FACTORS INFLUENCING SCHOOL MANAGERS ON IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN KIMILILI SUB COUNTY

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DECLARATION

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

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

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DEDICATION

I dedicate this project to my beloved husband Mr. Joseph Nabala, my sons Patrick, Wayne and Mike.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

x

ABBREVIATIONS AND ACRONYMS

BoMs   Board of Management

DEO   District Education Officer

ERO   Education Review Office

FLAME   Family Learning and Mentorship Education

MDGs   Millennium Development Goals

MOEST   Ministry of Education, Science and Technology

OECD   Organization for Economic Cooperation

OSBA   Organization of School Boards Association

PAM   Public Administrative Model

PRT   Provisionally Registered Teacher

SCT   Support Classroom Teacher

TQM   Total Quality Management

ZQASO   Zonal Quality Assurance and Standards Office

ABSTRACT

The implementation of strategic plans studies has been growing all over the world. The trend seems to indicate that many schools do not fully implement their strategic plans due do limitations that a rise in the course their implementation process. This trend is more typical in public secondary schools. The purpose of the study was to investigate on the factors influencing school managers on implementation of strategic plans in public secondary schools in Kimilili Sub County. The study was guided by the following objectives; the extent to which professional development influences school managers on implementation of strategic plans in public secondary schools in Kimilili Sub County the extent to which leadership styles influencing school managers on implementation of strategic plans in public secondary schools in Kimilili Sub County, the extent to which community engagement influencing school managers on implementation of strategic plans in public secondary schools in Kimilili Sub County and lastly to ascertain how resources influence school managers on implementation of strategic plans in public secondary schools in Kimilili Sub County. The researcher employed a descriptive survey design while undertaking the study. The target population for the study was 274 respondents. The sample size was 159 respondents proportionately sampled. The research used questionnaire and interview schedules as data collection instruments. Validity and reliability of the research instruments was tested prior to actual collection of data. Data was analyzed using descriptive statistics and presented using APA tables formats. , majority of teachers agreed that Sustained and intensive professional development for teachers is related to student achievement gains, Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms and Public schools in Kimilili Sub County have begun to recognize and respond to the need to provide support for new teachers. Majority of the teachers in kimilili sub county participated in professional learning consisting primarily of Observational visits to other schools and the teachers' top priorities for further professional development is learning more about the content they teach.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A strategic plan is a management tool for organizing the present for the purpose of the projections of the desired future. A strategic plan is a roadmap to lead an organization from where it is today to where it would like to be in three, five or ten years. In business, Weihrich and Koontz (1993) avert that nobody can accurately predict the long-term future, but strategic planning forces managers to think critically and analytically about the future. Schrader (2002) argues that strategic planning can help an organization to clarify future direction, to establish priorities, diversify its products or services, and to deal effectively with the rapidly changing circumstances.

According to New Zealand education (2011), Otahuhu College is New Zealand's largest decile one college with a student roll of approximately 1400 students. The college has a range of activities throughout the school year to strengthen relationships between the school-students-family-community. The college believes that fundamentally all parents value education and need to be reminded occasionally about the impact of irregular attendance on learning. This reflects the strength-based approach of the college managing attendance (as opposed to blaming parents for non-attendance), leading to the college working collaboratively with parents to find solutions. The college recognizes that unjustified absence is the tip of the iceberg and therefore has focused their attention and efforts to develop wrap-around services in order to respond to social, health and educational needs of the students and the family.

According to Acedo (2002), the reform of secondary education has been a fundamental part of national educational policy in Argentina since the beginning of the 1990s. Along with the decentralization of responsibilities to provinces and a new structure of primary and secondary education, changes have affected the areas of curriculum design, teaching methods, teacher training, school management, and information and evaluation systems. The study describes the main policies on secondary

education implemented during the last decade, including their objectives and rationales. Focusing on the reform, emphasis is placed on the appropriateness, effectiveness, and sustainability of strategic implementation of curriculum design, teaching methods, teacher training, school management, and information and evaluation systems.

Nagwa (2002) Examined secondary education reforms in Egypt and helped to clarify the interaction between education, the country's socioeconomic circumstances and the government employment strategies. Secondary education policies could either promote unequal access to post-secondary education and therefore to employment opportunities or could improve the quality and equity of secondary education opportunities and help decrease unemployment. The study addresses the following issues: a) how students graduating from different secondary education programs promoted by the government educational policy, economic crisis, and employment strategy of the 1980s had unequal post-secondary education and employment opportunities; b) why the secondary education the strategic reform plans were undertaken during the 1990s; c) how these strategic plans in schools were planned and implemented; and d) the extent to which the strategic plans may improve educational quality and opportunities and decrease the high rate of unemployment among graduates of secondary education.

A study conducted by Ngware, Wamukuru and Odebero (2006) to determine the extent of Total Quality Management (TQM) in Kenya secondary schools revealed that most secondary schools did not have strategic plans. Githire (2008) observed that most schools in Kenya were operating under school development plans. The developments plans were ineffective since only 58 % of the programs therein were completed on time. Most of the schools in Kenya had formulated strategic plans but the programs therein were not complete. Therefore, there is need to examine the factors that influence school managers on the implementation of strategic plans in Public Secondary school so as to understand why only a few schools have successfully implemented strategic plans in spite of the benefit associated with strategic planning. In Kenya, Public schools were on transition with respect to strategic planning. They were required by the government to carry out strategic planning which was previously not the case (GOK, 2012). Consequently, therefore, the entities that were essentially traditional in orientation had to

find new ways of dealing with the issues facing them including increasing competition from private enterprise participation

Mutua (2013) carried out a study on the extent to which strategic planning is practiced in secondary schools in Machakos district. Findings of the research revealed that more than half of the schools lacked strategic plans. Where there were strategic plans, some had not been officially launched. Vision formulation was predominantly a preserve of the administrators and teachers with minimum use of consultants. Better facilities and high entry behavior dominated in the responses regarding competitor strength. Indiscipline and lack of value addition was cited as their major weaknesses. Teachers and the ministry of education were considered the most influential in setting of objectives. The respondents identified teamwork among teachers and adequate resources as their major strengths with low entry behavior being cited as the major weakness.

Wanjiku (2013) carried out a study to investigate the factors influencing the implementation of strategic plans in public secondary schools in Lari District Kiambu County. The study aimed at determining the influence of organizational structure, leadership style, resource allocation and communication on implementation of strategic plans in public secondary schools in Lari district. The study revealed that organizational leadership contributed the most to the implementation of strategic plans; followed by resource allocation, communication and organizational structure the least.

Sije Antony (2013) carried out the study on the relationship that exists between effective strategic planning and its formulation in public secondary schools in Homa – Bay County, Kenya. The study established that there is strong relationship that exists between strategic planning and its formulation. The researchers recommended that academic qualification and training of the secondary school principals and BOG chairpersons need to be emphasized as the determinants of effective strategic planning and formulation.

1.2 Statement of the Problem

According to a study by Michael Beer (2000) on Sloan Management Review, the six silent killers of strategy implementation are top-down or complacent upper management, unclear strategy and conflicting priorities, ineffective senior management team, poor vertical communication, poor coordination across the enterprise and inadequate middle-manager and supervisor management skills. Training and communication are key to overcoming these challenges.

A study by Mwema (2008) inferred that 78% of the Kenyan public secondary schools were unable to self-sustain their operations due to internal inefficiencies that required pragmatic restructuring. He specifically affiliated anomalies to poor work ethics, rigidity in management, misallocation of resources, and structural inefficiencies. The study was, however, limited to the former Eastern Province. This problem is also evident in Kimilili Sub County. Majority of the strategic plans have not been completely implemented (county education office 2013). School managers have no critical understanding of previous and existing influencing forces that derails achievement of strategic intents.

According to kimilili education office(2014),most schools in kimilili often find that during the implementation phase they do not have sufficient personnel to accomplish all the tactics that have been drawn up to implement the ambitious strategies they have developed. Financial resources are a constraint on implementation as well. School management often finds it difficult to prioritize its strategies and make judgment about which ones are most critical to implement given the finite or even scarce financial resources available

It is important that implementation of strategic plans should be embraced as one of the major steps Public Secondary Schools should take to address the challenges they faced in enhancing the quality of their services to the respective jurisdictions. . It is against this background that the current study sought to investigate on the factors influencing school managers on implementation of strategic plans in public secondary schools in Kimilili Sub County.

