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**STRATEGIC PLANNING AND PERFORMANCE OF PUBLIC
SECONDARY SCHOOLS IN KISUMU EAST DISTRICT,
KENYA**

BY

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**A MANAGEMENT RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF BUSINESS ADMINISTRATION, SCHOOL
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DECLARATION

This research project is my own original work and has not been presented to any university for any award of degree/diploma.

Signed..........

Date.....18/11/2011.....

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This research project has been submitted for examination with my approval as the candidate's supervisor.

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DEDICATION

This research project is dedicated to my dear wife Alice Nyakerario Opiyo and my children Robin Gode and Trevon Opiyo for their encouragement, patience and understanding during my absence. Special dedication also goes to my father Julius Gode and mother Mary Gode for inspiring me in pursuit of further education.

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ACRONYMS AND ABBREVIATIONS

BOG	Board of Governors
PTA	Parents and Teachers Association
MOE	Ministry of Education
FSE	Free Secondary Education
CDF	Constituency Development Fund
FPE	Free Primary Education
UNESCO	United Nation Education Scientific and Cultural Organization
KCSE	Kenya Certificate of Secondary Education
NGO	Non Governmental Organization

ABSTRACT

While public organizations are now encouraging the practice of strategic planning, its influence on organizations performance is still a subject of great debate. Strategic planning is a new phenomenon in most of the schools although a few have started using the plans to be able to establish their mission and their objectives for better performance. The strategic planning practices that are being adopted by the public secondary schools in Kisumu East District are similar to those proposed in strategic management theory and are also reported in the literature from other industries or other institutions of higher learning. While previous studies have largely focused on financial measures of performance in the U.S.A., the U.K., Turkish, Egyptian and Japanese organizations, this study focused on the public secondary schools in Kenya. The main objective of this research was to investigate the evidence of the influence of strategic planning adopted by public secondary schools in Kisumu East District and the performance of these schools in terms of academic improvement, infrastructure development, students and parents' satisfaction, staff motivation as well as general discipline of the students. This study was guided by the thought that strategic planning in secondary schools has a positive influence on the schools' performance. The theory of the planning-performance relationship for organizations effectiveness was examined in this survey study on the thirty eight public secondary schools in Kisumu East district. In this census study, data was collected through self administered questionnaires with the school principals. Data was analyzed using Statistical Package for Social Scientists (SPSS) computer software and presented in tables then interpreted using descriptive and inferential statistics. Pearson Product – Moment Correlation analysis was used to show general support of the opinion that secondary schools performance depends on adoption, implementation and control on strategic planning practices. It was found that 51.53% of the schools had not adopted any strategic planning practice. The schools that had adopted strategic planning performed significantly better than schools that had not. This was because strategic planning was related positively to performance.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

All organizations exist as open systems. They are affected by external conditions that are largely beyond their control but which present them with opportunities, threats and constraints. Therefore, to successfully position a firm in competitive situations, its strategic managers must look beyond its operations (Pearce, Robinson and Mital, 2008). They must consider what relevant others (such as competitors, customers, suppliers, creditors, government and labor) are likely to do. The days when organizations could wait for clients to beat a path to their doors are long gone. They must realize that their services and products, regardless of how good they are, simply do not sell themselves (Kotler and Armstrong, 2000).

Due to the exigencies in the immediate and remote external environment, managers today are under increasing pressure to improve the competitive positions of their organizations, either to steal a march on their competitors or to simply keep up with the accelerating pace of competition (Peppard and Preece 1995). Organizations need to have the right fit between their internal structures and their external environment in order for them to function effectively and efficiently. This is because further turbulent environmental changes can render yesterday's winning solutions and principles obsolete (Kotler, 1997).

In order to manage these contingencies, firms whether for-profit or not-for-profit are implementing strategies that allow them to quickly reconfigure and redeploy their assets. Burnes(2000) notes that it is necessary for firms to adopt strategies which would enable them maintain competitive positions in the market place or else be eliminated. This can only be possible if organizations embrace the practice of strategic planning.

The objective of strategic planning, therefore, is to align an organization's activities with its environment, thereby providing for its continuing survival and effectiveness. It requires an organization to monitor its internal and external environments constantly for changes that may require modifying existing strategic and tactical plans or developing different ones altogether. Steiner (1979) and Barry (1986) argue that strategic planning, regardless of whether public or not-for profit organization engage in it, can help an organization achieve clarity of future direction, think strategically, and develop effective strategies, establish priorities, deal effectively with rapid changing circumstances, build team work and expertise, and solve major organizational problems and improve organizational performance. Strategic planning can also help to resolve competing organization's resource allocation priorities and tie performance to resource allocation (Long and Franklin, 2004). Other organizations adopt it to increase job satisfaction since past research shows positive and statistically significant relationships between employee participation in strategic planning processes and job satisfaction among employees (Kim, 2002). Without strategic planning, businesses simply drift, and are always reacting to the pressure of the day.

The relationship between strategic planning and performance of organizations continues to be debated in the strategic management literature. Thompson et al (2008) argue that a strategy-focused enterprise is more likely to be a strong bottom-line performer than a company whose management views strategy as secondary and puts its priorities elsewhere. The better conceived a company's strategy and the more competently it is executed, the more likely that the company will be a standout performer in the market place. Companies that don't plan have exponentially higher rates of failure than those that plan and implement well. Gerbing et al (1994) argue for strategic planning touting its positive relationships with organizational performance (such as improved financial performance), organizational processes, morale, and employee commitment to organizations. Furthermore, Gerbing et al (1994) argue that strategic planning is positively related to effective organizational mission definition, competitive advantage, and organization-environment alignment critical to creating and sustaining a superior competitive advantage. Pearce, Freeman and Robinson (1987) argued similarly and found a strong positive correlation between strategic planning and profitability even in firms facing and competing in turbulent environments.

However, Mintzberg (1993) argues against strategic planning in the private sector saying that it has not been successful because in an uncertain environment, it inhibits an organization's ability to engage in creative thinking critical to innovative ideas necessary to deal with environmental surprises. In his view, strategic planning gives tunneled vision and does not allow management to take note of other possible approaches to problems. Despite these arguments recent increases in the adoption of strategic planning in the public sector at a time when the private sector seems to reduce its use makes its study in public agencies ever more important.

1.1.1 Strategic Planning

Strategic planning is defined as the process of diagnosing an organization's external and internal environments, deciding on a vision and mission, developing overall goals, creating and selecting general strategies to be pursued, and allocating resources to achieve the organization's goals (Hellriegel, Jackson and Slocum, 2005). It 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). It is nothing more complicated than anticipating the future and figuring out how to get there. More formally, strategic planning is the collective set of actions that afford an organization a good shot at a competitive advantage that is sustainable for a period of time.

Strategic planning process involves formation of vision and mission statement, performance of situational analysis, and finally strategy formulation and choice (Pearce and Robinson, 2008). Once formulated strategies are implemented, closely monitored and evaluated. The objective of strategic planning is to align an organization's activities with its environment, thereby providing for its continuing survival and effectiveness. As firms face increased environmental change such as more globalization, (Grant, 2005) argues that firms benefit from strategic planning. Without a strategy an organization is like a rudderless ship (Thompson, Strickland and Gamble, 2008). The result of a coherent strategic planning process is a blue print that defines organizational activities and resource allocation required to accomplish organizational strategic objectives.

Although strategic planning is important, what is more important is how it is practiced in different organization. It cannot have a universal application across the board as different firms face unique challenges and different levels of environmental turbulence. Bryson (1988) suggests that the nature of organizations in the nonprofit or public sector prevents exact duplication of the private sector strategic planning process. More numerous stakeholders, conflicting criteria for performance assessment, public accountability, and the social service nature of nonprofit organizations tend to make replication difficult between sectors (Chlala et al, 1995). Many organizations keep redefining their vision and mission statements, organize seminars and include consultants to formulate strategies (Kamau, 2008).

1.1.2 Organizational Performance

Organizational performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives). According to Richard et al (2009) organizational performance encompasses three specific areas of firm outcomes namely financial performance (profits, return on assets, return on investment, etc.); product market performance (sales, market share, etc.); and shareholder return (total shareholder return, economic value added, etc.) Drucker (1984) analyzed the concept of organizational performance in terms of effectiveness and efficiency. He looked at effectiveness as the ability to choose appropriate goals and to achieve those goals, while efficiency as the ability to make the best use of available resources in the process of achieving those goals. He considers efficiency as the ration of inputs used to achieve some level of outputs.

Laitinen (2002) suggests that performance "can be defined as the ability of an object to produce results in a dimension determined a priori, in relation to a target". He also suggests that a well-organized system of performance measurement may be the single most powerful mechanism at management's disposal to enhance the probability of successful strategy implementation. The yardstick with which organizational performance is measured cannot be the same across all organizations. This suggests that financial results are not the only performance indicator and that other aspects of performance are relevant for the existence and success of an organization (Hillman and Keim, 2001). By implication, this means that nonfinancial measures are also important. This is because the measurement of strategic performance is primarily about assessing the extent to which a strategy has achieved its broad objectives (Cole, 1997). Indeed, Laitinen (2002) states that when financial and non-financial measures are incorporated in the same model, managers can survey performance in several areas simultaneously in order to enable efficient strategic decision-making.

Although performance is some what easy to measure in many simulations such as profit, sales, and stock price, a service based simulation presents problems which make judgments more subjective (Smith and Golden, 1989). Many organizations have attempted to measure organizational performance using the balanced score card methodology where performance is tracked and measured in multiple dimensions such as: financial performance (shareholder return), customer service, social responsibility (corporate citizenship, community outreach) and employee stewardship. It can therefore be argued that while there are many other factors that contribute to organizational performance, the role of strategic planning cannot be gainsaid.

1.1.3 Public Secondary Schools in Kisumu East District

Public schools are schools mandated for or offered to all children by the government, whether national, regional, or local, provided by an institution of civil government, and paid for, in whole or in part, by state taxes. Children usually transfer to secondary school between the ages of 10 and 16 years, and finish between the ages of 16 and 19 years, though there is considerable variation from country to country.

In Kenya, Public secondary schools are managed by Boards of Governors (BOGs) appointed by the Minister of Education. The BOG is mandated by the Education Act to audit and regulate expenditure by the administration to ensure that all the income received by the school is applied to the promotion of its objectives. This statute presumes that members of the BOG and head teachers are knowledgeable in law, human resources management, supply chain management, accounting, project management and strategic management. BOGs monitor school performance, pay non-teaching staff and report to District Education Offices. Parent-teacher associations (PTAs) also monitor school performance, raise funds to supplement the school budgets and participate in decisions regarding the use of funds. The latest changes at the Ministry of Education (MOE) include the introduction of Free Secondary Education (FSE) and Constituency Development Funds (CDF) and therefore monitoring and evaluation of financial performance is critical.

The BOG and head teachers of schools have to define the performance indicators in line with expectations of the Directorate of Secondary and Tertiary Education. MOE strategic plan is supposed to be customized by individual schools so that it reflects on their management needs. However, some secondary schools only practice *ad hoc* strategic planning that is largely informal. Pressure on head teachers and the secondary school management to improve academic performance, efficiently manage infrastructural funds, satisfy the complex needs of students and parents, suppliers and funders, and the ever growing competition in the industry make it imperative for these schools to embrace the practice of strategic planning.

In 1963, there were of 151 secondary schools in Kenya and the total number of students enrolled was 30,120. Kenya currently has 4,478 public high schools with the enrollment estimated at 1.7million students (Daily Nation, 30th August, 2011). This dramatic increase in enrollment is attributed to the government's introduction of free secondary schooling education program in 2008. The scheme proposed to pay tuition fees for students while parents would still be required to meet boarding school costs and school uniforms. However, the massive increase in enrolments in primary schools, following the introduction of Free Primary Education (FPE) is already putting pressure on the secondary school system to expand access. The immediate challenge of secondary education is how to expand access at relatively low cost while improving the quality of education provided (UNESCO, 2008).

