicated to stakeholders?

i) Notice board ()

ii) School gate ()

iii) Internet ()

iv) Strategic plan ()

v) Newsletter ()

4. If yes in (1) above, is it documented?

Yes () No ()

5. If yes to (1) how has it influenced the teaching taking place in the classes?

.....

.....

.....

.....

.....

6. Does your school have a mission statement?

Yes () No ()

7. If yes in (6) above, how was it developed?

By an expert () Strategic planning team ()

By the principal () consultant and selected teachers ()

8. If yes in (6) above, how is it communicated to the school's stakeholders? (Tick more than one if applicable.)

i) Notice board ()

ii) School gate ()

iii) Internet ()

iv) Strategic plan ()

v) Newsletter ()

9. If yes in (6) above, is it documented?

Yes () No ()

10. If yes to (6) how has it influenced the planning of teaching in classes?

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

11. Do you have school core values?

Yes () No ()

12. If yes in (11) above, how are they developed?

By an expert () Strategic planning team ()

By the principal () consultant and selected teachers ()

13. If yes in (11) above, how are they communicated to the stakeholders?

i) Notice board ()

ii) School gate ()

iii) Internet ()

14. If yes in (11) above, are they documented?

Yes () No ()

15. Has your school set goals that it focuses to achieve (short term and long term)?

Yes () No ()

16. If yes in (15) above, are they documented?

Yes () No ()

17. Does your school have a documented Strategic Plan?

Yes () No ()

18. Since when did your school commence strategic planning?

Last year ()

2 years ago ()

3 years ago ()

4 years ago ()

More than 5 years ago ()

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

	1	2	3	4	5
Principal					
Teachers					
Support staff					
Parents					
Students					
BOM members					
MoE					
The Community					
School Suppliers					
Supporting NGOs and CBOs					
Experts					

20. Using the same scale as in (19) above, tick to indicate the extent to which you carry out the following activities during strategic planning.

	1	2	3	4	5
Resource analysis					
Analysis of leadership skills and abilities					
Needs assessment					
Problem analysis					
Analysis of core competencies					
Analysis of adequacy of staff members					
Analysis of external environment e.g MoE policy, CBO, NGO, CDF and community support.					

21. Have you set school objectives?

Yes () No ()

22. If yes in (21) above, are they informed by the analysis in (20) above?

Yes () No ()

23. If yes in (20) above, are they documented?

Yes () No ()

24. If yes to (17) what challenges did it undergo during the planning?

.....

.....

.....

22. using the scale in (19) above, , tick to indicate the extent to which the strategic plan is implemented in your school.

	1	2	3	4	5
An action plan is developed and adhered to.					
Timelines are set and met					
Objectives are set and met					
Changes established are implemented					

SECTION C: PERFORMANCE

1. For the last how many years has your school undertaken KCSE exams?

One year ()

2 to 5 year ()

5 to 10years ()

More than 10 years ()

2. What is the highest mean score ever attained?.....

3. In which year was the above mean achieved?.....

4. Record the school’s mean score in the last 5 years:

YEAR	2014	2013	2012	2011	2010
KCSE MEAN SCORE					

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

Yes ()No ()

6. If yes in (5) above, tick to indicate the highest level ever attained in each of the following co-curricular activities:

	Zonal	Sub- county	County	Regional	National	Not Participated
Athletics						
Volleyball						
Netball						
Football						
Music Festivals						
Drama Festivals						

7. In a scale of 1-5 shown below indicate the extent to which you rate the following: 1- Not at all, 2-Less extent, 3- Moderate extent, 4- Large extent, 5- Very large extent.

	1	2	3	4	5
Student truancy					
Student response and adherence to instruction					
Student drop-out rates					
Student respect to staff					
Student self-drive					
School reward or motivation system					
Positive reading culture among students					
Appraisal system					

8. Using the scale in (7) above, tick to indicate the extent to which the school has achieved the following within the last 5 years.

	1	2	3	4	5
Acquisition of more school land					
Constructing tuition blocks					
Constructing administration blocks, ICT room or laboratory					
Constructing sanitation and ablution blocks or toilets					
Constructing pavements, store rooms, fence etc					
Water system development					
Acquisition of main electricity					
Acquisition of school bus or van					

9. By using the scale in (7) above, indicate the extent to which you rate the following attributes in your school within the last 5 years;

	1	2	3	4	5
Increased enrollment rates					
Increased support by PTA					
Increased responsiveness by BOM					
Increased partnership with NGOs and CBOs					
Increased support by community and sponsors					
Commitment and dedication of staff					

10. Tick in the table below to indicate the extent to which you rate the following in your school;

	1	2	3	4	5
School fee payment level					
Presence of income generating activities					
Sponsorship from CDF and government bursaries					
Sponsorship from NGOs and other sponsors					