1.3 Purpose of the Study

The purpose of the study was to investigate on the factors influencing school managers on implementation of strategic plans in public secondary schools in Kimilili Sub County.

1.4 Specific Objectives of the study

1. To determine the extent to which professional development influence school managers on Implementation of Strategic Plans in Public Secondary Schools

2. To establish the extent to which Leadership Styles influence school managers on Implementation of Strategic Plans in Public Secondary Schools

3. To determine the level to which community engagement influence school managers on Implementation of Strategic Plans in Public Secondary Schools

4. To investigate the extent to which availability of resources influence school managers on Implementation of Strategic Plans in Public Secondary Schools

1.5 Research Questions

1. To what extent does professional development influence school managers on Implementation of Strategic Plans in Public Secondary Schools?

2. To what extent do Leadership styles influence school managers on Implementation of Strategic Plans in Public Secondary Schools?

3. To what level does community engagement influence school managers on Implementation of Strategic Plans in Public Secondary Schools?

4. To what extent does availability of resources influence school managers on Implementation of Strategic Plans in Public Secondary Schools?

1.6 Significance of the Study

The findings of the study was hoped to be of great importance to researchers as it will help develop additional literature in the area of school managers and implementation of strategic plans in public secondary schools. The study findings would benefit the government of Kenya in developing and implementing policies that promote proper and

informed implementation process of strategic plans. It is also hoped that the findings would help secondary schools stakeholders on implementation of strategic plans.

1.7 Delimitation of the Study

The study investigated on the factors influencing school managers on implementation of strategic plans in public secondary schools in Kimilili District, Bungoma County: Kenya. The District lies on the northern part of Bungoma County and boarders Trans-Nzoia County to the north, Bungoma East to the east, Bungoma Central to the south and Mt.Elgon District to the west. This study will be carried out between the month of March and June 2014.

1.8 Limitation of the Study

The researcher anticipated the following limitations .The respondents might shy about giving information thinking it would be for commercial purposes but they were assured of confidentiality. Lastly it was not be easy to get some respondents to respond to the questions but the researcher was patient and made several trips to collect them. The findings from this study would not be generalized beyond the schools participating in the study.

1.9 Basic Assumptions of the Study

This current study was guided by the following assumptions; that the selected sample would represent the population in all the variables of interest and that respondents would be willing to give the information freely without fear. It was also be assumed that all the questionnaires would be returned on time and that those to be interviewed would be available and willing to participate and provide honest, accurate, complete answers, and that the researcher would have adequate time to complete the study.

1.10 Definition of Significant Terms as Used in the Study

Approaches: This are the various ways upon which the strategic plans are implemented.

Leadership styles: This are the personal attributes that implementers should possess such requisite knowledge and skills in implementation of strategic plans.

Resources: Includes such facilities as school buildings, school grounds and equipment needed in instruction and making learning environment comfortable. They also include human and finance.

School Managers: The head teachers and heads of departments charged with the responsibility of implementation strategic plans.

Strategic Plan: A list of actions so ordered so as to attain over a particular time, certain desired objectives derived from a careful analysis of the internal and external factors likely to affect the school which will move the school from where it is to where it wants to be.

Strategic Planning: is a management tool for organizing the present for the purpose of the projections of the desired future.

Effective Implementation: Refers to the execution of a given plan, in this case the implementation of strategic

Policy Frame work: The policy requirements by the BoM and the government regarding implementation of strategic plans.

Professional development: developing teaching skills for teachers through professional learning opportunities.

Community engagement: Involving the public in the process of implementation of strategic plans.

1.11 Organization of the Study

This study was divided into five chapters as follows: Chapter one gave the background of the study and introduced the problem statement describing the specific problem addressed in the study, as well as the purpose, objectives and research questions that the study sought to answer. Chapter two presented a review of literature and relevant research associated with the problem addressed in the study, giving theoretical foundations of the study and conceptual framework. Chapter three presented the methodology and procedures to be used for data collection and analysis. Chapter four

presented data analysis, presentation and discussion while Chapter five presented summary of findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature related to the study on the topic of establishing the factors that influence school managers on implementation of strategic plans in public secondary schools. This was based on study objectives: the influence of professional development, leadership styles, community engagement and how resources influence school managers on Implementation of Strategic Plans in Public Secondary Schools. A conceptual framework was used to operationalise the variables and lastly the gaps in literature were summarized.

2.2 Professional development and implementation of Strategic Plans in Public Secondary Schools.

According toTimperley, (2007), Teachers can develop their teaching skills through professional learning opportunities. Achieving successful outcomes for students requires teachers and professional leaders to engage in effective ongoing professional development that enhances their professional knowledge, skills and attitudes, and links to positive impacts on valued student outcomes.Professional learning can have a powerful effect on teacher skills and knowledge and on student learning if it is sustained over time, focused on important content, and embedded in the work of professional learning communities that support ongoing improvements in teachers' practice. When well-designed, these opportunities help teachers master content, hone teaching skills, performance, and address changes needed in teaching and learning in their schools. Educators and policymakers increasingly recognize the importance of providing high quality learning opportunities to help transform teaching

Linda (2009) observes that today, as in previous decades, most professional development for teachers comes in the form of occasional workshops, typically lasting less than a day, each one focusing on discrete topics (such as classroom management, computer-based instruction, student motivation, assessment, the teaching of phonics, and so on), with their connection to the classroom left to teacher' imaginations. However,

such episodic workshops disconnected from practice do not allow teachers the time for serious, cumulative study of the given subject matter or for trying out ideas in the classroom and reflecting on the results. Research that finds changes in teacher practice and, in some cases, student learning, supports the conclusion that professional development should be intensive, ongoing and connected to practice because it will have stronger impact to teachers and student learning

Ingersoll and Kralik,(2004) suggested that professional development is most effective when it addresses the concrete, everyday challenges involved in teaching and learning specific academic subject matter, rather than focusing on abstract educational principles or teaching methods taken out of context. For example, researchers have found that teachers are more likely to try classroom practices that have been modelled for them in professional development settings (Snow-Rener& Lauer, 2005). Likewise, teachers themselves judge professional development to be most valuable when it provides opportunities to do "hands-on" work that builds their knowledge of academic content and how to teach it to their student.,

Timperley (2007) observes that newly qualified teachers undergo a period of advice and guidance before becoming eligible for full registration. In this period, a teacher is categorized as being 'provisionally registered' and is entitled to a structured programme of mentoring, professional development, observation, targeted feedback on their teaching and regular assessments based on the standards for full registration. The nature of this induction plays a significant role in the future success of newly qualified teachers and on their retention. The quality of a teacher's professional experience in their early years of teaching is a crucial influence on the likelihood of their leaving the teaching profession.Several comparison-group studies have found that teachers who receive coaching are more likely to enact the desired teaching practices and apply them more appropriately than are teachers receiving more traditional professional development. He noted that the SCT was very important in helping a new teacher settle into a school. He noted that SCTs had provided new teachers with support, such as classroom management, ideas for teaching and learning, and structuring their work. They provided what he saw as the things new teachers did not get from other experienced

teachers, who he thought had possibly forgotten what it was like to be a beginning teacher. These included a range of solutions for different situations, generic teaching strategies and ways to approach teaching. A really big part of the SCT role, he felt, was providing emotional support. In his first two terms he had felt like resigning but the SCT organized for him to observe other teachers and talked him through this challenging time.

Education Review Office (2007), Shows that teachers require a thorough understanding of assessment tools in order to diagnose student learning problems and identify steps to address them. Following an evaluation of the quality of schools' collection and use of assessment information, ERO published reports in 2007 citing good practice for primary and secondary schools.

2.3 Community engagement and Implementation of Strategic Plans in Public Secondary Schools.

According to Evans (2007) Approaches to public engagement in education are traditionally top-down, meaning experts make a decision and then try to convince the public to support it. An alternative approach, and one that is increasingly viewed as "authentic engagement," is a "substantive give-and-take with those who have a vested interest in the decisions being made. The OSBA states that "boards should view community engagement as a strategic, proactive opportunity to strengthen their school systems."This type of engagement brings together the educational leaders of a district with a broad representative sample of the surrounding community in a spirit of collaboration. Board members should seek to understand the public's needs, concerns, and expectations, and "determine how parents, business people, and other members of the public can actively support children, their education, the school system and the community."