Kisumu East district is one of six districts that make up Kisumu County in Nyanza province. With a population of 473,649, it is the most populated district in the county (Kenya Population Census, 2009). It is estimated that 53 percent of the population (251,034 people) live below the poverty line. The welfare monitoring surveys of 1994 and 1997 indicate that poverty levels have been increasing over time. The main causes of poverty in the district are identified as environmental, economic, lack of exploitation of the natural resources, HIV/AIDS menace and socio-cultural factors (Kisumu District Strategic Plan, 2005-2010).

Many children in Kisumu East district are not able to go or complete school due to financial constraints which makes it difficult for the parents to afford school uniforms, desks, and fees. High prevalence of HIV/AIDS in the district has also led to increased number of child headed households (Kisumu Urban Apostolate Program Report, 2011). As a result, many children have dropped out of school to take care of their siblings. Many schools are in deplorable conditions; they lack physical infrastructure hence making it difficult for children especially the most vulnerable ones to access education akin to other children. The teachers are also demoralized due to poor working conditions as some schools do not have adequate learning environment to facilitate active learning. The 2008 post election skirmishes led to the exodus of teachers from other communities who had a bias in subjects like Swahili. This has contributed to understaffing. Some schools are not accessible during rainy season because most of the areas are prone to floods. This has led to decline in enrolment in schools, retention rates, poor quality education, and eventually most vulnerable children pushed out of school. These social-economic challenges can be well addressed if secondary education is streamlined to empower the youth and position them for future economic opportunities.

At present there are 38 public secondary schools in Kisumu East district (District Education Office Sources, July 31st 2011). The schools are categorized as Provincial and District secondary schools with some offering boarding facilities while others are day schools. In terms of management, all of them are guided by Ministry of Education policies and Strategic Plan that cascade through the province to the district. Most public schools in the district practice strategic planning with their models adapted and domesticated from the Kisumu East District Strategic Plan (2005-2011) which is a further adaptation of the MOE strategic plan. The practice of strategic planning by public schools is now a requirement by the MOE as part of ensuring proper allocation and prioritization of resources, effective management of human resources, and result-oriented performance. Due to increased demands by both parents and students and coupled by changing environment, it is imperative that schools practice strategic planning. This will ensure these institutions meet their objectives which include infrastructural development, student and parent satisfaction, staff motivation, improved academic performance, discipline, increased confidence in suppliers and funders, and social responsibility.

1.2 Research Problem

Every organization depends on its external environment for survival and growth (Cole, 2004). The environment in which organizations operate continue to change inexplicably thus prompting them to adapt their strategy to shifting industry and competitive conditions, emerging buyer preferences and requirements, the appearance of fresh opportunities and threats, advancing technology and other significant events that may affect the firms. In the face of such vagaries in the operating and external environment, appropriate strategy is necessary for the organization to remain competitive and sustainable (Hamel and Prahalad, 1993).

Strategic planning as management tool, therefore, helps organizations to anticipate these challenges and to put in place strategies of addressing them as well as put organizations in concert with uncertainties. Steiner (1979) and Barry (1986) argue that strategic planning regardless of why public and not- profit organization engage in it, can help an organization achieve the clarity of future direction; think strategically and develop effective strategies; establish priorities; deal effectively with rapid changing circumstances; build teamwork and expertise; and solve major organizational problems; and improve organizational performance.

Since 1980's there have been a series of reforms taking shape in the public sector, resulting from increased awareness on the importance of quality in the public sector. Focus on school management for effectiveness has increasingly become critical. Ministry of Education Sessional Paper No. 1 of 2005 on A Policy Framework for Education, Training and Research, and Kenya Education Sector Support Program (KESSP) 2005-2010 indicate that public secondary schools in Kenya, Kisumu East District included, are actively practicing strategic planning by either preparing their independent strategic plans or implementing the Ministry of Education strategic plan that cascade to schools through the provincial and district education offices. Most of the schools have their mission and vision statements placed on notice boards and imprinted on the entrances. But it is still not clear whether they are derived from formal strategic plans. Nor is it very clear the nature of strategic planning that is in common practice. As an important management tool a strategic plan is geared towards improving performance. However, the impact of the use of strategic plans on the performance of public schools in Kisumu East District with regard to academic improvement, infrastructural development, students and parents' satisfaction, teacher motivation, co-curriculum activities, discipline and social responsibility is not very clear.



Strategic planning is very important for the growth, survival and sustainability of public secondary schools but very few studies have been carried out in this area. Some studies have been done on some aspects of management of secondary schools in Kenya. For example, Kariuki (2005) carried out a study on the relationship between school management practices and candidates performance in KCSE. On the other hand, Kimemia (2006) studied strategic planning practices in public secondary schools in Kenya but failed to show how such practices would lead to performance. Mwita (2007) focused on challenges faced by principals in implementing strategy in public secondary schools in Nairobi province. Mauti (2010) carried out a study on the influence of competitive strategies on the performance of international schools offering British National curriculum in Nairobi. However the context of this research had little relevance to public schools. Matilda (2010) studied challenges of implementing MOE strategic plan in Girls' secondary schools in Nairobi. Finally, Chunc (2010) focused on Performance contracting and its influence on management of public secondary schools in Nairobi county. All these studies focused on different conceptual and contextual concerns. No study exists that is primarily and explicitly concerned with empirically examining the relationship between strategic planning and the performance of public secondary schools thus a knowledge gap is evident. Furthermore, no such studies have been carried out in Kisumu East District. Does strategic planning have any influence on the performance of public secondary schools in Kisumu East District?

1.3 Research Objectives

Objectives of this study were:

- (i) To establish the nature of strategic planning practiced in public secondary schools in Kisumu East District.
- (ii) To determine the influence of strategic planning on performance of public secondary schools in Kisumu East District.

1.4 Value of the Study

Secondary education is a critical level of learning since it determines the career paths of students and inculcates in them important national values. The government and other stakeholders have, therefore, invested and continue to invest heavily in this sector through direct funding and infrastructural development. This study will help various stakeholders such as head teachers and Boards of Governors to come up with better policies in management of schools and to ensure efficient use of school resources. It will also help the Ministry of Education especially the Quality Assurance Office in ensuring better standards and proper management of free secondary school funds as well as proper monitoring and evaluation of the implementation of the curriculum.

The study will be useful to NGOs and other funders of secondary education in choosing appropriate educational projects to invest in. Academicians and researchers on the field of strategic management will find this study a useful guide for any future studies. It will form the basis for further research as well as give insight into the hitherto little researched sector. The education sector needs to be flexible and responsive to pressures of environmental changes and to embrace performance management. This study will enrich the knowledge of researchers in this area and identify wanting areas to research on.

CHAPTER TWO: LITERATURE REVIEW

2.1 The Concept of Strategy

The word strategy has become one of the most dynamic words in English Language. This is because it is believed to offer those using it an advantage over their rivals. Hence it is a commonly used concept in both the military and business spheres. Strategy is elementarily defined as a long term plan of action designed to achieve a particular goal (David, 2003). The concept, however, is not originally made for business. Rather, the business industry borrowed it from the military to help organizations in bridging the gap between policy and tactics (Nickols, 2000). In business, strategy is defined as the determination of the basic long term goals and objectives of an enterprise and the adoption of courses of action and the allocation of resources necessary for carrying out these goals (Chandler, 1962). Quinn (1980) looks at strategy as the pattern or plan that integrates an organization's major goals, policies, and action sequences into cohesive whole. A well formulated strategy therefore helps to marshal and allocate an organization's resources into unique and viable posture based on its relative internal competencies and short comings, anticipated changes in the environment and contingent moves by intelligent opponents.

Hax(1998) considers strategy as the major force that provides a comprehensive and integrative blue print for an organization as a whole. It is a pattern of decisions a firm makes. But Mintzberg and Quinn (1991) have suggested strategy as the interrelationship between 5 P's plans, ploys, patterns, positions and perspective. Strategy can also be defined as the direction and scope of an organization over the long term, which achieves advantage in a changing environment through its configuration of its resources and competences with the aim of fulfilling stakeholders' expectations (Johnson,

Scholes and Whittington, 2008). The strategic managers are therefore required to have a thorough understanding of the environment they operate to forge a fit between the strategy and environment and ensure coherence in the intra-organizational variables as well as maintain consistency with the strategy.

Despite the obvious importance of strategy, there is surprisingly little agreement on what a strategy really is. Cole (1994) suggests a definition seeking to unite the different strands. According to him strategic management is a process, directed by top management, to determine the fundamental aims or goals of the organization, and ensure a range of decisions which will allow for the achievement of those aims or goals in the long-term, whilst providing for adaptive responses in the shorter term. All the above writers postulate that recourse to strategy is necessary when rapid and discontinuous changes occur in the environment of the firm. This may be caused by saturation of traditional markets, technological discoveries inside and outside the firm or a sudden influx of new competitors. Under these conditions, established organizational traditions and experience no longer suffice for coping with the new opportunities and new threats. It therefore means that without the benefit of a unifying strategy, the chances are high that several parts of the organization will develop different contractions and ineffective responses.

2.2 Strategic Management

Strategic management is defined as the art and science of formulating, implementing, and evaluating cross-functional decisions that enable the organization to achieve its objectives (David, 2003). Hill et al (2004) consider strategic management as the formal process, or set of processes,

used to determine the strategies (actions) for the organization. Generally, strategic management is not only related to a single specialization but covers cross-functional or overall organization.

Strategic management is an umbrella concept of management that comprises all such functional areas as marketing, finance and account, human resource, production and operation; research and development; and computer information systems into a top level management discipline (David, 2003). In other words strategic management is a term that covers enterprise wide strategy formulation, implementation, and evaluation. Ansoff and McDonnel (1990) maintain that strategic management is a systematic approach for managing strategic change which consists of positioning of the firm through strategy and capability planning; real-time strategic response through issue management; systematic management of resistance during strategic implementation.

The subject of strategic management has become integral to the success or failure of organizations, especially now when the business environment demands rapid monitoring, analysis and accurate interpretation. Any organization, whether profit oriented or not is created for a purpose and it needs resources namely, human, equipment, intellectual, financial, informational and others to realize its goals. In addition, a lot of information from many sources needs to be considered to understand the organization and its environment so that effective action is taken. There are numerous outside interests that affect it too. Finlay (2000) notes that, someone or much more likely a group of people must handle this complexity, and the ambiguity that is often associated with information from multiple sources and be responsible for the overall direction of the organization

Strategic management is the solution and it is explained as a process through which organizations analyze and learn from their internal and external environments, establish strategic direction, create strategies that are intended to help achieve established goals, and execute those goals, all in an effort to satisfy key organizational stakeholders (Harrison, 1998). Strategic management is different from other aspects of management (Johnson and Scholes, 2004). It emphasizes the growing significance of environmental impacts on organizations and the need for organizational leadership to react appropriately to them. Organ (1971) has observed that there is a growing suspicion that the more relevant criterion of organizational effectiveness is not, as it used to be, that of efficiency, but rather that of adaptability to changes in the environment.

Although strategic management in Schendel and Hatten (1972)'s terms emphasizes adaptation to the environment, it does not neglect management of internal affairs. Finlay (2000) advises that, the responsibility for the overall direction of the organization sums up what strategic management is all about. It involves the development of an organizations mission, setting objectives, forming a strategy, implementing and executing the strategic plan and evaluating performance. Specifically, it is concerned with complexity arising out of ambiguous and non-routine situations with organization-wide implications (Johnson and Scholes, 2004).

According to Thompson and Strickland (1996), strategic management provides guidance to the entire organization on the crucial point of ,what it is we are trying to do and to achieve; makes managers more alert to the winds of change, new opportunities, and threatening developments;

provides managers with a rationale for evaluating competing budget requests for investment capital and new staff — a rationale that argues strongly for steering resources into strategy supportive, results producing areas; helps to unify the numerous strategy-related decisions by managers across the organization and, creates a more proactive management posture and counteracting tendencies for decisions to be reactive and defensive.

