

**INFLUENCE OF SELECTED MANAGEMENT FACTORS ON
STRATEGIC PLANNING PROCESS IN PUBLIC SECONDARY
SCHOOLS IN LAIKIPIA WEST DISTRICT, KENYA**

Ndiritu Paul Thuni

**A Research Project Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Corporate Governance**

University of Nairobi

2014

1

DECLARATION

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

.....

Ndiritu Paul Thuni

E55/66641/2011

The research project has been submitted for examination with my approval as university supervisor

.....

Dr. Ursulla Achieng' Okoth

Lecturer

Department of Educational Administration and Planning,

University of Nairobi

DEDICATION

This project is dedicated to my wife Magdalene Wambui, our sons Eric Nderitu and Raphael Wambugu, and daughter Matilda Wangari.

ACKNOWLEDGEMENT

The completion of this project would not be possible without the material and moral support from various people. First of all I thank the Almighty God for giving me good health, and guiding me through the entire course.

I am greatly indebted to Dr. Ursulla Achieng' Okoth who was my supervisor for her dedication, availability and professional advice. I extend my gratitude to all my lecturers who taught me in the Master of Education Programme, therefore enriching my research with the learnt knowledge. I want to thank the Director of Education and County Commissioner, Laikipia County for allowing me to conduct research in Laikipia West District. The principals, BoM chairpersons, HoDs and Laikipia West DQASO who provided primary data deserve my appreciation for their willingness to provide the required information.

My appreciation finally goes to my classmates, with whom I weathered through the storms, giving each other encouragement and for their positive criticism. Last but not least to Peter Murage for helping me typeset my work.

TABLE OF CONTENTS

Content	Page
Title page.....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents.....	v
List of tables.....	vii
List of figures.....	ix
Abstract.....	x
List of abbreviations.....	xi

CHAPTER ONE

INTRODUCTION

1.1. Background to the study.....	1
1.2. Statement of the problem.....	5
1.3. Purpose of the study.....	6
1.4. Objectives of the study.....	6
1.5. Research questions.....	6
1.6. Significance of the study.....	7
1.7. Limitations of the study.....	7
1.8. Delimitation of the study.....	8
1.9. Assumptions of the study.....	8
1.10. Definition of significant terms.....	8
1.11. Organization of the study.....	9

CHAPTER TWO
LITERATURE REVIEW

2.1. Introduction.....	11
2.2. Concept of strategic planning.....	11
2.3. Availability funds and strategic planning.....	14
2.4. Principal’s communication skills and strategic planning.....	15
2.5. Training of the BOM chairperson and strategic planning.....	18
2.6. Principal’s experience in management and strategic planning	20
2.7. Theoretical Framework	23
2.8. Conceptual framework.....	24
2.9. Summary and knowledge gap in literature review.....	26

CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction.....	28
3.2. Research design	28
3.3. Target population.....	28
3.4. Sample size and sampling techniques	29
3.5. Research instruments.....	30
3.5.1. Validity of research instruments.....	31
3.5.2. Reliability of research instruments.....	31
3.6. Data collection procedures.....	32
3.7. Data analysis techniques.....	33
3.8. Ethical considerations.....	33

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	35
4.2 Response rate.....	35
4.3.1 Age of BoM chairpersons.....	37

4.3.2 Age of principals.....	38
4.3.3 Age of HoDs	39
4.3.4 Educational levels of BoM chairpersons.....	40
4.3.5 Experience of BoM chairpersons.....	41
4.3.6 Experience of principals.....	42
4.3.7 Experience of HoDs.....	43
4.4 Factors influencing strategic planning process in public secondary schools in Laikipia West District.....	44
4.4.1 Ways availability of funds influence strategic planning process.....	45
4.4.2 BoM chairpersons opinion on ways availability of funds influence strategic planning process.....	46
4.4.3 Principals opinion on importance of funds in strategic planning.....	48
4.4.4 HoDs opinion on importance of funds in strategic planning.....	49
4.4.5 Effective communication and strategic planning.....	51
4.4.6 BoM’s opinion on effective communication and strategic planning...	52
4.4.7 Principal’s opinion on effective communication and strategic planning.....	53
4.4.8 HoD’s opinion on effective communication and strategic planning.....	55
4.4.9 BoM chairpersons’ training and strategic planning.....	57
4.4.10 BoM chairpersons’ opinion on influence of training on strategic planning.....	59
4.4.11 Principals’ opinion on influence of training BoM chairperson on strategic planning.....	60
4.4.12 HoDs opinion on influence of BoM chairpersons’ training on strategic planning.....	62
4.4.13 Principals’ experience in management and strategic planning	64
4.4.14 BoMs chairpersons’ opinion on principals’ experience in management and strategic planning.....	66

4.4.15 Principals’ opinion on experience in management and strategic planning.....	68
4.4.16 HoDs’ opinion on principals’ experience in management and strategic planning.....	70

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction.....	72
5.2. Summary of the study.....	72
5.3. Conclusions.....	75
5.4. Recommendations.....	76
5.5. Suggestions for further research	77
REFERENCES	78