Weihrich and Koontz (1993) give the purpose of understanding various stakeholders and their potential value is the first step toward an effective community engagement strategy. Importantly, engagement efforts must be explicit, and individual board members must be held accountable for developing relationships. Knight (1997) emphasize that community engagement must be intentional, strategic, and sustained over time. This may represent a departure from current procedures, as many districts address

public engagement inconsistently. To strategize effectively, district leaders must accept that engagement requires more than simply information dissemination. Instead, it requires a long term commitment and relies on interactive, meaningful dialogue between community members and district officials.

Parent workshops provide specific opportunities for parents to learn new skills and knowledge that enable them to become active participants in their children's education (Gorinski, 2005a; Shivnan, 1999; Siraj-Blatchford, 1996; Williams &Lundsteen, 1997). Gorinski (2005), comments on the positive impact of workshops that empower parents and families to help their children's educational attainment. Siraj-Blatchford (1996) and Shivnan (1999) also contend that the empowerment of parents through involvement in workshops that facilitate links between home and educational settings is fundamental to young children having their home experiences affirmed and their languages valued within early childhood settings.

The importance of parent workshops that provide specific strategies that parents can use to become active supporters of their children's learning is also highlighted by Williams and Lundsteen (1997). Opportunity for education and training via workshops at community centres, churches and school sites, and engaging the support of the local church community and other respected leaders to support the development of effective parent community - school partnerships is then, an important strategy identified in a range of literature to date.

Literacy programmes that focus upon strategies that parents can implement to support their children's learning both at home and in the classroom, are particularly useful in facilitating parent engagement in educational activities. Gorinski (2005b) suggested that on-going, regular parent support in literacy programmes - either in one-on-one, paired or small group reading activities was helpful in forging home-school relationship building. She also noted a variety of reading programmes such as "Reading with your Child", "Reading is a Partnership" and the "Home School Partnership" programme, with accompanying videos, and model reading strategies, that parents can implement when working with children either at home or in school settings.

Family litera*y* programmes are also a useful mechanism for facilitating home-school partnership(Rodriguez-Brown, Ran-Fen &Albom, 1999).. Project FLAME (Family Literacy: Apprendieno, Mejorando, Educando [Learning, Improving, Educating]) provides an example of a family literacy programme developed to train Hispanic parents in a range of strategies to help their children's literacy at home. The FLAME programme not only increased parent knowledge and understanding of literacy, but further, it provided opportunities for parents to act as positive role models, initiating, encouraging and supporting their children's learning. It also fostered improved relationships between families and schools (Rodriguez-Brown, Ran-Fen &Albom, 1999).

Queensland (2014) observes that, Parents are encouraged to take a genuine and close interest in the work of the school, are acknowledged as the first teachers of their children, and engage as partners in their children's learning. Communication with parents provides information about where students are up to in their learning, what progress they have made over time and what they might do to support their children's further learning. Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings. Schools have regular and ongoing ways of finding out what parents need to engage with their child's learning. Parents can list the school's key expectations for behaviour, attendance, homework. The principal and the teachers use many styles of communication appropriate for parents' cultural backgrounds, availability, working conditions etc. The principal and teachers regularly connect with the parent/s of every child in the school. There are mechanisms to build relationships with relevant members of the community

2.4 Leadership styles and implementation of Strategic Plans in Public Secondary Schools

Teachers teach and work in schools that are usually administered by managers, often known as principals or headmasters (*Hallinger* and Murphy, 1986; OECD, 2001; Pont, Nusche and Moorman, 2008).. School administration is itself often part of larger administration units. The conditions of teachers' working life are influenced by the administration and leadership provided by principals, and it is widely assumed that

school leadership directly influences the effectiveness of teachers and the achievement outcomes of students

Changes in school administration over recent decades are part of a larger trend in the management of public service organizations that can be characterized as the decline of older public administrative models and the rise of a new public management (NPM) model (Barzelay, 2001; Jones, Schedler and Wade 1997; Sahlin-Andersson, 2000; Schedler and Proeller, 2000). The ideas and research findings behind the NPM model in public services – flatter management structures, market-like mechanisms, decentralization, customer orientation and evidence-based improvement of services – have significantly changed the approach to organizational management The effectiveness of these changes is still debated in education research and policy circles, but it is clear that these ideas, and the debate surrounding them, have changed the terms of management.

Perhaps the most salient change in attitudes about school management created by the NPM trend is the centering of the principal's activity and behaviour on what is referred to as "instructional leadership" (Wiseman, 2002, 2004a).The term "instructional leader" has been explicitly promoted for principals since the beginning of the effective schools movement around 1980 in the United States (Blumberg and Greenfield, 1980; Bossert *et al*., 1981) and continues to lead ideas about how principals will meet the educational challenges of the new century (*e.g.* Heck, Larsen and Marcoulides, 1990; Duke, 1987; Kleine-Kracht, 1993; Boyd, 1996; Hallinger and Murphy, 1986; Lemahieu, Roy and Foss, 1997; Reitzug, 1997; Blase and Blase, 1998; Fullan, 2000).

During the 1980s, the educational research and policy communities specifically encouraged principals to emphasize activities that would enhance or benefit classroom instruction and learning (National Commission on Excellence in Education, 1983). Increasingly, this means that as managers of organizations whose formal or official functions are instruction and learning, principals are responsible and accountable for school outputs such as student achievement. In particular, proponents of instructional leadership suggest that principals are the most effective of all potential instructional leaders because they are situated within the school context, unlike upper-level

administrators in ministries. A package of reforms being developed by a number of OECD countries includes recommendations for greater professionalization and specialty training for school managers with greater on-the-job managerial accountability for learning outcomes (Pont, Nusche and Moorman, 2008).

Along with the emphasis on accountability, the decentralization of school management and the devolution of educational control have increased throughout much of the world (Baker and LeTendre, 2005). Less centralized control has meant more responsibility for a broader range of aspects of school management at the school level. For better or worse, this trend translates into a more complex school governance environment in many countries.

These ideas and the associated research on school leadership have led to reforms of the principal's role in many countries, from an emphasis on administration in terms of the school's compliance with bureaucratic procedures to an expanded role which combines administration with instructional leadership (OECD, 2001; Pont, Nusche and Moorman, 2008). This expanded role focuses strongly on the principal's management of the school's teachers and their teaching.

2.5 Resources available and implementation of Strategic Plans in Public Secondary Schools

According to Bagudo (2000) education uses a combination of human and non-human resources of many different kinds. The human resources which a modern educational system requires include not only teachers with various skills and knowledge, but also administrative and auxiliary staff and supporting personnel. The non-human resources which it requires include physical plant (grounds and buildings), utilization (water and electricity supply), in many cases, food and catering and medical supplies. According to Ibukun (2010) resources such as men (teachers, policy makers, non-teaching staff); money (cash, cheque and notes); materials (raw materials, teaching and research materials, teaching aids and other equipment); management (polices, plans, programmes, time table); time and information are limited in supply and serve as input into the educational system. One noticeable characteristics of resources in education is that they are not always enough, knowing well that the education industry is a centre for

production of educated manpower, who are invariably injected into the economy of different nations. Resources which constitute supplies in education are determined by the level of education and the type of education to be provided. The standard resources for all education types and levels are prescribed by the federal government (Agabi, 2010). These include professionally trained teachers and qualified teaching staff in all subject areas, government approved4curriculum, teaching aids, school buildings and furniture and the right caliber of administrators to ensure effective school management.

The resources necessary for the provision of primary and secondary education in Nigeria are prescribed by the national policy on education (FRN, 2004).At the tertiary level, the federal government works in collaboration with the Nigerian Universities Commission, the National Board for Technical Education and the National Commission for Colleges of Education in ensuring the provision and maintenance of standard recommended resources. Educational resources have been classified into four groups and include (a) physical resources such as school plants, classrooms, offices, recreational facilities and the entire school ground; (b) material resources including instructional aides, stationeries, education plans, objectives and prescribed methodologies; (c) human resources (both teaching and non-teaching staff); and (d) financial resources made up of all monetary input into the education system directed towards the achievement of specified educational objectives (Agabi, 2010).Time is a resource that is highly limited in supply and critical to education, but often taken for granted by the providers of educational resources. Time is a vital complementary resource that is indispensable in the effective harnessing and utilization of the physical, material, financial and human resources in the school system.