As organizations face an uncertain, chaotic, and unforgiving business environment, these issues outlined by Thompson and Strickland (1996) can only be realized by companies with sound organizational leadership. The leadership that is critical here is transformational leadership as opposed to transactional leadership. In transformational leadership, leaders are expected to accurately interpret the goings on in the environment and take appropriate actions to exploit the opportunities created by uncertainty. These leaders are risk takers, love change, stay ahead of the change curve, redefine their industries (Gibson, 1998), great communicators, team players, technology masters, problem solvers, change makers and foreign ambassadors (Lewis, Goodman and Fandi, 2001). They are not the masters of the status quo as is the case with the transactional leaders. This suggests that the role of leadership (transformational) in the strategic management process is integrative and hence success or failure hinges on the drivers of the organization.

2.2.1 Strategic Planning

Strategic planning is defined as the process of diagnosing an organization's external and internal environments, deciding on a vision and mission, developing overall goals, creating and selecting general strategies to be pursued, and allocating resources to achieve the organization's goals (Hellriegel, Jackson and Slocum, 2005). It is a process that challenges the organization to have

decision-making on its values (Wallace, 1998). The objective of strategic planning is to align an organization's activities with its environment, thereby providing for its continuing survival and effectiveness. It requires an organization to monitor its internal and external environments constantly for changes that may require modifying existing strategic and tactical plans or developing different ones altogether. Strategic planning is a tool for organizing the present on the basis of the projections of the desired future. That is, a strategic plan is a road map to lead an organization from where it is now to where it would like to be in five or ten years. Strategic planners must adapt to a world where growth is not steady; it can slow down, increase or be interrupted in an unpredictable or violent manner (Burns, 2004). Furthermore, unforeseen opportunities can and will emerge.

In strategic planning strategic decisions are made the total organization's mission, philosophy, policies, and objectives and methods of achieving those organization objectives. Strategic decisions are those that have long term impact or consequences for the total organization (Boseman, 1989). Steiner (1979) and Barry (1986) argue that strategic planning and management regardless of whether public or not- for profit organization engage in it, can help an organization achieve clarity of future direction, think strategically, and develop effective strategies, establish priorities, deal effectively with rapid changing circumstances, build team work and expertise, and solve major organizational problems and improve organizational performance. Strategic planning is directed towards determining long term performance of the firm, providing management decisions and allocation of resources (Yabs, 2010).

2.2.2 Strategic Planning Process

Ansoff (1984) clarifies that the first step in the evolution of strategic planning process is known as strategic formulation. It began in 1950's when firms started to invent a systematic approach in deciding on where and how the firm will do its future business. The process by which firms jointly formulated the strategy was known as strategic planning. The term strategic management was subsequently introduced to environmental assessment and strategic implementation. Thus strategic management is defined as being where strategic planning is coupled with strategic implementation.

Different organizations emphasize different parts of this process (Bateman and Zeithaml, 1990). Internal assessment involves review of current strategy and internal resource analysis. While reviewing current strategy, decision makers identify current goals and strategies and determine whether the organization is moving in the appropriate direction. The second step focuses on analysis of the strengths and weaknesses of major functional areas within the organization. This analysis provides the decision makers with an inventory of the organization's skills and resources and its overall and functional performance levels

According to Bateman (1990), environmental analysis begins with an examination of the industry followed by the organization stakeholders. Stakeholders include buyers, suppliers, competitors, government and regulatory agencies, union and employee groups, the financial community and trade associations. This analysis provides a map of these stakeholders and the ways they influence the firm. Environmental analysis is cornerstone in formulation of appropriate strategies for the future.

Strategy formulation begins with the summary of the major facts and forecasts derived from first stage. This leads to a series of statements that identify strategic issues confronting the organization. These issues may be opportunities, problems, or threats that require strategic action. Managers develop major strategic alternatives which are then evaluated. From this process, a set of specific strategic recommendations, revised statements of the organization's mission and strategic decisions are normally taken with regard to the external environment as opposed to internal operating factors.

The second stage of strategic planning process is called strategy implementation. According to Thompsons and Strickland (1997), the implementation phase consists of seeing what it will take to make the strategy work and reach the targeted performance schedule. The job of implementing strategy is primarily a hands-on-close-to the scene administrative task. This stage follows strategy formulation. Strategy must be supported by decisions regarding appropriate organization structure, technology, human resource, reward systems, information systems, organizational culture and leadership style. Strategy must fit multiple factors responsible for its implementation (Bateman, and Zeithaml, 1990).

The last stage of strategic planning process is monitoring, evaluation and control. Steiner (1998) and Bateman (1990) argue that evaluation and control is concerned with determining what the actual performance of the firm is and ensuring that it is consistent with organization's roles, objectives and expected performance. This stage will allow the organization to take corrective actions when the plans have been implemented improperly. The features of this stage include measurable performance indicators related to the goals, information systems that process data related to performance indicators, budgets and schedules that guide and evaluate the work unit.

However, Mintzberg (1998) asserts that no matter how well the organization plans its strategy, a different strategy may emerge. Starting with the intended or planned strategies, he relates the strategies in the following manner: intended strategies that get realized; these may be called deliberate strategies. Intended strategies that do not get realized; these may be called unrealized strategies; and realized strategies that were not intended. These may be called emergent strategies.

2.3 Nature of Strategic planning

Strategic planning can take varying approaches in an organization. Woodburn (1990) identifies three useful methods of classifying planning as being formal, semi-formal or informal. The level of involvement in formal or semi-formal or informal planning would be difficult to gauge, making strategic analysis impossible. Formality of strategic management systems varies widely among companies.

Formality refers to the degree to which participants, responsibilities, authorities, and discretion in decision making are specified. It is an important consideration in study of strategic management because greater formality is usually positively correlated with the cost, comprehensiveness, accuracy and success of planning (Pearce, Robinson and Mital (2009). A number of reasons determine how formality is needed in strategic planning. The size of the organization, its predominant management style, the complexity of its environment, its production process, its problems and the purpose of its planning systems all play a part in determining appropriate degree of formality. In particular formality is associated with the size of the firm and its stage of development. Some firms, especially smaller ones follow an entrepreneurial mode. They are basically under the control of a single individual, and they produce a limited number of products or

services. In such firms, strategic evaluation is informal, intuitive and limited. Very large firms on the other hand, make strategic evaluation part of a comprehensive, formal planning system, an approach that Mintzberg(1993) called the planning mode. He also identified the third mode called adaptive mode which he associated with medium size firms in relatively stable environment. It is not unusual to find different modes within the same organization. For firms that follow the adaptive mode, the identification and evaluation of alternative strategy are closely related to existing strategy.

Many organizations have an informal strategic planning within the organization leadership. Although it is important to know the direction they want to take, all employees should be involved in achieving organizational success. Without the entire team working towards specific goals the leadership informal strategic plan will be difficult to attain. Some experts recommend that firms should adopt a flexible (informal) approach in developing strategic plan. Formal planning, they say, can be a straight jacket that harms performance especially where there is uncertainty and change. Berry (1998) argued that whether formal or informal strategic planning is carried out, managers should emphasize the substantive analytical elements of the process: scanning the environment; analyzing competitive activity; assessing strengths and weaknesses; identifying and evaluating alternative courses of action; reviewing and revising plans

2.4 Strategic planning and Organizational Performance

Over the past decade, a variety of researchers have investigated the effects of formal strategic planning on organizational performance. Robinson and Pearce (1984) argued that formal strategic planning is a conceptual activity suited solely to larger firms and therefore has no effect on the financial performance of small firms. Following Robinson and Pearce, Wortman (1986) reviewed a

set of small business planning-performance studies in the context of a broad survey of the methodologies employed in the small business literature. The purpose of Wortman's review was to develop typologies and not to focus on the particular issue of the effect of formal strategic planning on small firms' performance. However, he clearly addressed the need for continued refinement in planning-performance relationships and recommended the use of sophisticated statistical techniques for addressing such substantive research questions.

One year later, Pearce, Freeman, and Robinson (1987) examined the perceived substantive contributions of eighteen existing studies. They concluded that empirical support for the normative suggestions that all small firms should engage in formal strategic planning. In a similar vein Schwenk and Shrader (1993) meta-analyzed fourteen studies on formal strategic planning and performance in small firms. While they did not find that planning necessarily improves performance, they argued against the assertion that strategic planning is only appropriate for large firms. As such, they concluded that strategic planning promotes long-range thinking, reduces the focus on operational details, and provides a structured means for identifying and evaluating strategic alternatives. Since this was the first review that clearly demonstrated the planning-performance link across studies, it strengthened the case for recommending the use of strategic planning in all firms regardless of size.

Berry and Wechsler (1995) surveyed state agencies to determine the extent of their use of strategic planning. They found that 60 percent of the agencies responding used some form of strategic planning and attributed the large percentage of use to possible overrepresentation of adopters of strategic planning in their sample and less experience with strategic planning. In their view, more

experience with strategic planning could possibly increase the proportion of agencies that have discontinued its use. Although this view suggests some apprehension about the use of strategic planning, these authors conclude that strategic planning has produced "very little disillusionment among those who have used it" (Berry and Wechsler, 1995: 165).

Complementing these results, Poister and Streib (2005) found in their national survey of public sector agencies that 44% of the 512 public agencies responding used some form of strategic planning. They compared this result to their work ten years earlier (Poister and Streib 1994), and concluded that strategic planning's use was spreading, that is 6% increase over 10 years. Backoff, Wechsler and Crew (1993) explain this slow adoption rate by the difficulty in designing and implementing strategic planning in government settings. On the other hand, Vinzant and Vinzant (1996) conclude that public organizations are not good candidates for strategic planning because it is difficult to develop performance measures for them. More recently, Kraus, Harms and Schwarz (2006) found that planning formalization has positive effect on performance in small Austrian enterprise. While Iulshaw et al (2006) found no relationship between formal planning process and company performance in UK companies. In contrast, Glaister et al (2008) found strong positive relationship between formal planning process and performance in manufacturing Turkish companies. In the same vein, Elhanna (2008) emerged that strategic planning practice positively related to strategic planning effectiveness in privately owned Egyptian companies.

Although some public agencies adopt strategic planning because of government initiatives, others adopt it for several reasons including the need and desire to set policy and define program direction, emulate good business practices, respond to constituents' demands and pressures to reduce expenditures, and as a symbol of personal leadership (Berry and Wechsler, 1995). Others adopt it

because of their need to resolve competing agency resource allocation priorities and tie performance to resource allocation (Long and Franklin, 2004). Still others adopt it to increase job satisfaction since past research shows positive and statistically significant relationships between employee participation in strategic planning processes and job satisfaction among employees of government agencies (Kim, 2002).

Gerbing et al (1994) argue for strategic planning touting its positive relationships with organizational performance (improved financial performance), organizational processes, morale, and employee commitment to organizations. Furthermore, they argue that strategic planning is positively related to effective organizational mission definition, competitive advantage, and organization-environment alignment critical to creating and sustaining a superior competitive advantage. Pearce, Freeman and Robinson (1987) argued similarly and found a strong positive correlation between strategic planning and profitability even in firms facing and competing in turbulent environments. Brew and Hunt(1999) have argued that firms should respond to environmental changes such as increased competition by engaging in more systematic strategic planning to anticipate and respond to changing events. Mintzberg(1993) argues that strategic planning has not been successful because in an uncertain environment, it inhibits an organization's ability to engage in creative thinking critical to innovative ideas necessary to deal with environmental surprises. In his view, strategic planning gives tunneled vision and does not allow management to take note of other possible approaches to problems.

Changes in firms' managerial decision-making processes from adopting strategic planning are sometimes used to measure strategic planning effectiveness (Lorange, 1980), as are the effectiveness of the strategies produced by a strategic planning system. This is because "effective strategy process can influence organizational effectiveness" (Gerbing, Hamilton and Freeman 1994) and the processes involved in decision-making affect the effectiveness of the resulting decisions (Dean and Sharfman, 1996). In the private sector, the measures of the effectiveness of competitive strategies include their contributions to organizational performance in terms of returns on investment and owner's equity and assets, earnings per share growth rate, market share growth, and improvements in and stabilization of a firm's profits over an extended period.

In the public sector, a multi-dimensional conceptualization of strategic planning effectiveness (its internal organizational success) that is focused on its capabilities, objectives or intent is often used. This is because public agencies are not-for-profit organizations and their performance and effectiveness cannot be measured by the traditional financial measures of private sector organizations. The measures of strategic planning effectiveness based upon this conceptualization include strategic planning's ability to help organizations develop their missions, foresee major future opportunities and threats, properly appraise strengths and weaknesses, clarify priorities and develop long range useful plans (Ughorn, 1991).

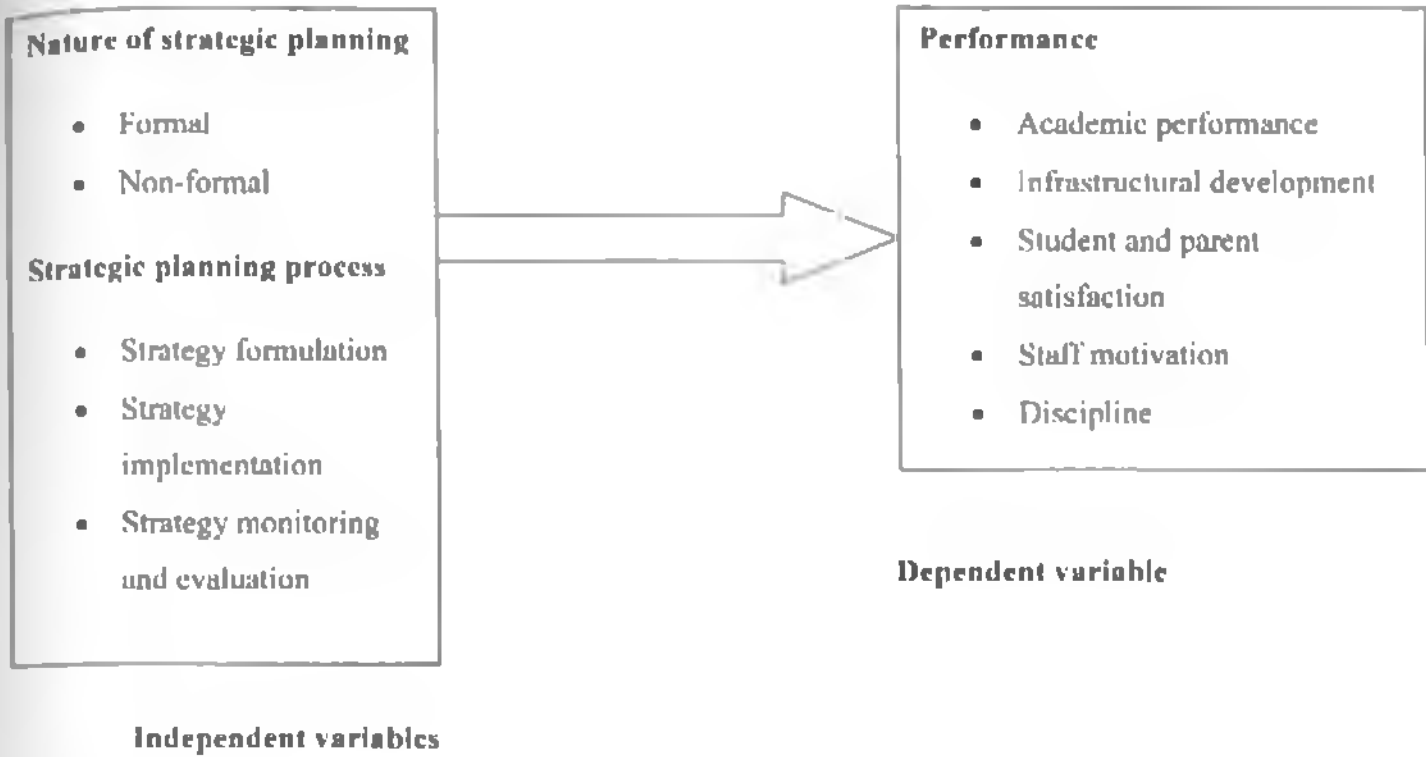
Others are strategic planning's ability to help anticipate future needs of customers, respond to customer demand, anticipate future capital needs, design appropriate technologies, and its use in resource allocation decisions. Using this conceptualization Ugboro (1991) identified top management leadership role as an important aspect of strategic planning effectiveness because it is positively related to strategic planning effectiveness, that is, internal organizational success. Earlier, Ramanujam and Venkatraman (1987) used this approach and identified strategic planning process as an essential dimension of strategic planning effectiveness.

In conclusion, it seems evident that the relationship between planning and performance in small firms, medium, large, private, public for-profit and not-for-profit bears significantly on strategic management research and practice, and that strategy scholars should not abandon this line of inquiry altogether. The planning literature appears to suggest two key themes: First, planning should be an integral part of the strategic management process. The benefits of planning can outweigh the costs. And most critically, one's competitors will likely enjoy the benefits of planning. Therefore, to ignore planning is to relegate a source of competitive advantage to disadvantage.

2.5 Conceptual Framework

Conceptual framework consists of sets of two variables: dependent variable and independent variables. The dependent variable is performance which has several aspects such as academic, infrastructural development, students and parents' satisfaction, staff motivation, and discipline. The independent variables include the nature or formality of strategic planning, strategy formulation and strategy monitoring and evaluation.

Figure 2.1: Conceptual framework



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The study adopted a cross-sectional descriptive survey design. Kothari (2003) describes descriptive survey design as a rigid design which focuses attention on formulation of objectives, designing methods of data collection, selecting the sample, collecting the data, processing analyzing the data, and reporting the findings. A descriptive research determines and reports the way things are, besides attempting to describe such things as possible behavior, attitudes, values and characteristics (Mugenda and Mugenda, 2003). Like Kothari (2004), they also outline similar steps involved in descriptive survey design.

This design was chosen because it is the best method available to social scientists and those who are interested in collecting original data for the purpose of describing a population which is too large to observe directly. It was therefore appropriate in collecting data regarding opinions, perceptions and experiences of principals and/ or their deputies on of strategic planning and performance of their schools.

3.2 Target Population

The study population comprised all 38 public secondary schools in Kisumu East District. Therefore, a census survey was carried out. A census survey involves a complete enumeration of all items in the population. In such an inquiry when all items are covered, no element of chance is left and highest accuracy is obtained (Kothari, 2004). The respondents were principals or deputy principals of all the 38 public secondary schools.

3.3 Data Collection

The study targeted to gather mainly primary data using semi-structured questionnaire. The questionnaire was administered to all the principals or their deputies by way of "drop-and-pick". The questionnaire consisted of four parts. Part one focused on the background of the school, part two addressed the nature of strategic planning in practice; part three captured data on extent of strategic planning and part four addressed the relationship between strategic planning and school's performance. Secondary data such academic performance records for the last five years and enrollment records were obtained from district education office. Documented strategic plans were also collected from individual schools that had them.

3.4 Data Analysis

Data was analyzed using both descriptive and inferential statistics. Descriptive statistics was done using overall frequency distribution and percentages. These were used to do presentation and describing the variables in the study. Inferential statistics on the other hand involved Analysis of Variance (ANOVA) which was used to compare the mean academic performance, infrastructure development, discipline, students and parent satisfaction, and staff motivation between the schools that practice strategic planning and those that do not to check whether strategic planning had any influence on performance. A Pearson's Correlation was then used to establish the degree of influence of the strategic planning practices on the performance in order to establish which strategic planning practice had the most influence on performance. Linear and multiple regressions were also done to establish the significance of influence of strategic planning practices on the various aspects of performance. Data was coded, entered and analyzed using Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

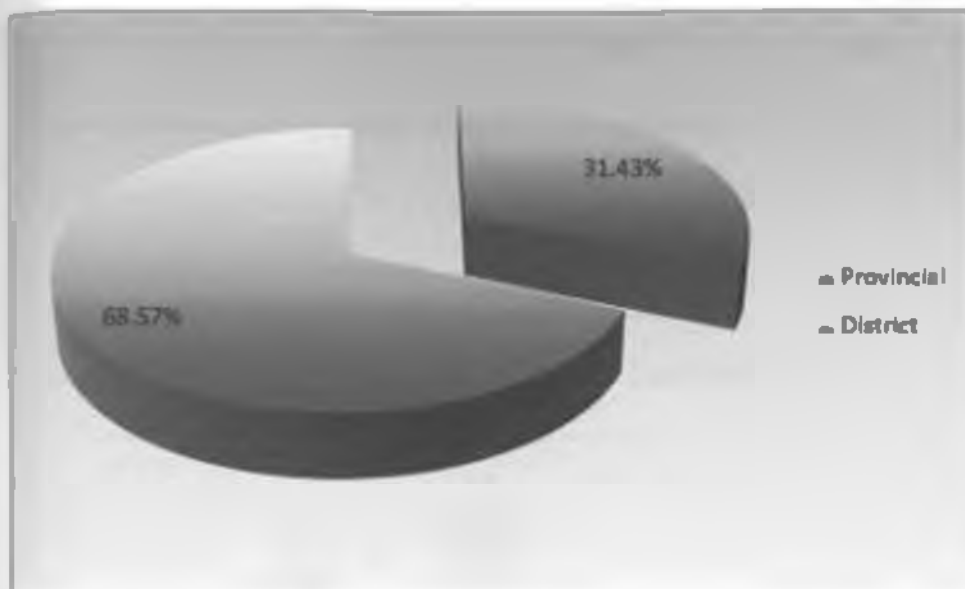
4.1 Introduction

This chapter presents the results and discussion of the study. The study sought to examine the influence of strategic planning on performance of public secondary schools in Kisumu East district. The study targeted 38 schools and it involved all the head teachers from the schools. The questionnaire was administered to the respondents by way of “drop-and-pick”. The study however was only able to get data from 35 schools leading to a study response rate of 92.1%. The data collected was used to investigate the influence of strategic planning on academic performance, infrastructure development, parents and students' satisfaction, staff motivation as well as general discipline of students in public secondary schools in the Kisumu East district. The data collected in the study was analyzed using the Microsoft Excel package and the SPSS software.

4.2 Demographic Profiles

This section presents some background information about the schools. The background information included the level of schools and the enrolment. These two characteristics are very important in explaining the performance of the schools. The level of the school goes along with its need for human resource, infrastructure development and the nature of funding required for sustaining learning. The distribution of schools was investigated in terms of their levels and the findings presented in figure 4.1 below

Figure 4.1: Level of schools in the study



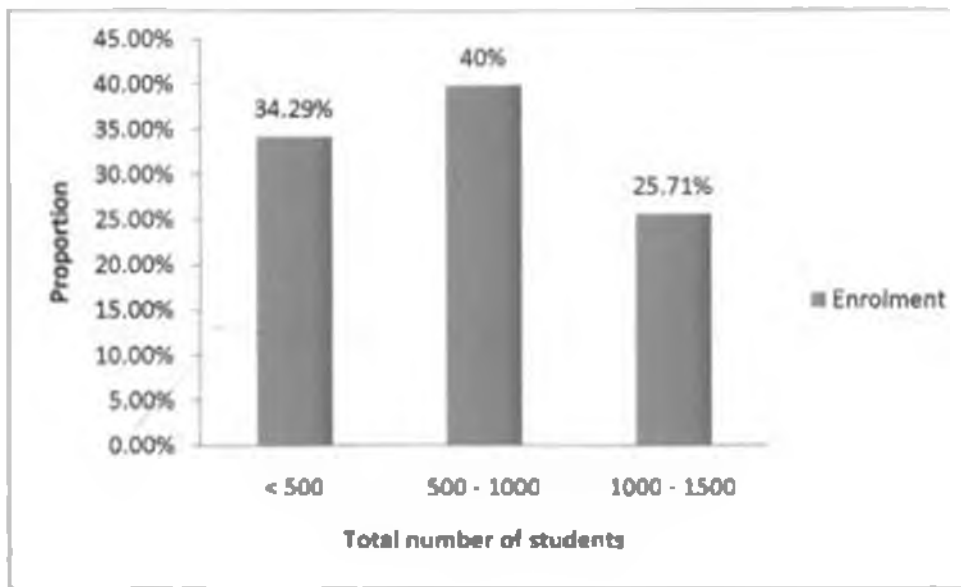
Source: Survey Data (2011)

The study revealed that 31.43% of the public secondary schools in the district were provincial schools while 68.57% of the public secondary schools were district schools. The above pie chart shows the level of school distribution. Since the study involved both the district and provincial schools it can therefore be established that the study findings were able to capture the strategic planning practices of both the provincial and district schools.