Ebong (1997:13) defines time as "the continuum in which events succeed one another from the past through the present, to the future."Time mismanagement constrains the effective achievement of the objective for which a particular educational resource is required. Effective resource management will be difficult to achieve in any school where time is disregarded. Information, another vital resource that complements the use of other resources identified in this work, is critical in the effective management of any organization. Information is defined as "facts or details that tell you something about a

situation, person or event" (Longman, 2005).Specifically, information is a service facility for applying facts or news, and law; it is a numerical measure of uncertainty of an experimental outcome (William 1982).

According to Opeke in Agabi (2010) adequate information and its proper management are central to effective decision making. The relevance of information as an educational resource cannot be over-emphasized. It is believed that most problems of educational planning in Nigeria are traceable to inadequate information and a general lack of proper information planning techniques (Okorosaye-Orubite, 2008; Akinwumiju&Agabi, 2008). In light of the above analysis, two broad classes of resources can be identified. The first consists of concrete resources that can be physically quantified and their effect on education achievement measured in terms of their quantity and quality. In this class of resources belong human resources, school plant facilities, funding (financial resources), and instructional materials. The second class of resources (of equal importance), which consists of abstract resources such as time and information, can only be measured in terms of their effect on job performance. Good knowledge and the appropriate utilization of these major classes of resources are vital in the achievement of effectiveness in resource management in the school system, especially in the present context of global economic crises and a consistent decrease in federal monetary allocation to education (Agabi, 2010).

According to Ngware, Wamukuru and Odebero (2006) the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials, all have a direct bearing on quality as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quantity and quality. Saitoti, (2003) averts that the major determinants of quality education include curriculum content, relevant instructional materials and equipment, physical facilities, a conducive learning environment, the quality of teaching force, and assessment and monitoring of learning achievements. Githua (2004) views quality assurance in secondary school education in Kenya as a process with a set criteria ensuring that education offered is of the highest possible standard and is driven by individual, professional and social demands. The

criteria include the quality of learning environment, educational experiences and learning outcomes.

Republic of Kenya (1998) in The Master Plan on Education and Training (1997 – 2010) conceptualized planning in Kenya Secondary Schools in terms of human resources, curriculum and financial resources. On human resources, first, the plan argues that in order to enhance quality management in secondary schools, it is imperative to have a well-qualified and highly motivated teaching force capable of understanding the needs of the learners and the curriculum. Secondly, secondary school head teachers who are well versed in management are also essential for successful curriculum implementation, effective and efficient management and administration of schools. The study sought to establish the type of resources needed for formulation of strategic plans in Public Secondary Schools and whether such resources are available and adequate. The influence of finances and the capacity of the head teachers and teachers to lead the strategic planning process were especially interrogated.

2.6 Theoretical Framework

The study will be based on Capital Theory of School Effectiveness and Improvement. Hargreaves (2001) developed a theory of school effectiveness and improvement based on: outcomes, both cognitive and moral; leverage, which is the relation between teacher input and education output; intellectual capital, which is the sum of the school's knowledge and experience; and social capital, that is, networks of trust and collaboration.

Hargreaves (2001) argues that the conventional model of measuring school effectiveness (and improvement) is an inadequate tool for the analysis of school success and failure. The concept of 'school ethos' helped to make sense of the correlation between a number of school processes, but it did not allow one to test the model in detail, or to predict the performance of a school from any close analysis of identifiable factors. He proposes a new theoretical model of schools, which provides a working model both of effectiveness and improvement. The theory has four master concepts: outcomes, and (both intended and unintended) of two kinds: cognitive and moral.

Leverage: the relation between teacher input and educational output, or changes in students' intellectual and moral state resulting from the teacher's effort. Hargreaves argues that instead of teachers employing too much effort and yielding little fruit, effective schools concentrate on effective strategies allowing a large impact to result from relatively low effort (that is, working smarter not harder). Outstanding schools use combinations of high leverage strategies. Understanding school effectiveness involves exploring how high leverage works (Hargreaves, 2001). Intellectual capital: this is the sum of the knowledge and experience of the school's stakeholders. This capital grows through creation of new knowledge and through the capacity to transfer knowledge between situations and people. Social capital: the level of trust and collaboration between people, and the existence of strong networks.

High levels of social capital in a school strengthen its intellectual capital (through sharing). Unlike financial capital, social and intellectual capital are increased rather than depleted by passing on to others (Hargreaves, 2001).Hargreaves (2001) uses this model to present definitions of effective and improving schools, stating that an effective school mobilizes its intellectual capital (especially its capacity to create and transfer knowledge) and its social capital (especially its capacity to generate trust and sustained networks) to achieve the desired educational outcomes of intellectual and moral excellences, through the successful use of high leverage strategies grounded in evidence-informed and innovative professional practice. An improving school increases its intellectual capital (especially its capacity to create and transfer knowledge) to achieve the educational outcomes of intellectual and moral excellences, by learning...to use higher leverage strategies based on evidence of 'what works' and/or innovative professional practice.

This study employed the Capital Theory of School Effectiveness and Improvement to find out the challenges facing effective implementation of strategic plans in public secondary schools in Kimilili District, Bungoma County, Kenya. The applicability of the theory in the study can be seen in the fact that all the theoretical concepts – Outcomes, Leverage, Intellectual capital, and Social capital – have a bearing on the quality of education. The desired outcomes of free secondary education policy are provision of quality secondary education to every Kenyan child graduating from primary schools,

regardless of gender, ethnic background, or socioeconomic status. Using the theory, the study sought to unearth the challenges that could hinder desired outcomes and creation of intellectual capital and social capital in public secondary schools.

2.7 Conceptual framework

Conceptual framework is a diagrammatic representation of variables in a study, their operational definition and how they interact in the study. It shows how the independent variables influence the dependent variable of the study.

Independent Variable

Professional development

Student's achievement

Collaborative approaches

Support for new teachers

Professional learning

Top priorities

Dependent Variable

Community engagement

Learning partnerships

Community collaboration

Decision making

communication

Implementation of strategic plan

-Improved enrolment

-Good curriculum delivery

Leadership styles

Instructional leadership

Intervening Variable

Resources available

Physical facilities

Teachers

Instructional materials

Government policies

 Organizational culture

Figure 1: Factors influencing school managers on implementation of strategic plans public secondary schools

Figure 1 shows the relationship between the dependent and independent variables of the study. As shown in the figure, the implementation of strategic plans, which is the dependent variable, could be affected by various factors.

2.8 Summary of Literature Review

Implementation of strategic plans in organizations is a research area that cuts across different fields of social sciences including strategic management, organizational theory, and organization development. According to Hitt et al (2006), the result of this intertwined complexity is rightly construed to activate a comprehensive investigative endeavor to bring forward a universal model concerning reality and ideal-think underpinning the concept of strategy implementation. Despite heightened interests on formulation unlike implementation of strategic plans, there is an evident geographical bias when deciding most studies operational scopes. As a result, most of the generalizations regarding strategy implementation are based on populations extracted from developed economies and advanced organizational set-ups as opposed to small and developing contexts. This augurs well for a subjective reference but adds little value if objectivity and exclusivity are the bases for deductions. It is this argument that informs the design of this study where none of the same has been conducted with the intent of adding diversity to existing subjective knowledge. The choice of the Kimilili District as study location and variable scope was embedded on the ideals of fair inclusion and geographical representativeness which are key ingredients towards universal theory formation. Based on proposed design and methodology on the target population, it is highly anticipated that this study would induce a renewed debate and further researches on strategic plan execution. In Kenya, as in other developing countries, in order therefore to attain the desired millennium development goals (MDGs) and education for all, the introduction of Strategic plans in secondary education was intended to achieve basic secondary education. There are, however, many challenges which threaten the sustainability of a robust educational regime in Kenya and it's against this background that the current study sought to find out the challenges facing school managers on

effective implementation of strategic plans in public secondary schools in Kimilili District, Bungoma County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used to conduct the study, focusing on research design, target population, sample and sampling procedures, research instruments, and data collection and analysis.

3.2 Research Design

This study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification Orodho, 2002). Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg &Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study would fit within the provisions of descriptive survey research design because the researcher would collect data and report the way things as they are without manipulating any variables.

3.3 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The target population for this study consisted of all the 30 head teachers and 240 heads of departments from the 30 public secondary schools in Kimilili District, The District Education officer and the 3 Zonal Quality Assurance and Standards Officers (ZQASOs) in the district were also targeted. Therefore the total population for the study was 274 subjects. This comprised of 30 head teachers, 240 heads of departments, 1 district education officer and 3 zonal quality assurance and standards officers.

3.4 Sample size and sampling procedure

This section describes the sample size and sampling procedure employed for this study.

3.4.1 Sample size

According to Kothari (1985), Mugenda and Mugenda (1999) and Peter (1996) in a survey, a sample enables a researcher to gain information about the population. According to Krejcie and Morgan (1970) tables, a suitable sample size of 274 as a target population is 163.

3.4.2 Sampling procedure

Purposive sampling was used to ensure that district education officer and 3 zonal quality assurance and standards officers were chosen. Stratified sampling was used for the 270 head teachers and heads of departments. Therefore the sample distribution based on weighted percentages was as shown in table 3.1. This was followed by simple random sampling to select respondents within a zone

Table 3.1 Population and sample size

Zones	population	sample size
West	63	37
Eastern	81	48
Central	126	74
Total	**270**	**159**

3.5 Research Instruments

The study employed different methods of data collection. The main instrument for data collection was questionnaires .Questionnaires were administered to heads of schools and heads of departments. The questionnaire was a convenient tool especially where there are large numbers of subjects to be involved. Interview schedules were also used to guide interviews that were conducted with the DEO and ZQASOs .The interview guides contained items covering all the objectives of the study.

3.5.1 Pilot Study

Before the actual data collection, the researcher conducted a pilot study in the neighboring Bungoma Central District among six head teachers who were not included in the final study population. From each of the schools six head teachers were participants and 24 teachers, giving a total of 30 cases, which was the minimum number of cases required for conducting statistical analysis as, recommended by Mugenda&Mugenda (2003). The purpose of the pilot study was to enable the researcher to ascertain the reliability and validity of the instruments, and to familiarize herself with the administration of the questionnaires therefore improve the instruments and procedures.

3.5.2 Reliability of the instrument

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague are modified to improve the quality of the research instrument thus increasing its reliability. Split-Half technique of reliability testing was employed, whereby the pilot questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the Spearman Brown Prophesy formula. The coefficient indicates the degree to which the two halves of the test provide the same results and hence describe the internal consistency of the test.

3.5.3 Validity of the instrument

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda&Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. All assessments of validity are subjective opinions based on the judgment of the researcher (Wiersma, 1995). The pilot study helped to improve face validity of the instruments. According to Borg and Gall (1989) content validity of an instrument is improved through expert judgment. As such, the researcher sought assistance of his supervisors, who, as experts in research, helped improve content validity of the instrument.

3.6 Data Collection Procedure

A research permit was obtained from the Ministry of Education after approval by the university. Thereafter the office of the District Education Officer for Kimilili and Bungoma Central were contacted before the start of the study. The researcher personally administered the questionnaire to the teachers and the head teachers and interviewed the DEO and ZQASOs. The selected head teachers were visited in their schools and the questionnaires administered to the respondents. The respondents will be assured that strict confidentiality would be maintained in dealing with the responses. The head teachers and teachers were given about one week to fill in the questionnaires after which the filled-in questionnaires were collected. Face-to-face interviews were then conducted with the DEO and ZQASOs.

3.7 Methods of Data Analysis

After all data collection, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses, which was corrected to improve the quality of the responses. After data cleaning, the data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version11.5

3.8 Operational Definition of Variables

Indicators are shown by the main variables under the study to ensure that they are measurable.

Table 3.2 Operational Definition of Variables

Objective	Type of variable	Indicators	Scale of measurement
To establish the extent to which professional development influence on implementation of strategic plans in public secondary schools	Professional development	Student achievement Collaborative approaches Support for new teachers Professional learning Top priorities	Nominal Ordinal
To establish the extent to which community engagement influence on implementation of strategic plans in public secondary schools	Community engagement	Learning partnerships Community collaborations Decision making communication	Ordinal Nominal
To establish the extent to which leadership style influence on implementation of strategic plans in public secondary schools	Leaderships	Instructional leadership	Ordinal
To establish the extent to which resources influence on implementation of strategic plans in public secondary schools	resources	Physical facilities Teachers Instructional materials	Nominal Ordinal

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1Introduction

This chapter presents the results and discussions of quantitative data analysis of the study. It is divided into five major sections. The first section begins demographic description of respondents. The second section describes the empirical survey, covering results of the study and discussions which were based on the four major research questions of the study.

4.2 Response Return Rate

Out of 159 questionnaires dispatched, 110 were dully filled and returned. The response rate is shown in the table 4.1

Table 4.1 Response Return Rate

Dispatched	Returned	Percentage
159	110	69
Total	110	69

From the table 4.1, percentage return rate was (69.1%).

4.3 Demographic Characteristics.

The study sought to determine the demographic characteristics of respondents based on age, and academic qualification.

4.3.1Age of the respondents

The age of the respondents was sought since its findings would assist the study categorize respondents based on age and the findings as shown in table 4.2.

Table 4.2 Age of respondents

Response	Frequency	Percentage
Below 20	0	0
20-40	24	21.8
41-50	72	65.5
Above 50	14	12.7
Total	**110**	**100.0**

The findings in table 4.2 show that majority of respondents were aged between 41-50 years with 72 (65.5%). This ratio is based on age composition of the target population which is fairly representative.

4.3.2 Academic Qualification

Academic qualification of the respondents were sought since its findings would assist the study categorize respondents based on their academic qualification and the findings are shown in table 4.3

Table 4.3 Academic Qualification

Response	Frequency	Percentage
Diploma	16	14.5
Degree	82	74.5
Masters	12	11
Total	110	100.0

The findings in table 4.3 above indicate that most of the respondents were degree holders by 82 (74.5%) responses. This composition of the target population is fairly representative.

4.4 Professional development and implementation of strategic plans

The study sought to find out the influence of Professional development on implementation of strategic plans in secondary schools. The following are the study findings.

4.4.1. Student Achievement

The study sought to find out if Sustained and intensive professional development for teachers is related to student achievement gains. The findings are shown table4.4

Table 4.4.Student Achievement

Response	Frequency	Percentage
Strongly Agree	40	36.4
Agree	33	30.0
Neutral	13	11.8
Disagree	13	11.8
Strongly Disagree	11	10.0
Total	**110**	**100.0**

Mean:

Table 4.4 shows that 36.4% of the respondents strongly agreed, 30% agreed, 11.8% were neutral, 11.8% disagreed and10% strongly disagreed. The findings showed that Sustained and intensive professional development for teachers is related to student achievement gains.

4.4.2. Collaborative approaches

The study sought to find out if Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms. The findings are shown in table 4.5

Table 4.5.Collaborative Approaches

Response	Frequency	Percentage
Strongly agree	47	42.7
Agree	38	34.5
Neutral	11	10.0
Disagree	8	7.27
Strongly Disagree	6	5.6
Total	**110**	**100.0**

Table 4.5 shows that 42.7% of the respondents strongly agreed, 34.5% agreed, 10% were neutral, 7.27% disagreed and5.6% strongly disagreed. The findings showed that Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms. When all teachers in a school learn together, all students in the school benefit.

4.4.3. Support for New Teachers

The study sought to find out if Public schools provide support for new teachers either through Teacher induction programme, Teacher mentorship or other methods. The findings are shown in table 4.6

Table 4.6. Support for New Teachers

Response	frequency	percentage
Teacher induction programme	25	22.7
Teacher mentorship	78	70.9
Others	7	6.4
Total	**110**	**100**

Table 4.6 shows that 22.7% of the respondents attended teacher induction programmes 70.9% through teacher mentorship and 6.4% through other methods during their first five years of teaching. The findings show that Public schools have begun to recognize and respond to the need to provide support for new teachers.

4.4.4. Professional learning.

The study sought to find out if teachers participated in professional learning consisting primarily of either Workshops, University courses related to teaching or Observational visits to other schools. The findings are shown table 4.6

Table 4.7. Professional learning

Response	frequency	percentage
Workshops	**30**	**27.3**
University courses related to teaching	**35**	**31.8**
Observational visits to other schools	**45**	**40.9**
Total	**110**	**100**

Table 4.7 shows that 27.3% of the respondents attended workshops, 31.8% University courses related to teaching and 40.9% Observational visits to other schools. The findings show that majority of the teachers participated in professional learning consisting primarily of Observational visits to other schools.