4.3 The Number of Students in the Schools

Number of students in a school is an indication of the magnitude of human resource needed to effectively manage the students as well as the adequacy or utilization of the infrastructure required to cater for the students. The study therefore explored the enrolment in the schools and presented the findings in figure 4.2 below.

Figure 4.2: Enrolment of students in Kisumu East District.



Source: Survey Data (2011)

The findings of the study as presented in figure 4.2, showed that most schools had enrolment between 500 and 1000 students. A total of 14 (40%) schools had an enrolment between 500 and 1000 students. Twelve schools had less than 500 students enrolled, this was a proportion of approximately 34.29% of the studied schools. The category of enrolment that had the fewest number of students belonging to was the enrolment between 1000 and 1500 students. Nine schools

representing 25.71% had a total enrolment between 1000 and 1500 students. Since a proportion of 65.71% had over 500 students, there is need for the schools to have a strategic plan to manage the big enrolment that requires large human resource to manage and infrastructure to support their learning.

4.4. The Nature of Strategic Planning Practiced in Public Secondary Schools in Kisumu East District

The first objective of the study was to establish the nature of strategic planning practiced in public secondary schools in Kisumu East District. The study established that there were more schools that had no formal strategic plans but were still practicing some form of planning. The strategic planning practices that were adopted in the schools in the district were undertaking of planning to plan or preplan, development of vision and mission statements, developing of long term objectives, determining guiding principles or core objectives, determining culture and policies, conducting environmental scans, identifying strategic issues, prioritizing strategic issues resolutions and authoring compelling guidelines. Table 4.1 shows the level in which the strategic practices were adopted and the nature of planning that was in the schools in the district



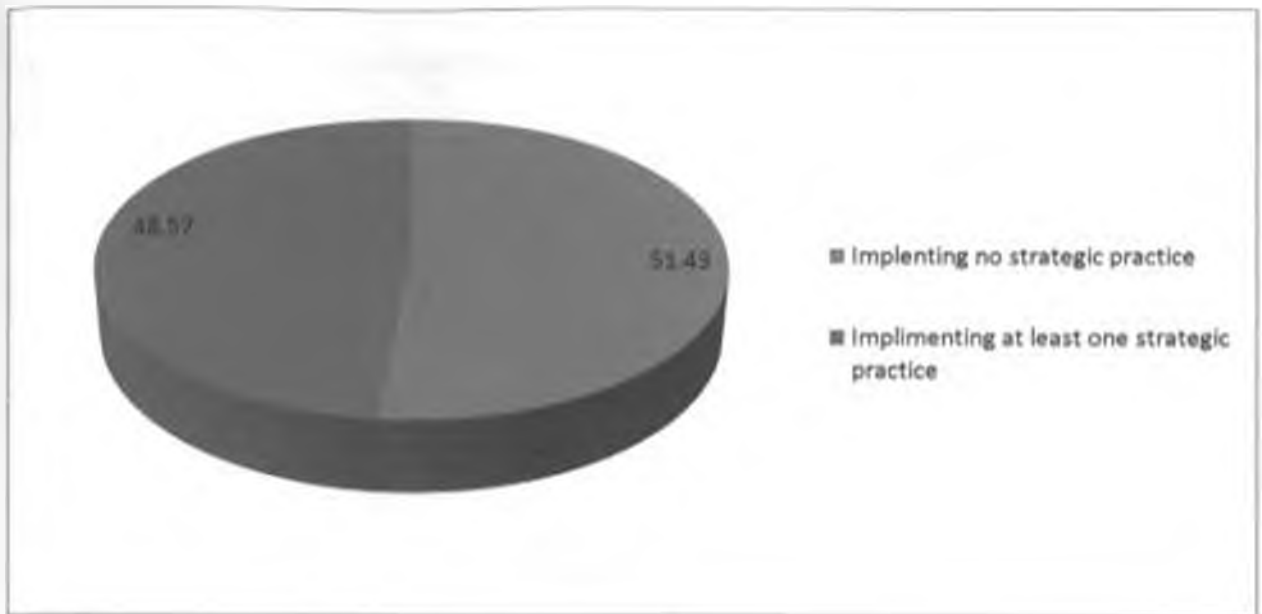
Table 4.1 Adoption of strategic planning practices in the schools

Strategic planning practices	Practiced	Practiced	Not practiced
	formal	informal	
Planning to plan or preplan	4 (11.43%)	6 (17.14%)	25(71.43%)
Developing vision and mission statements	1 (2.86%)	3 (8.57%)	31 (88.57%)
Developing long term objectives	2 (5.71%)	7 (20%)	26 (74.29%)
Determining guiding principles or core beliefs / values	3 (8.57%)	8 (22.86%)	24 (68.57%)
Prioritizing strategic issues resolutions	3 (8.57%)	5 (14.29%)	27 (77.14%)
Developing strategic issue resolutions	4 (11.43%)	10 (28.57%)	21 (60%)
Identifying strategic issues	7 (20%)	10 (28.57%)	18 (51.43%)
Authoring compelling guidelines	2 (5.71%)	5 (14.28%)	28 (80%)

Source: Survey Data (2011)

From table 4.1 most schools had not adopted strategic planning practices in their schools while majority of those that were practicing strategic planning adopted an informal approach. For instance, 71.43% of the schools were not planning to plan or preplanning, 88.57% of the schools had not developed any vision and mission statements, 74.29% had no long term visions, 68.57% had no guiding principles or core values / beliefs, 77.14% were not prioritizing strategic issues resolutions, 60% of the schools were not developing strategic issue resolutions, 51.43% of the schools were not identifying strategic issues, and 80% were not authoring compelling guidelines. There were 18 schools representing 51.43% of the schools that had not implemented any strategic practices in their schools. A total of 17 schools had at least one strategic issue they were implementing. Figure 4.3 below shows the proportion of schools that had adopted at least one of the strategic practices in their schools

Figure 4.3: Adoption of Strategic Practices



Source: Survey data 2011

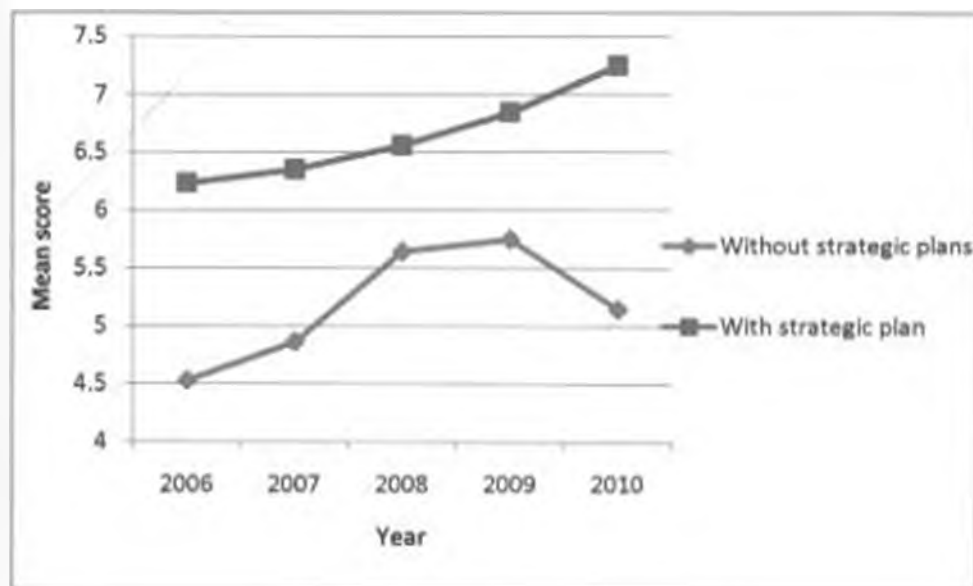
4.5 Strategic Planning and Performance of Public Secondary Schools in Kisumu East District

The second objective was to determine the influence of strategic planning on performance of public secondary schools in Kisumu East District. This section seeks to present the relationship between strategic planning and performance of schools in Kisumu East District. Performance was captured using the KCSE mean scores of the schools, adequacy of infrastructure, level of staff motivation, level of student and parent satisfaction with the school, and general discipline. Strategic planning was captured using a categorical variable with three outcomes namely: schools that do not have strategic planning practices at all, schools that have formally adopted at least one strategic planning practice and schools that have informally adopted at least one strategic planning practice.

4.5.1 Influence of Strategic Planning on Academic Performance

A total of 18 schools had not adopted any strategic planning practices. This was a proportion of 51.43% of the respondents. The other 17 schools had adopted at least one strategic planning practice in the school. The study categorized the schools into two namely, the schools that had not adopted any strategic planning practice and schools that had adopted at least one strategic planning practice either formal or informal. The mean scores of KCSE for these two categories of schools over the period between 2006 to the year 2010 were computed. Figure 4.10 below presents the academic performance of schools with strategic plans and those without strategic plans.

Figure 4.4: Schools with and without Strategic Plans



Source: Survey Data (2011)

Over the years from 2006 to 2010, the schools that embraced strategic planning outperformed schools that did not have strategic planning practices. The schools that had not adopted strategic planning practices had a mean score of 4.532 in the year 2006, 4.865 in the year 2007, 5.647 in the year 2008, 5.754 in the year 2009 and 5.145 in the year 2010. Among the schools that had adopted strategic planning practices, they had a mean score of 6.231 in the year 2006, 6.352 in the year 2007, 6.563 in the year 2008, 6.847 in the year 2009 and 7.256 in the year 2010. Further analysis of variance was done to establish the influence of having a strategic plan on the performance. Since the difference in performance was approximately constant over the years from 2006 to the year 2010, the ANOVA test was done for the year 2010 alone. The ANOVA test revealed that the mean score of the schools practicing strategic planning and those that do not was truly statistically different and not due to chance.

Table 4.2: ANOVA Test for Comparing Performance by Adoption of Strategic Planning Practices

Model	Sum of squares	Df	Mean square	F	P - value
Regression	222.71	1	222.710	5.64	0.023
Residual	1302.84	33	39.48		
Total	1525.55	34			

Source: Survey Data (2011)

From the ANOVA test, the p value of the ANOVA table 4.2 is 0.023, which is a value less than 0.05. This was an indication that at 5% level of significance a school having adopted strategic planning practices registered improved performance

The study sought to know the influence of specific strategic planning practices in the schools that had adopted strategic planning practices on performance. The study therefore used correlation to establish the relationship between strategic planning practices and the performance of the schools. The strategic planning practices that were studied were planning to plan or preplan, developing a mission and vision statement, developing long-term plans, determining guiding principles and core beliefs, determining culture and policies, conducting an environmental scans, identifying strategic issues and developing strategic issue resolutions.

The variables were as defined below

Variable definition

Y = Performance

X₁ = planning to plan or preplan

X₂ = developing long-term plans

X₃ = determining culture and policies

X₄ = identifying strategic issues

X₅ = prioritizing strategic issues

X₆ = conducting an environmental scans

X₇ = developing a mission and vision statement

X₈ = determining guiding principles and core beliefs

Table 4.3: Relationship between strategic issues and performance n = 17

		Y	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇	X ₈
Y	Pearson Correlation	1								
	P value									
X ₁	Pearson Correlation	.624	1							
	P value	.000								
X ₂	Pearson Correlation	.630	.324(*)	1						
	P value	.000	.041							
X ₃	Pearson Correlation	.702	.530(*)	-.017	1					
	P value	.000	.000	.915						
X ₄	Pearson Correlation	.676	.402(*)	-.027	.096	1				
	P value	.000	.010	.868	.558					
X ₅	Pearson Correlation	.718	.376	.083	.141	.121	1			
	P value	.000	.017	.611	.386	.457				
X ₆	Pearson Correlation	.608	.378	.221	.004	.102	.274	1		
	P value	.000	.015	.170	.960	.530	.087			
X ₇	Pearson Correlation	.576	.308	.201	.014	.112	.264	.145	1	
	P value	.000	.027	.170	.980	.530	.087	.14		
X ₈	Pearson Correlation	.618	-.201	.014	.118	.264	.112	.102	.114	1
	P value	.000	.170	.980	.529	.087	.130	.135	.123	

Source: Survey Data (2011)

The correlation between strategic planning practices and performance was computed and presented in table 4.3 above. The correlations were computed under 5% level of significance meaning that a P value of a correlation coefficient less than 0.05 meant that the correlation is significant at 5% level of significance. While a P value greater than 0.05 meant that the correlation coefficient is not significant at 5% level of significance

From table 4.3 above, the strategic issue mostly correlated with performance was prioritizing strategic issues. It had a correlation of 0.718 and was significant at 5% level of significance. The other strategic practice that had relationship on performance was determining culture and policies. It had a correlation of 0.702, and was significant at 5% level of significance. The strategic planning practice that had the third highest relationship with performance was identifying strategic issues. It had a correlation coefficient of 0.676. Developing long-term strategies also had a significant influence on performance (a correlation of 0.63). Planning to plan or pre plan had a significant influence on performance (a correlation of 0.624). Determining guiding principles and core beliefs also had a significant influence on performance (a correlation coefficient of 0.618). Developing a mission and vision statement had the least but significant influence on performance. It had a correlation coefficient of 0.576. Table 4.3 above shows the correlation between performance and the strategic planning practices.