4.4.5. Top Priorities

The study sought to find out if teachers top priorities for further professional development is either Learning more about the content they teach, Classroom management, Teaching students with special needs or using technology in the classroom. The findings are shown table 4.8

Table 4.8. Top Priorities

Response	frequency	percentage
Learning more about the content I teach	33	30
Classroom management	28	25.5
Teaching students with special needs	25	22.7
Using technology in the classroom	24	21.8
Total	**110**	**100**

Table 4.8 shows that 30% of the teachers top priorities for further professional development is Learning more about the content they teach,25.5% Classroom management, 22.7% Teaching students with special needs and 21.8% using technology in the classroom. The findings show that majority of the teachers 'top priorities for further professional development is learning more about the content they teach

According to linda,2009 today, as in previous decades, most professional development for teachers comes in the form of occasional workshops, typically lasting less than a day,

each one focusing on discrete topics (such as classroom management, computer-based instruction, student motivation, assessment, the teaching of phonics, and so on), with their connection to the classroom left to teacher' imaginations. However, such episodic workshops disconnected from practice do not allow teachers the time for serious, cumulative study of the given subject matter or for trying out ideas in the classroom and reflecting on the results. Research that finds changes in teacher practice and, in some cases, student learning, supports the conclusion that professional development should be intensive, ongoing and connected to practice because it will have stronger impact to teachers and student learning.

Ingersoll and Kralik, 2004 suggested that professional development is most effective when it addresses the concrete, everyday challenges involved in teaching and learning specific academic subject matter, rather than focusing on abstract educational principles or teaching methods taken out of context. For example, researchers have found that teachers are more likely to try classroom practices that have been modelled for them in professional development settings (Snow-Rener& Lauer,2005). Likewise, teachers themselves judge professional development to be most valuable when it provides opportunities to do "hands-on" work that builds their knowledge of academic content and how to teach it to their student.,

Newly qualified teachers undergo a period of advice and guidance before becoming eligible for full registration. In this period, a teacher is categorized as being 'provisionally registered' and is entitled to a structured programme of mentoring, professional development, observation, targeted feedback on their teaching and regular assessments based on the standards for full registration. The nature of this induction plays a significant role in the future success of newly qualified teachers and on their retention. The quality of a teacher's professional experience in their early years of teaching is a crucial influence on the likelihood of their leaving the teaching profession.(Timperley, 2007)

4.5 Community engagement and implementation of strategic Plans

The study sought to find out the influence of community engagement and implementation on strategic Plans. The following are the study findings**.**

4.5.1. Learning partnerships

The study sought to find out if the School supports learning partnerships with the community through either, involving parents in homework, providing parent/teacher workshops or involving parents in goal setting and career planning. The findings are shown table 4.9

Table 4.9. Learning partnerships

Response	frequency	percentage
Involve parents in homework	68	61.8%
Provide parent/teacher workshops	34	30.9%
Involving parents in career planning	8	7.3%
Total	**110**	**100**

Table 4.8 shows that 61.8% of the schools support learning with the community through involving parents in homework, 30.9%through workshops,7.3% through involving parents in goal setting in career planning. The findings show that most schools support learning partnerships through Involving parents in homework. Learning is not limited to the classroom. The beliefs, expectations and experience of parents are a powerful determinant in student's achievement. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.

4.5.2. Community collaboration

The study sought to find out if the school supports. Community collaboration by either developing a school alumni group, Opening school facilities for community use, establishing a community integrated student support or Invite community members as guest speakers. The findings are shown table 4.10

Table 4 .10. Community collaboration

Response	frequency	percentage
Develop a school alumni group	18	16.4%
Open school facilities for community use	10	9.1%
Establish a community integrated student support	42	38.2%
Invite community members as guest speakers	40	36.4%
Total	**110**	**100**

Table 4.8 shows that 16.4% support community collaboration through developing school alumni groups, 9.1% through opening school facilities for community use, 38.2% through establishing a community integrated student support and 36.4% through inviting guest speakers. The findings show that most schools support community collaboration through establishing a community integrated student support and Inviting community members as guest speakers .Schools do not exist in isolation. They are often the central hub of their community. Schools should leverage their position in the community to work together with other community members, for the benefit of all.

4.5.3. Decision-making

The study sought to find out if the school consults with a cross-section of community members, Offers training opportunities to parents and teachers or encourages student participation in decision-making processes. The findings are shown in table 4.11

Table 4.11. Decision-making

Response	frequency	percentage
Consult with community members	43	39.1%
Offer training opportunities to parents and teachers	21	19.1%
Encourage student participation in decision-making	46	41.8%
Total	**110**	**100**

Table 4.8 shows that 39.1% of the schools' decision making processes involved consulting with community members, 19.1% offered training opportunities to parents and teachers and 41.8% encouraged student participation in decision making. The findings show that most schools encourage student participation in decision-making processes and consult with community members. Providing opportunities for relevant consultation ensure decisions reflect local needs– whether for an individual student or the school as a whole. Greater community ownership and trust of school directions and decisions can be developed through open and authentic consultation**.**

4.5.4. Communication

The study sought to find out a range of communication tools and channels Used in schools, including newsletters, websites-mails, assemblies, parent/teacher interviews, P&C meetings, web conferencing and text messages. The findings are shown table 4.6

Table 4.12. Communication

Response	frequency	percentage
Newsletters	45	40.9%
E-mails,	22	20.0%
Assemblies,	18	16.4%
PTA meetings	10	9.1%
Text messages.	15	13.6%
Total	**110**	**100**

The table 4.12 shows that 40.9% of the schools communicated through newsletters,20% through e-mails, 16.4% through assemblies,9.1% through PTA meetings and13.6% through text messages. The findings show that most schools communicate with parents through newsletters. Effective communication between schools, parents, the community and students forms the foundation in developing and maintaining partnerships. Schools also have a responsibility to help parents understand the language of learning.

According to Queensland, 2014 Parents are encouraged to take a genuine and close interest in the work of the school, are acknowledged as the first teachers of their children, and engage as partners in their children's learning. Communication with parents provides information about where students are up to in their learning, what progress they have made over time and what they might do to support their children's further learning. Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings. Schools have regular and ongoing ways of finding out what parents need to engage with their child's learning. Parents can list the school's key expectations for behaviour, attendance, homework. The principal and the teachers use many styles of communication appropriate for parents' cultural backgrounds, availability, working conditions etc. The

principal and teachers regularly connect with the parent/s of every child in the school. There are mechanisms to build relationships with relevant members of the community.

4.6 School Leadership and implementation of strategic Plans

The study sought to find out the influence of School Leadership on implementation of strategic Plans. The respondents were asked to comment on the following statements with regards to the management of school goals. Table 4.13 gives a summary of the responses.

Table 4.13 School Leadership

	Strongly Agree	Agree	Disagree	Strongly disagree
I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school	11.7	40.8	25.7	21.8
I ensure that teachers work according to the school's educational goals	23.9	26.4	31.4	18.3
I use student performance results to develop the school's educational goals	33.4	19.6	20.7	26.3
I take exam results into account in decisions regarding curriculum development.	19.7	22.5	26.5	31.3
I ensure that there is clarity concerning the responsibility for co-coordinating the curriculum.	27.8	35.7	23.3	13.2
In this school, we work on goals and/or a school development plan.	19.7	31	32.9	16.4

Table 4.13 shows that of the respondents; 11.7% strongly agree, 40.8% agree, 25.7% disagree, and 21.8% strongly disagree that they make sure that the professional development activities of teachers are in accordance with the teaching goals of the school. Similarly 23.9% strongly agree, 26.4% agree, 31.4% disagree, and 18.3% strongly disagree that they use student performance results to develop the school's educational goals. Again, 33.4% strongly agree, 19.6% agree, 20.7% disagree, and 26.3% strongly disagree that they use student performance results to develop the school's educational goals

Also 19.7% strongly agree, 22.5% agree, 26.5% disagree, and 31.3. And 27.8%. Strongly agree they take exam results into account in decisions regarding curriculum development, 35.7% agree, 23.3% disagree, and 13.2% strongly disagree that they ensure that there is clarity concerning the responsibility for co-coordinating the curriculum.. Finally 19.7% strongly agree, 31% agree, 32.9% disagree, and 16.4% strongly disagree that In their school, they work on goals and/or a school development plan. The findings shows that in majority of the schools the professional development activities of teachers are in accordance with the teaching goals of the school, that teachers work according to the school's educational goals and student performance results are used to develop the school's educational goals. However, a small number schools take exam results into account in decisions regarding curriculum development, ensure that there is clarity concerning the responsibility for co-coordinating the curriculum this school and work on goals and/or a school development plan.

According to Hallinger and Murphy, 1986, Teachers teach and work in schools that are usually administered by managers, often known as principals or headmasters. School administration is itself often part of larger administration units. The conditions of teachers' working life are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students

Changes in school administration over recent decades are part of a larger trend in the management of public service organizations that can be characterized as the decline of older public administrative models and the rise of a new public management (NPM) model. The ideas and research findings behind the NPM model in public services – flatter management structures, market-like mechanisms, decentralization, customer orientation and evidence-based improvement of services – have significantly changed the approach to organizational management (*e.g.* Barzelay, 2001; Jones, Schedler and Wade 1997; Sahlin-Andersson, 2000; Schedler and Proeller, 2000). The effectiveness of these changes is still debated in education research and policy circles, but it is clear that these ideas, and the debate surrounding them, have changed the terms of management.

Perhaps the most salient change in attitudes about school management created by the NPM trend is the centering of the principal's activity and behaviour on what is referred to as "instructional leadership" (Wiseman, 2002, 2004a).The term "instructional leader" has been explicitly promoted for principals since the beginning of the effective schools movement around 1980 in the United States (Blumberg and Greenfield, 1980; Bossert *et al*., 1981) and continues to lead ideas about how principals will meet the educational challenges of the new century (*e.g.* Heck, Larsen and Marcoulides, 1990; Duke, 1987; Kleine-Kracht, 1993; Boyd, 1996; Hallinger and Murphy, 1986; Lemahieu, Roy and Foss, 1997; Reitzug, 1997; Blase and Blase, 1998; Fullan, 2000).

4.7 Available resources and implementation of strategic plans in secondary schools

The study sought to find out the influence of available resources and implementation of strategic plans in secondary schools. The following are the study findings.

4.7.1. Physical facilities

The study sought to find out if there were enough Physical facilities in their secondary schools. The findings are shown in table 4.14

Table 4.14 Physical facilities

Response	Frequency	Percentage
Strongly Agree	13	11.8
Agree	12	10.9
Neutral	11	10
Disagree	34	30.9
Strongly Disagree	40	36.4
Total	**110**	**100.0**

The table shows that11.8% of the respondents strongly agreed that physical facilities were available and enough10.9% agreed,10% were neutral,30.9% dis agreed and36.4% strongly disagreed. The findings show that majority of the schools did not have enough physical facilities.

4.7.2 Adequate and qualified teachers

The study sought to find out if there are adequate and qualified teachers in our secondary schools for the implementation of the new curriculum. The findings are shown in table 4.15

Table 4.15 Adequate and qualified teachers

Response	Frequency	Percentage
Strongly Agree	9	8.2%
Agree	13	11.8%
Neutral	08	7.3%
Disagree	35	31.8%
Strongly Disagree	45	40.9%
Total	**110**	**100.0**

Table shows that 8.2% of the respondents strongly agreed that their schools had adequate and qualified teachers, 11.8% agreed, 7.3% were neutral, 31.8% disagreed and 40.9% strongly disagreed. The findings show that majority of the schools do not have adequate and qualified teachers.

4.7.4. Instructional materials

The study sought to find out if there are instructional materials for teaching the subject in the senior secondary schools. The findings are shown in table 4.16

Table 4.16 Instructional materials

Response	Frequency	Percentage
Strongly Agree	12	10.9%
Agree	13	11.8%
Neutral	7	6.4%
Disagree	38	34.5%
Strongly Disagree	40	36.4%
Total	**110**	**100.0**

Table shows that 10.9% the respondents strongly agreed that their schools had enough instructional materials, 11.8% agreed, 6.4% were neutral, 34.5% disagreed and 36.4% strongly disagreed. The findings show that majority of the schools do not have enough instructional materials.

According to Bagudo (2000) education uses a combination of human and non-human resources of many different kinds. The human resources which a modern educational system requires include not only teachers with various skills and knowledge, but also administrative and auxiliary staff and supporting personnel. The non-human resources which it requires include physical plant (grounds and buildings), utilization (water and electricity supply), in many cases, food and catering and medical supplies. According to Ibukun (2010) resources such as men (teachers, policy makers, non-teaching staff); money (cash, cheque and notes); materials (raw materials, teaching and research materials, teaching aids and other equipment); management (polices, plans, programmes, time table); time and information are limited in supply and serve as input into the educational system. One noticeable characteristics of resources in education is that they are not always enough, knowing well that the education industry is a centre for production of educated manpower, who are invariably injected into the economy of

different nations. Resources which constitute supplies in education are determined by the level of education and the type of education to be provided. The standard resources for all education types and levels are prescribed by the federal government (Agabi, 2010). These include professionally trained teachers and qualified teaching staff in all subject areas, government approved4curriculum, teaching aids, school buildings and furniture and the right caliber of administrators to ensure effective school management. The resources necessary for the provision of primary and secondary education in Nigeria are prescribed by the national policy on education (FRN, 2004).At the tertiary level, the federal government works in collaboration with the Nigerian Universities Commission, the National Board for Technical Education and the National Commission for Colleges of Education in ensuring the provision and maintenance of standard recommended resources. Educational resources have been classified into four groups and include (a) physical resources such as school plants, classrooms, offices, recreational facilities and the entire school ground; (b) material resources including instructional aides, stationeries, education plans, objectives and prescribed methodologies; (c) human resources (both teaching and non-teaching staff); and (d) financial resources made up of all monetary input into the education system directed towards the achievement of specified educational objectives (Agabi, 2010).Time is a resource that is highly limited in supply and critical to education, but often taken for granted by the providers of educational resources. Time is a vital complementary resource that is indispensable in the effective harnessing and utilization of the physical, material, financial and human resources in the school system.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter provides a summary of major findings as deduced by the study, it also presents Conclusions, Discussion, Recommendations and areas of further research.

5.2 Summary of findings.

On Professional development, Table 4.4 showed that 36.4% of the respondents strongly agreed, 30% agreed, 11.8% were neutral, 11.8% disagreed and10% strongly disagreed that Sustained and intensive professional development for teachers is related to student achievement gains respectively. Table 4.5 showed that 42.7% of the respondents strongly agreed, 34.5% agreed, 10% were neutral, 7.27% disagreed and5.6% strongly disagreed that Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms respectively. Table 4.6 showed that 22.7% of the respondents attended teacher induction programmes 70.9% through teacher mentorship and 6.4% through other methods during their first five years of teaching respectively. Table 4.7 showed that 27.3% of the respondents attended workshops, 31.8% University courses related to teaching and 40.9% Observational visits to other schools respectively. Table 4.8 showed that 30% of the teachers top priorities for further professional development is Learning more about the content they teach,25.5% Classroom management, 22.7% Teaching students with special needs and 21.8% using technology in the classroom respectively.

On Community engagement, Table 4.8 showed that 61.8% of the schools support learning with the community through involving parents in homework, 30.9%through workshops,7.3% through involving parents in goal setting in career planning. Table 4.8 showed that 16.4% support community collaboration through developing school alumni groups, 9.1% through opening school facilities for community use, 38.2% through establishing a community integrated student support and 36.4% through inviting guest speakers. Table 4.8 showed that 39.1% of the schools' decision making processes involved consulting with community members, 19.1% offered training opportunities to

parents and teachers and 41.8% encouraged student participation in decision making. The table 4.12 shows that 40.9% of the schools communicated through newsletters,20% through e-mails, 16.4% through assemblies,9.1% through PTA meetings and13.6% through text messages .