The study conducted a multiple linear regression with the dependent variable being performance and the independent variables being the strategic planning practices. The multiple linear regression showed the relationship between Performance in KCSE as dependent variable and extent of planning to plan or preplan, extent of developing long-term plans, extent of determining culture and policies, extent of identifying strategic issues, extent of prioritizing strategic issues, extent of conducting an environmental scans, extent of developing a mission and vision statement and extent of determining guiding principles and core beliefs.

$$Y_1 = \beta_1 + X_{11} + X_{12} + X_{13} + X_{14} + X_{15} + X_{16} + X_{17} + X_{18} + \epsilon_1 \dots \dots \dots (1)$$

Where,

Y_1 Performance in KCSE

X_{11} extent of planning to plan or preplan

X_{12} extent of developing long -term plans

X_{13} extent of determining culture and policies

X_{14} extent of identifying strategic issues

X_{15} extent of prioritizing strategic issues

X_{16} extent of conducting an environmental scans

X_{17} extent of developing a mission and vision statement

X_{18} extent of determining guiding principles and core beliefs

ϵ_1 is the error term of the regression equation

Table 4.4 presents the results of the effect of strategic planning practices on performance of schools (KCSF results)

Table 4.4: Strategic Planning and Performance

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.753	.5672	.5628		14.8393

Source: Survey Data (2011)

As observed in Table 4.4, the multiple R is a correlation between the dependent variable (Performance) and the independent variables. The correlation between the dependent variable and independent variable was as high as 0.753. The R Square (R^2), which is an indicator of how well the model fits the data, is 0.5672. R Square is the proportion of the variance in the dependent variable associated with variance in the independent variables. In other words, the independent variables influenced 56.72% of the variance in the dependent variable. The combination of the independent variables influenced 56.72% of the dependent variable with other factors predicting 43.28 % of the dependent variable. This indicated that a big part of the dependent variable is predicted by the combination of independent variables. This was demonstrated by the coefficient of determination (R square) in Table 4.4.

Table 4.5 below shows linear regression equation coefficients.

Table 4.5: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	47.412	12.906		3.674	.000
X ₁₁	.971	.144	.619	6.722	.000*
X ₁₂	5.738	.832	-.1486	6.896	.000*
X ₁₃	.797	.928	-.243	.858	.391
X ₁₄	.718	.939	.171	.765	.445
X ₁₅	7.254	1.044	1.669	6.948	.000*
X ₁₆	.956	.329	.606	2.908	.004*
X ₁₇	6.576	.870	1.247	7.560	.000*
X ₁₈	2.642	.738	.752	3.580	.000*

Source: Survey Data (2011)

Key

Y₁ Performance in KCSE

X₁₁ Extent of planning to plan or preplan

X₁₂ extent of developing long – term plans

X₁₃ extent of determining culture and policies

X₁₄ extent of identifying strategic issues

X₁₅ extent of prioritizing strategic issues

X₁₆ extent of conducting an environmental scans

X₁₇ extent of developing a mission and vision statement

X₁₈ extent of determining guiding principles and core beliefs

In Table 4.5, the Beta column indicates the values of the standardized regression coefficients. Beta represents the effect that a standard deviation difference in the independent variable would have on the dependent variable in standard deviation (the standardized scores of the dependent variable). The results presented in table 4.5 suggest that six of the independent variables had significant regression coefficients. These variables were extent of planning to plan or preplan (X₁₁), extent of developing long-term plans (X₁₂), extent of prioritizing strategic issues, extent of conducting an environmental scans (X₁₅), extent of developing a mission and vision statement (X₁₇) and extent of determining guiding principles and core beliefs (X₁₈). The linear regression model is shown below

$$Y_1 = 47.412 + 0.971X_{11} + 5.738X_{12} + 0.797X_{13} + 0.718X_{14} + 7.254X_{15} + 9.56X_{16} + 6.576X_{17} + 2.642X_{18}$$

The model was highly significant and all the variables were important in the model. This was demonstrated in the p - value of the analysis of variance of the regression model below in table 4.6 which has a p - value of 0.000, indicating that the independent variables have a significant effect on the dependent variable. This indicates that the combination of independent variables have a significant effect on the dependent variable.

Table 4.6: ANOVA Table for the Multiple Regression Model

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	104156.51	5	20831.250	127.657	.000(a)
	Residual	79469.481	487	163.182		
	Total	183625.732	492			

Source: Survey Data (2011)

Predictors: (Constant), X₁₁, X₁₂, X₁₃, X₁₄, X₁₅

4.5.2 Influence of Strategic Planning on Infrastructure Development

The study also investigated the contribution of the strategic planning on the infrastructure development of the schools. The study focused on three different infrastructures such as classrooms, libraries, laboratories and extra curriculum facilities. Below are variables defined for the purpose of establishing the influence of strategic planning on infrastructure development.

Variable definition

X1 = how adequate are the class rooms among the schools that practice strategic planning

Y1 = how adequate are the class rooms among the schools with no strategic planning.

X2 = how adequate are the libraries of the schools that practice strategic planning

Y2 = how adequate are the libraries of the schools with no strategic planning

X3 = how adequate are the laboratories of the schools that practice strategic planning

Y3 = how adequate are the laboratories of the schools that have not adopted strategic planning

X4 = how adequate are the co-curriculum facilities of the schools that practice strategic planning

Y4 = how adequate are the co-curriculum facilities of the schools that have not adopted strategic planning

Table 4.7: Influence of strategic planning on Infrastructure development

	Very Inadequate	Inadequate	Somehow adequate	Adequate	Very adequate	Mean	Standard error
X1	1 (5.58%)	3 (17.65%)	3 (17.65%)	5 (29.41%)	5 (29.41%)	3.588	1.681
Y1	3 (16.67%)	3 (16.67%)	6 (33.33%)	5 (27.78%)	1 (5.56%)	2.889	1.622
X2	0 (0%)	4 (23.53%)	6 (35.29%)	5 (29.41%)	2 (11.76%)	3.294	1.939
Y2	4 (22.22%)	4 (22.22%)	5 (27.78%)	2 (11.11%)	3 (16.67%)	2.778	1.132
X3	0 (0%)	1 (5.88%)	7 (41.18%)	2 (11.76%)	7 (41.18%)	3.882	1.616
Y3	3 (16.67%)	3 (16.67%)	6 (33.33%)	5 (27.78%)	1 (5.56%)	2.889	1.105
X4	0 (0%)	2 (11.76%)	6 (35.29%)	7 (41.18%)	2 (11.76%)	3.529	1.652
Y4	4 (22.22%)	4 (22.22%)	5 (27.78%)	2 (11.11%)	3 (16.67%)	2.778	1.488

Source: Survey Data (2011)

From the findings presented in table 4.7, among the schools that adopted strategic planning, 1 (5.58%) school had very inadequate classrooms, 3 (17.65%) schools had inadequate classrooms, 3 (17.65%) schools had somehow adequate classrooms, 5 (29.41%) schools had adequate classrooms and 5 (29.41%) schools had very adequate classrooms. They had a mean score of 3.588 with a mode response of very adequate. Among the schools that had not adopted any strategic planning

practices, 3 (16.67%) had very inadequate classrooms, 3 (16.67%) had inadequate classrooms, 6 (33.33%) had somehow adequate classrooms, 5 (27.78%) had adequate classrooms and 1 (5.56%) school had very adequate classrooms. They had a mean score of 2.889 and a mode response of somehow adequate

In the case of adequacy of libraries, 4 (23.53%) schools that practiced strategic planning had inadequate libraries, 6 (35.29%) schools had somehow adequate classrooms, 5 (29.41%) schools had adequate libraries, 2 (11.76%) schools had very adequate libraries. For the schools that had not adopted strategic planning, 4 (22.22%) had very inadequate libraries, 4(22.22%) had inadequate libraries, 5 (27.78%) had somehow adequate libraries, 2(11.11%) had adequate libraries and 3 (16.67%) had very adequate libraries.

When it came to the adequacy of laboratories, in the category of schools that had adopted strategic planning, 1 (5.88%) school had inadequate laboratories, 7 (41.18%) schools had moderately adequate laboratories, 2 (11.76%) schools had adequate laboratories and 7(41.18%) schools had very adequate laboratories. In the category of schools that had not adopted any strategic planning practices, 3 (16.67%) schools had very inadequate laboratories, 3(16.67%) schools had inadequate laboratories, 6 (33.33%) schools had moderately adequate classrooms, 5 (27.78%) schools had adequate classrooms and 1 (5.56%) school had very adequate classrooms.

A comparison of the adequacy of the co-curricular facilities between the schools that had adopted strategic planning and those that had not adopted strategic planning revealed that the schools that had adopted strategic planning had more adequate co-curriculum facilities. Among the schools that had adopted strategic planning 2 (11.76%) schools had inadequate co-curricular facilities, 6 (35.29%) had somehow adequate co-curricular facilities, 7 (41.18%) had adequate co-curricular facilities and 2 (11.76%) had very adequate co-curricular facilities.

Lastly the study sought to establish the influence of strategic planning on the infrastructure development. This was done using a regression with the dependent variable being the adequacy of the infrastructure in school and the implementation of the strategic planning practices as the independent variables. In establishing the adequacy of the infrastructure in the schools the respondents were asked to rank the adequacy of the infrastructure such as class rooms, laboratories and libraries in the schools. The respondents responded by either selecting very adequate which had a score of 5, adequate had a score of 4, somehow adequate had a score of 3, inadequate had a score of 2 and very inadequate had a score of 1. For each school the adequacy of libraries, laboratories and classrooms were computed and summed up to give a variable named adequacy of infrastructure in the school which is denoted as Y_1 in the regression model. The adequacy of the infrastructure in the schools was regressed with the strategic planning practices as presented in table 4.8 below.

Table 4.8: Regression Coefficients

	Un standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	132.262	19.978		6.620	.000
X ₁₁	.956	0.329	0.606	2.908	.004*
X ₁₂	6.576	0.870	1.247	7.560	.000*
X ₁₃	2.642	0.738	0.752	3.580	.000*
X ₁₄	3.237	0.884	0.780	3.662	.000*
X ₁₅	4.227	0.933	1.021	4.531	.000*
X ₁₆	7.245	1.404	1.669	6.948	.000*
X ₁₇	0.965	0.239	.606	2.908	.001*
X ₁₈	6.765	0.708	1.247	7.560	.000*

Source: Survey Data (2011)

The linear regression model from table 4.8 is specified as follows:

$$Y_2 = 132.262 + 0.956 X_{11} + 6.576 X_{12} + 2.642 X_{13} + 3.237 X_{14} + 4.227 X_{15} + 7.245 X_{16} + 0.965 X_{17} + 6.765 X_{18}$$

The model was highly significant and all the variables had p – values that were less than 0.05 meaning that at 5% level of significance, the variables were significant to the model. It can also be demonstrated in the p- value of the analysis of variance of the regression model below in table 4.9 which has a p- value of 0.000, indicating that the independent variables have a significant effect on the dependent variable.

Table 4.9: ANOVA Table for Multiple Regression Model

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	113309.247	7	22661.849	222.710	.000
Residual	49554.648	28	101.755		
Total	162863.895	35			

Source: Survey Data (2011)

Table 4.10 presents the Coefficient of Multiple Determination

Table 4.10: The Coefficient of Multiple Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.834(a)	.696	.693	10.0874

Source: Survey Data (2011)

As observed in Table 4.10, the multiple R is a correlation between the dependent variable (adequacy of infrastructure) and the independent variables. The correlation between the dependent variable and independent variable was as high as 0.834. The R Square (R^2), which is an indicator of how well the model fits the data, is 0.696. R Square is the proportion of the variance in the dependent variable associated with variance in the independent variables. In other words, the independent variable explains 69.6% of the change in the dependent variable. The independent variables namely extent of planning to plan or preplan (X_{11}), extent of developing long-term plans (X_{12}), extent of prioritizing strategic issues, extent of conducting an environmental scans (X_{13}), extent of developing a mission and vision statement (X_{17}) and extent of determining guiding

principles and core beliefs (X_{14}) influence 69.6% of the adequacy of infrastructure in the schools. This means that 30.4% of the adequacy of infrastructure in the schools is determined by other factors as indicated in Table 4.10 above.

4.5.3 Influence of Strategic Planning on Students and Parents Satisfaction

The study investigated the influence of strategic planning on students and parents satisfaction. The respondents were therefore presented with a question to rate the satisfaction of the parents and students with the schools performance. Below is a variable definition of the purpose of establishing the influence of strategic planning on parents and students satisfaction with the schools' performance.

X_1 = How satisfied are the parents with the school performance among the schools that practice strategic planning.

Y_1 = How satisfied are the parents with the school performance among the schools that do not practice strategic planning.

X_2 = How satisfied are the students with the school performance among the schools that practice strategic planning.

Y_2 = How satisfied are the students with the school performance among the schools that do not practice strategic planning.

Table 4.11: Influence of Strategic Planning on Parents and Students Satisfaction

	Very dissatisfied	Dissatisfied	Somehow satisfied	Satisfied	Very satisfied	Mean	Standard error
X1	0 (0%)	4 (23.53%)	6 (35.29%)	5 (29.41%)	2 (11.76%)	3.294	1.136
Y1	3 (16.67%)	3 (16.67%)	6 (33.33%)	5 (27.78%)	1 (5.56%)	2.889	1.771
X2	0 (0%)	1 (5.88%)	7 (41.18%)	2 (11.76%)	7 (41.18%)	3.882	1.654
Y2	6 (33.33%)	4 (22.22%)	4 (22.22%)	2 (11.11%)	2 (11.11%)	2.444	1.306

Source: Survey Data (2011)

The finding from table 4.11 established that among the schools that had adopted strategic planning, 4 (23.53%) schools had parents that were dissatisfied with the school's performance, 6 (35.29%) schools had parents who were somehow satisfied with the school's performance, 5 (29.41%) schools had parents who were satisfied with the school's performance and 2 (11.76%) had parents who were very satisfied with the school's performance. It had a mean score of 3.294. In the category of schools that had not adopted any strategic planning, 3 (16.67%) schools had parents who were very dissatisfied with the school's performance, 3(16.67%) schools had parents that were dissatisfied with the school's performance, 6 (33.33%) schools had parents who were somehow satisfied with the school's performance, 5 (27.78%) schools had parents who were satisfied with the school's performance and 1 (5.56%) had parents who were very satisfied with the school's performance. It had a mean of 2.889.

In the case of students satisfaction with the schools performance, 1 (5.88%) school had students that were dissatisfied with the school's performance, 7 (41.18%) schools had students who were somehow satisfied with the school's performance, 2 (11.76%) schools had students who were satisfied with the school's performance and 7 (41.18%) had students who were very satisfied with the school's performance. It had a mean score of 3.882. In the category of schools that had not adopted any strategic planning, 3 (16.67%) schools had students who were very dissatisfied with the school's performance, 3 (16.67%) schools had students that were dissatisfied with the school's performance, 6 (33.33%) schools had students who were somehow satisfied with the school's performance, 5 (27.78%) schools had students who were satisfied with the school's performance and 1 (5.56%) had students who were very satisfied with the school's performance. It had a mean score of 2.444.

4.5.4 Influence of Strategic Planning on Staff Motivation

The study further examined the influence of adoption of strategic planning on the staff motivation. The researcher presented the respondents with a set of questions investigating the motivation of staff in the school. The response for the schools that had adopted strategic planning and those that had not adopted, were sorted and compared using means. Table 4.12 below shows the results.

Below is a variable definition for the variables used in the comparison.

X – How motivated are staff among the schools practice strategic planning.

Y – How motivated are staff among the schools that don't practice strategic planning.

Table 4.12: Influence of Strategic Planning on Staff Motivation

	Very lowly motivated	Lowly motivated	Somehow motivated	Highly motivated	Very highly motivated	Mean	Mode
X	1 (5.58%)	3 (17.65%)	3 (17.65%)	5 (29.41%)	5 (29.41%)	3.585	1.532
Y	4 (22.22%)	4 (22.22%)	5 (27.78%)	2 (11.11%)	3 (16.67%)	2.778	1.497

Source: Survey Data (2011)

As shown in table 4.12, among the schools that practice strategic planning , 1 (5.58%) school had very lowly motivated staff, 3 (17.65%) schools had lowly motivated staff, 3 (17.65%) schools had somehow motivated staff, 5 (29.41%) schools had motivated staff and 5 (29.41%) schools had very motivated staff. It had a mean score of 3.585. In the case of the schools that had not adopted any strategic planning, 4 (22.22%) school had very lowly motivated staff, 4(22.22%) schools had lowly motivated staff, 5 (27.78%) schools had somehow motivated staff, 2 (11.11%) schools had motivated staff and 3(16.67%) schools had very motivated staff. It had a mean score of 2.778.

4.5.5 Influence of Strategic Planning on the Discipline of Students

The study also compared the discipline of schools that had adopted strategic planning and those that had not adopted strategic planning. Below is a definition of variables used in the comparison.

X – How is the discipline of students among the schools that practice strategic planning.

Y – How is the discipline of students among the schools that don't practice strategic planning.

either selecting very good which had a score of 5, good had a score of 4, moderately good had a score of 3, poor had a score of 2 and very poor had a score of 1. This generated a random variable called discipline of students. The discipline of the students in the schools was regressed with the strategic planning practices as presented in table 4.14 below.

Table 4.14: Regression Coefficients

	Un standardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	12.622	19.978		16.620	.000
X ₁₁	1.569	0.329	0.606	3.918	.014*
X ₁₂	5.567	0.870	1.247	3.560	.015*
X ₁₃	8.642	0.738	0.752	4.580	.019*
X ₁₄	6.237	0.884	0.780	5.662	.021*
X ₁₅	9.722	0.933	1.021	5.531	.007*
X ₁₆	11.254	1.404	1.669	3.948	.000*
X ₁₇	10.956	0.239	.606	2.908	.01*
X ₁₈	7.665	0.708	1.247	5.560	.002*

Source: Survey Data (2011)

Table 4.13: Influence of Strategic Planning on Discipline

	Very poor	Poor	Moderately good	Good	Very good	Mean	Standard error
X	0 (0%)	1 (5.88%)	7 (41.18%)	2 (11.76%)	7 (41.18%)	3.882	1.609
Y	6 (33.33%)	4 (22.22%)	4 (22.22%)	2 (11.11%)	2 (11.11%)	2.444	1.751

Source: Survey Data (2011)

As shown in table 4.13, among the schools that had adopted strategic planning, 1 (5.58%) school had very poorly disciplined students 7 (41.18%) schools had moderately disciplined students, 3 (17.65%) schools had had students with good discipline and 7 (41.18%) schools had students who were had very good discipline. They had a mean score of 3.882. In the case of the schools that had not adopted any strategic planning practices, 6 (33.33%) school had students who had very poor discipline, 4(22.22%) schools had students who had poor discipline, 4 (22.22%) schools had students who had somehow good discipline, 2 (11.11%) schools had students who had good discipline and 2 (11.11%) schools had students who students who were very good discipline. They had a mean score of 2.444.

The study sought to establish the influence of strategic planning on the discipline of the students in the schools. This was done using a regression with the dependent variable being the state of the discipline of students and the implementation of the strategic planning practices as the independent variables. In establishing the state of the discipline of the students in the schools the respondents were asked to rank the discipline of the students in the schools. The respondents responded by

The linear regression model from table 4.14 is specified as follows:

$$Y_2 = 32.622 + 1.569 X_{11} + 5.567 X_{12} + 8.642 X_{13} + 6.237 X_{14} - 9.722 X_{15} - 11.254 X_{16} + 10.956 X_{17} + 7.665 X_{18}$$

The model was significant at 5% level of significance as all the variables had P – values less than 0.05 which meant that at 5% level of significance, the variables were important to the model. This was further demonstrated using P – value of the analysis of variance for the regression model as presented in table 4.15, which had a P – value of 0.01 which is a value less than 0.05 meaning that at 5% level of significance the model was significant.

Table 4.15: ANOVA Table for Multiple Regression Model

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	113309.247	7	22661.849	222.710	.001
	Residual	49554.648	28	101.755		
	Total	162863.895	35			

Source: Survey Data (2011)

Table 4.16 presents the Coefficient of Multiple Determination

Table 4.16: The Coefficient of Multiple Determinations

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.734(a)	.539	.593	6.8074

Source: Survey Data (2011)

As observed in Table 4.16, the multiple R is a correlation between the dependent variable (discipline of students) and the independent variables. The correlation between the dependent variable and independent variable was as high as 0.734. The R Square (R^2), which is an indicator of how well the model fits the data, is 0.539. R Square is the proportion of the variance in the dependent variable associated with variance in the independent variables. In other words, the independent variable explains 53.9% of the change in the dependent variable. The independent variables namely extent of planning to plan or preplan (X_{11}), extent of developing long-term plans (X_{12}), extent of prioritizing strategic issues, extent of conducting environmental scans (X_{15}), extent of developing a mission and vision statement (X_{17}) and extent of determining guiding principles and core beliefs (X_{18}) influence 53.9% of the discipline of students. This means that 46.1% of the discipline of students is determined by other factors.

4.6 Discussions

With the increasing adoption of strategic planning as a management tool by public schools, it was expected that it would have a significant effect on their performance. The findings of the study revealed that schools that practiced formal strategic planning performed significantly better than those that adopt an informal mode. This is in agreement with Pearce, Robinson and Mital (2009) assertion that greater formality is usually positively correlated with the cost, comprehensiveness, accuracy and success of planning. It also supports Kraus, Harms and Schwarz (2006) findings that planning formalization has positive effect on performance in small enterprises. It further agrees with Schwab and Shrader (1993) who dispute the argument that strategic planning is only

appropriate for large firms. Since the study clearly demonstrated the planning-performance link, it strengthened the case for recommending the use of strategic planning in all firms regardless of size.

The study findings also supports argument by Berry (1998) that whether formal or informal strategic planning is carried out, managers should emphasize the substantive analytical elements of the process: scanning the environment; analyzing competitive activity; assessing strengths and weaknesses; identifying and evaluating alternative courses of action; reviewing and revising plans. It further confirmed Berry and Wechsler (1995) assertion that strategic planning has produced very little disillusionment among those who have used it.

Since the study was able to measure performance in a multidimensional way it disapproved the thinking of Vinzant and Vinzant (1996) that public organizations are not good candidates for strategic planning because it is difficult to develop performance measures for them. The positive effects of strategic planning were clearly evident in the study thus corroborating the suggestion by Gerbing et al (1994) that strategic planning leads to improved organizational performance, organizational processes, morale, and employee commitment to organizations. However, the finding of this study contradicts Mintzberg(1993) argument that strategic planning has not been successful because in an uncertain environment, it inhibits an organization's ability to engage in creative thinking critical to innovative ideas necessary to deal with environmental surprises. In his view, strategic planning gives tunneled vision and does not allow management to take note of other possible approaches to problems.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of major findings, the conclusions of the findings, the recommendations and further suggests topics to be researched on by future researchers.