On School Leadership, Table 4.13 showed that of the respondents; 11.7% strongly agree, 40.8% agree, 25.7% disagree, and 21.8% strongly disagree that they make sure that the professional development activities of teachers are in accordance with the teaching goals of the school. Similarly 23.9% strongly agree, 26.4% agree, 31.4% disagree, and 18.3% strongly disagree that they use student performance results to develop the school's educational goals. Again, 33.4% strongly agree, 19.6% agree, 20.7% disagree, and 26.3% strongly disagree that they use student performance results to develop the school's educational goals. Also 19.7% strongly agree, 22.5%

agree, 26.5% disagree, and 31.3. And 27.8%. Strongly agree they take exam results into account in decisions regarding curriculum development, 35.7% agree, 23.3% disagree, and 13.2% strongly disagree that they ensure that there is clarity concerning the responsibility for co-coordinating the curriculum.. Finally 19.7% strongly agree, 31% agree, 32.9% disagree, and 16.4% strongly disagree that In their school, they work on goals and/or a school development plan. The findings shows that in majority of the schools the professional development activities of teachers are in accordance with the teaching goals of the school, that teachers work according to the school's educational goals and student performance results are used to develop the school's educational goals. However, a small number schools take exam results into account in decisions regarding curriculum development, ensure that there is clarity concerning the responsibility for co-coordinating the curriculum this school and work on goals and/or a school development plan.

On Availability of resources, the table showed that11.8% of the respondents strongly agreed that physical facilities were available and enough10.9% agreed,10% were neutral,30.9% disagreed and36.4% strongly disagreed. Table shows that 8.2% of the respondents strongly agreed that their schools had adequate and qualified teachers, 11.8% agreed, 7.3% were neutral, 31.8% disagreed and 40.9% strongly disagreed. Table shows that 10.9% the respondents strongly agreed that their schools had enough instructional

materials, 11.8% agreed, 6.4% were neutral, 34.5% disagreed and 36.4% strongly disagreed.

5.4 Conclusion

On Professional development, majority of teachers agreed that Sustained and intensive professional development for teachers is related to student achievement gains, Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms and Public schools in Kimilili Sub County have begun to recognize and respond to the need to provide support for new teachers. Majority of the teachers in kimilili sub county participated in professional learning consisting primarily of Observational visits to other schools and the teachers' top priorities for further professional development is learning more about the content they teach.

On Community engagement, the findings showed that most schools support learning partnerships by Involving parents in homework. Most schools support community collaboration through establishing a community integrated student support and inviting community members as guest speakers. Most schools encourage student participation in decision-making processes and consult with community members. Most schools communicate with parents through newsletters.

. On School leadership, the findings showed that in majority of the schools the professional development activities of teachers are in accordance with the teaching goals of the school, that teachers work according to the school's educational goals and student performance results are used to develop the school's educational goals. However, a small number of schools take exam results into account in decisions regarding curriculum development, ensure that there is clarity concerning the responsibility for co-coordinating the curriculum and work on goals and/or a school development plan.

On Available resources and implementation of strategic plans in secondary schools, the findings showed that majority of the schools in kimilili Sub County did not have enough physical facilities, adequate and qualified teachers and majority of the schools do not have enough instructional materials.

5.5 Recommendations

On the basis of the findings and conclusions above, this section presents the recommendations of the study.

The study recommends that a good starting-point on implementation of strategic plans is crucial. It was helpful if schools were already heading in the right direction, particularly if implementation of strategic plans ideas could be linked to some form of existing practice or recent professional learning. Recognizing congruencies could help foster readiness for implementation, and could be particularly encouraging for new or inexperienced leaders.

The study also recommends that that committed professional leadership, with capacity for change management, was crucial to effective implementation of strategic plans.

The study also recommends that effective school-wide involvement usually led to a better shared understanding of the school's strategic plans implementation. In their most recent (2010) report, ERO identified 'collaborative staff' as a key factor typically associated with good progress towards implementation strategic plans.

The study also recommends that schools should have all prerequisite resources that will assist it implement its programmes.

5.6 Areas for further study

Similar study to be carried out in other counties to compare the study findings

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APPENDICES

APPENDIX I. LETTER OF INTRODUCTION

Date: ……………… 2014.

To whom it may concern;

Dear sir/Madam,

Ref: request for collection of data.

I, Nakhumicha Rose, Reg. No l50/61986/2013 I am a post graduate student at the school of continuing and distance education, university of Nairobi. I am concluding a research study titled "*Factors influencing shool managers on implementation of strategic plans in public secondary schools in Kimilili District, Bungoma County. Kenya*".

You have been selected to form part of the study, kindly assist by filling in the attached questionnaire. The information given will be treated in strict confidence, and will be purely used for academic purposes. Do not indicate your name or unwanted details on the questionnaire.

A copy of this find report will be availed upon your request. Your assistance and cooperation will be highly appreciated.

Yours sincerely,

……………………………

Student …………………..

Prof. Christopher Gakuu

Senior Lecturer,

Department of Extra mural studies
University of Nairobi.

APPENDIX III: QUESTIONNAIRE FOR HEADTEACHERS AND HEADS OF DEPARTMENTS

Introduction

This research is meant for academic purpose. It will try to find out the Factors influencing school managers on implementation of strategic plans in public secondary schools in Kimilili District, Bungoma County. Kenya". Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name or that of your school anywhere on this questionnaire. Please tick [√] where appropriate or fill in the required information on the spaces provided.

Section A: Demographic Data

Your gender [ ] Male [ ] Female

Academic qualifications

[ ] MEd [ ] BEd [ ] Dip/Ed

Other (Specify) ……………………………………………………

Section B: Professional Development and Implementation Of Strategic Plans

Please tick the answer that best describe your responses.

Sustained and intensive professional development for teachers is related to student achievement gains.

Strongly Agree (   )   Agree   (   )   Neutral   (   )

Disagree   (   )   Strongly Disagree   (   )

Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms.

Strongly Agree (   )   Agree   (   )   Neutral   (   )

Disagree   (   )   Strongly Disagree   (   )

How does your school provide support for new teachers?

Through Teacher induction programme   (   )

Teacher mentorship   (   )

Other methods   (   )

I participated in professional learning consisting primarily of

Workshops,   (   )

University courses related to teaching   (   )

Observational visits to other schools   (   )

My top priorities for further professional development is

Learning more about the content they teach, (   )

Classroom management, (   )

Teaching students with special needs (   )

 using technology in the classroom. (   )

Section C: Community Engagement and Implementation of Strategic Plans

Please tick the answer that best describe your responses

My School supports learning partnerships with the community through

Involving parents in homework, (   )

Parent/teacher workshops (   )

Parents in career planning (   )

My school mostly supports Community collaboration by

Developing a school alumni group   (   )

Opening school facilities for community use   (   )

Establishing a community integrated student support (   )

Invite community members as guest speakers   (   )

My school mostly

Consults with a cross-section of community members   (   )

Offers training opportunities to parents and teachers   (   )

Encourages student participation in decision-making processes   (   )

Which type of communication tools and channels is mostly used in your schools?

Newsletters,   (   )

E-mails   (   )

Assemblies   (   )

PTA meetings   (   )

Text messages.   (   )

Section D: School Leadership and Implementation of Strategic Plans

Please tick the answer that best describe your responses.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school					
I ensure that teachers work according to the school's educational goals					
I use student performance results to develop the school's educational goals					
I take exam results into account in decisions regarding curriculum development.					
I ensure that there is clarity concerning the responsibility for co-coordinating the curriculum.					
In this school, we work on goals and/or a school development plan.					

Section E: Available Resources and Implementation of Strategic Plans in Secondary Schools

Please tick the answer that best describe your responses.

There are enough physical facilities in my secondary school.

Strongly Agree (   )   Agree   (   )   Neutral   (   )

Disagree   (   )   Strongly Disagree   (   )

There are adequate and qualified teachers in MY secondary schools for the implementation of the new curriculum.

Strongly Agree (   )   Agree   (   )   Neutral   (   )

Disagree   (   )   Strongly Disagree   (   )

There are instructional materials for teaching my subject in my senior secondary schools.

Strongly Agree (   )   Agree   (   )   Neutral   (   )

Disagree   (   )   Strongly Disagree   (   )

APPENDIX IV: INTERVIEW SCHEDULE FOR THE COUNTY DIRECTOR OF EDUCATION AND ZONAL QUALITY ASSURANCE AND STANDARDS OFFICERS.

This interview schedule seeks information on the factors influencing school managers on implementation of strategic plans in Public Secondary schools. All the information you give will be treated with confidentiality and for academic purposes only.

Leadership influences on implementation of strategic plans

1. What is the policy on school strategic planning?

2. How many schools in the County have prepared a school strategic plan?

3. What challenges do schools face in the implementation of strategic planning process?

4. What are the intervention measures in place to ensure schools implement strategic plans?

5. What is the influence of school leadership on the implementation of strategic plans?

APPENDIX V: DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	140	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341

From R.V. Krejcie and D.W. Morgan (1970).