5.2 Summary

A total of 18 schools, representing 51.53% of the schools, had not adopted any strategic planning practices while 17 schools had adopted at least one strategic planning practice. Planning to plan, or preplan was adopted in 10 (28.57%) of the schools, developing vision and mission statements was adopted in 4 (11.43%) of the schools, developing long term objectives was adopted in 9 (25.71%) of the schools, determining guiding principles or core beliefs / values was adopted in 11 (31.34%) of the schools, identifying strategic issues prioritizing strategic issues resolutions was adopted in 8 (22.76%) of the schools, developing strategic issue resolutions was adopted in 14 (40%) of the schools, identifying strategic issues was adopted in 17 (48.57%) of the schools, prioritizing strategic issues was adopted in 16 (45.71%) of the schools, developing strategic issue resolutions was adopted in 3 (8.57%) of the schools and authoring compelling guidelines was adopted in 7 (20%) of the schools. Majority of the schools adopted an informal strategic planning.

Over the years from 2006 to 2010, the schools that had embraced the practice of strategic plan outperformed schools that did not practice strategic planning. The schools that had not adopted strategic planning had a mean score of 4.532 in the year 2006, 4.865 in the year 2007, 5.647 in the year 2008, 5.754 in the year 2009 and 5.145 in the year 2010. The schools that had adopted strategic planning had a mean score of 6.231 in the year 2006, 6.352 in the year 2007, 6.563 in the year 2008, 6.847 in the year 2009 and 7.256 in the year 2010.

The p value of the ANOVA test (table 4.2) that compared the significance of the difference between the performance of the schools that had adopted strategic planning practices and those that had not, was 0.023, which is a value less than 0.05. This was an indication that at 5% level of significance a school having adopted strategic planning practices influences its having improved performance.

The strategic issue that had most influence on performance was prioritizing strategic issues. It had a correlation of 0.718 and was significant at 5% level of significance. The other strategic practice that had influence on performance was determining culture and policies. It had a correlation of 0.702, and was significant at 5% level of significance. The strategic planning practice that had the third highest relationship with performance was identifying strategic issues.

It had a correlation coefficient of 0.676. Developing long-term strategies also had a significant influence on performance (a correlation of 0.63). Planning to plan or pre plan had a significant influence on performance (a correlation of 0.624). Determining guiding principles and core beliefs also had a significant influence on performance (a correlation coefficient of 0.618). Developing a mission and vision statement had the least but significant influence on performance. It had a correlation coefficient of 0.576.

The mean scores for the availability of infrastructure, discipline, staff motivation and students and parents' satisfaction were high for the schools that had strategic planning compared to the schools that did not have strategic planning. The p-value for infrastructure development and discipline were less than 0.05 thus statistically significant (table 4.9 and 4.15). It can therefore be interpreted that strategic planning improved the infrastructure of the schools, discipline of students, motivation of staff and student and parents' satisfaction.

5.3 Conclusion

The purpose of the study was to establish the influence of strategic planning on the performance, of schools using a census study of the schools in the Kisumu East District. The study found that the rate of adoption of strategic planning practices in the district was below 50%. However, the schools that were practicing strategic planning, followed by proper implementation significantly performed better than schools that did not. The adoption of strategic planning practices influenced 56.72% of the performance in KCSE. It had 69.6% influence on infrastructure development and 53.9%

influence on discipline. It also had a significant impact on staff motivation as well as students and parents' satisfaction with the school. Schools that took a formal approach to strategic planning outperformed those that followed intuitive and informal planning.

5.4 Recommendations for Policy and Practice

The study recommends that all the schools try and put in place appropriate mechanisms to embrace the practice of strategic planning and ensure that their strategies are properly implemented, monitored and evaluated. This will improve the performance of the schools as it was established that performance of the schools was positively related to adoption of strategic planning practices. The adoption of strategic planning practices influenced 56.72% of the performance in KCSE, 69.6% of schools infrastructure development and 53.9% of discipline of students. 41.1% of schools that practiced strategic planning had parents and students who were satisfied and very satisfied. Over 50% of these schools had a well motivated staff.

5.5 Limitation of Study

The study focused on the nature of strategic planning in practice and their influence on performance of public secondary schools in Kisumu East district. However, there were some limitations. The first one was that there were some schools with good strategic plans on paper but an in-depth interview with respondents revealed that they were not being used or implemented. This made it difficult to gauge their performance which was the main objective of the study.

The second limitation was with regard to financial capabilities of the schools to meet some of their needs set out in their strategic plans. This variation in financial position as well as managerial effectiveness posed a challenge in leveraging measurement of performance. The other limitation was with respect to administration and collection of data. Some of the respondents were unable to fill in the questionnaire in time thus prompting more visits. Due to this, the study was not able to get all the respondents. However the study was able to get more than 75% respondents which as Cooper and Schindler (2000) state is the threshold for any social research to continue.

5.6 Suggestion for Further Study

Since the study only focused on public secondary schools in Kisumu East district, future research should also do the same study but in other areas such as the whole of Kisumu County. Future researchers should also try to establish the influence of strategic planning practices not just in secondary schools but in the primary schools and even in the tertiary level of education. Future research could also focus on other measurement of organizational performance.

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APPENDIX I

LETTER OF INTRODUCTION

Henry Opiyo Gode

P.O Box 961

Kisumu

Mobile: 0726489976/0754480286

E-mail: godeopivo@yahoo.com

I am a Masters student at the University of Nairobi. As part of the requirement for the degree in Business Administration, I am conducting research for my project on **"Strategic Planning and Performance of Public Secondary Schools in Kisumu East District"**.

Your school has been selected to participate in this study. Kindly assist me in getting the required data by completing the questionnaire and interview guide attached. The research is for academic purpose only and thus the responses will be treated with utmost confidence. You are required to give your responses as honestly as possible. The results of this study will be used for academic purpose only and can be availed to you if you so wish.

Thank you.

Yours faithfully,

Henry O. Gode



UNIVERSITY OF NAIROBI
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P.O. Box 30197
Nairobi Kenya

Date: 19th September 2011

TO WHOM IT MAY CONCERN

The bearer of this letter Gode Henry Opiyo

REGISTRATION NO: D61/73740/2009

The above named student is in the Master of Business Administration degree program. As part of requirements for the course, he is expected to carry out a study on Strategic Planning and Performance of Public Secondary Schools in Kisumu East District, Kenya

He has identified your organization for that purpose. This is to kindly request your assistance to enable him complete the study.

The exercise is strictly for academic purposes and a copy of the final paper will be availed to your organization on request.

Your assistance will be greatly appreciated.

Thanking you in advance.

Sincerely,

MR. ALEX JALEHA

COORDINATOR, SOB, KISUMU CAMPUS

Cc File Copy



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APPENDIX II

QUESTIONNAIRE

PART A: BACKGROUND INFORMATION

1. General questions related to the secondary school

a) What is the name of your school? _____

b) Number of students in your school (Tick as appropriate)

a) Less than 500 b) 500-1000 c) 1000-1500 d) 1500-2000

c) What category is the school? (Please tick where appropriate)

1. National [] 2. Provincial [] 3. District []

PART B: NATURE OF STRATEGIC PLANNING

a) Does your school practice any form of planning?

YES [] NO []

If yes are the strategic planning practices in written form i.e. are they formative?

Yes [] No []

If your response in the question above is yes which strategic planning do you practice? (Tick all the appropriate)

- a. Planning to plan or pre-planning
- b. Developing vision and mission statements
- c. Developing long-term objectives
- d. Determining guiding principles or core beliefs/values

- e. Determining culture and policies
- f. Conducting environmental scans (external and internal)
- g. Identifying strategic issues
- h. Prioritizing strategic issues
- i. Developing strategic issue resolutions
- j. Authoring compelling guidelines

b) Are the school's vision, mission statements and goals and objectives documented?

Yes [] No []

PART C: EXTENT OF STRATEGIC PLANNING

The following information is specific to the actual activities that your institution engages in relative to the planning process.

To what extent does your institution engage in any of the following activities?

- 1 -Not at all
- 2 -To a less extent
- 3 -To a moderate extent
- 4 -To a large extent
- 5 -To a very large extent

	1	2	3	4	5
Planning to plan or pre-planning					
Developing vision and mission statements					
Developing long-term objectives					
Determining guiding principles or core beliefs/values					
Determining culture and policies					
Conducting environmental scans (external and internal)					
Identifying strategic issues					
Prioritizing strategic issues					
Developing strategic issue resolutions					
Authoring compelling guidelines					

(Please tick where appropriate)

PART D: STRATEGIC PLANNING- PERFORMANCE RELATIONSHIP

a) What was the performance of your schools in KCSE in the following years?

2006.....

2007

2008

2009

2010

b) How adequate are the following facilities in your school?

i) Your classrooms?

Very adequate adequate somehow adequate

Inadequate very inadequate

ii) Your library?

Very adequate adequate somehow adequate

Inadequate very inadequate

iii) Your laboratories?

Very adequate adequate somehow adequate

Inadequate very inadequate

iv) Your co- curriculum facilities?

Very adequate adequate somehow adequate

Inadequate very inadequate

c) i) How satisfied are the parents with the school performance in this school?

Very satisfied satisfied somehow satisfied

Dissatisfied very dissatisfied

ii) How satisfied are the students with the school performance in this school?

Very satisfied satisfied somehow satisfied

Dissatisfied very dissatisfied

d) How would you rate the motivation of staff in the school?

Very motivated motivated somehow motivated

Lowly motivated very lowly motivated

e) How would you rate the discipline of students in the school?

Very good good moderately good poor

Very poor

THANK YOU FOR YOUR TIME

LIST OF PUBLIC SECONDARY SCHOOLS IN KISUMU EAST DISTRICT

NUMBER	CODE	NAME OF SCHOOL	TYPE OF SCHOOL
1	701001	KISUMU BOYS	Provincial Boarding
2	701002	KISUMU GIRLS	Provincial Boarding
3	701003	KISUMU DAY	Provincial Boys' Day
4	701005	LIONS HIGH	District Mixed Day
5	701007	ST. TERESA'S	Provincial Girls' Boarding
6	701008	KASAGAM SEC.	District Mixed Day
7	701009	XAVERIAN SEC.	District Mixed Day
8	701010	JOYLAND SEC.	Special School
9	701011	JOEL OMINO	District Mixed Day
10	701013	OBWOLO SEC.	District Mixed Day
12	701014	DR. ALOO GUMBI	District Mixed Day
13	701015	NYAMASARIA SEC.	District Mixed Day
14	701016	MIWANI BOYS'	Provincial Boys' Boarding
15	701018	OKOK SEC.	District Mixed Day
16		KUTHO SEC.	District Mixed
17	701022	MAYENYA HIGH	District Mixed Day
18	701026	ANGIRA SEC.	District Mixed Day
19	701027	MAGADI SEC.	District Mixed Day

20	701028	ST. PETER'S NANGA	District Mixed Day
21	701029	NYALUNYA SEC.	District Mixed Day
22	701030	ST. PETER'S KINDU	District Mixed Day
23	701031	ORONGO SEC.	District Mixed Day
24	701101	OTIENO OYOO	Provincial Boarding
25	701102	WITHUR BOYS'	Provincial Boarding
26	701103	MIGINGO GIRLS'	Provincial Boarding
27	701104	MASOGO SEC.	District Mixed Day
28	701105	NDURU SEC.	District Mixed Day
29	7011.06	I.E.LA SEC.	District Mixed Day
30	701107	ALENDU SEC.	District Mixed Day
31	701108	AROMBO SEC.	District Mixed Day
32	701110	NYAKAKANA	District Mixed Day
33	701111	ONGECHE SEC	District Mixed Day
34	701113	KOBURA GIRLS'	District Boarding
35	701114	KANYAGWAL	District Mixed Day
36	701115	ODIENYA SEC.	District Mixed Day
37		GOT NYABONDO	District Mixed Day
38		OSIRI SEC.	District Mixed Day

Source: Kisumu East D.E.O's Office (2011)