APPENDICES

Appendix I: Letter of introduction.....	87
Appendix II: Questionnaire for principals.....	88
Appendix III: Questionnaire of HoDs	91
Appendix IV: Questionnaire of BoM chairpersons.....	94
Appendix V: Interview guide for DQASO.....	97
Appendix VI: Research Permit.....	99

LIST OF TABLES

Table	Page
Table 3.1 Sampling Matrix.....	29
Table 4.1: Response rate.....	36
Table 4.2: BoMs opinion on importance of funds in strategic planning.....	46
Table 4.3: Principals opinion on importance of funds in strategic planning.....	48
Table 4.4: HoDs opinion on importance of funds in strategic planning.....	50
Table 4.5: BoM’s opinion on effective communication and strategic planning.....	52
Table 4.6: Principals opinion on effective communication and strategic planning.....	54
Table 4.7: HoDs opinion on effective communication and strategic planning.....	56
Table 4.8: BoM opinion on influence of training on strategic planning.....	59
Table 4.9: Principals’ opinion on influence of training BoM chairpersons on strategic planning,.....	61
Table 4.10: HoDs opinion on influence of BoM chairpersons training on strategic planning.....	63

Table 4.11: BoMs opinion on principals' experience in management and strategic planning.....	67
Table 4.12: Principals' opinion on their experience and strategic planning.....	69
Table 4.13: HoDs' opinion on their experience and strategic planning.....	70

LIST OF FIGURES

Figure	Page
Figure 2.1: Selected management factors influencing strategic planning process in secondary schools.....	25
Figure 4.1: Ages of BoM chairpersons.....	37
Figure 4.2: Ages of principals.....	38
Figure 4.3: Ages of HoDs.....	39
Figure 4.4: Educational levels of BoM chairpersons.....	40
Figure 4.5: Experience of BoM chairpersons.....	41
Figure 4.6: Principals' experience.....	42
Figure 4.7: Experience of HoDs.....	43

ABSTRACT

All secondary schools in Kenya are required to prepare three to five years strategic plans and submit them to their respective District Education Office. But despite the government efforts to train principals and their BoM chairpersons on strategic planning, only 30% of the schools in Laikipia West district had submitted their strategic plans by 2013. The study therefore investigated the extent to which selected management factors influenced strategic planning process in public secondary schools in the District. The objectives of the study were; to determine ways in which availability of funds, to assess ways in which principals' communication skills, to examine ways in which training of the BoM chairpersons, and to establish how the principals' experience in management influences strategic planning process in public secondary schools in Laikipia West District. The study was carried out using a descriptive survey design. The target population comprised of 226 respondents. A sample of 141 respondents made up of 1 DQASO, 20 principals, 100 HoDs and 20 BoM chairpersons was selected using purposive sampling technique. Data was collected using questionnaires and an interview guide. Questionnaires were validated using expert opinion from two lecturers at the University of Nairobi, Department of Educational Administration and Planning, to examine and advice on the content validity. Questionnaires were administered twice to the principal, five HoDs and a BoM chairperson in each of the two piloted schools using Test- Retest method, and were used upon achieving a correlation coefficient of 0.85. An introductory letter from University of Nairobi was taken to the National Commission for Science and Technology Innovation (NACOSTI), to secure a research permit. The instruments were self-delivered to the respondents in the selected schools. Data collected was analyzed using descriptive statistics. The study found out that availability of funds, principals 'communication skills, training of the BoM chairpersons and the principals' experience in management positively influenced strategic planning process in public secondary schools in Laikipia West District. The study recommended that Laikipia West DQASO should ensure that secondary schools in the district formulate annual strategic plans as a management tool, principal should develop effective communication channels across all the stake holders in strategic planning, KEMI should train all school managers on strategic planning as a way of improving education management at the school level, BoM chairperson should have a minimum of diploma education before appointment and teacher training institutions should include studies on strategic planning in their curriculum. Meanwhile, all principals should attend educational management courses before their appointment to the post. The findings will be useful to the school managers, DQASOs and education planners in the Ministry of Education to understand factors influencing strategic planning in secondary schools in Laikipia West district.

LIST OF ABBREVIATIONS AND ACCRONYMS

BoM	Boards of Management
DEMA	Decentralized Education Management Activity
DQASO	District Quality Assurance and Standards Officer
EFA	Education for All
FPE	Free Primary Education
KEMI	Kenya Education Management Institute
KESSP	Kenya Education Sector Support Program
RoK	Republic of Kenya
SSE	Subsidized Secondary Education
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Strategic planning policy in public education emerged as a management tool in United States of America (USA) in the mid 1980s. The term first appeared in education publications in 1984 and by the 1987, a number of schools around the world were using strategic planning in their management (Conley, 1992). Though some scholars and authors argue that there is no significant correlation between strategic planning and academic performance, Eldridge (2001) observed that schools with excellently executed strategic plans (over 70% implementation) perform better than their counterparts.

Both Conley and Eldridge concur that planning is important for any organization to achieve its goals. Gail (2010) says that strategic planning is an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, assess and adjust the organization's direction in

response to a changing environment. Schraeder (2002) concurs with Gail that strategic planning helps an organization to clarify the future direction, establish priorities, diversify its products or services and deal effectively with changing circumstances.

According to Barry (1997) strategic planning enables a school to assess where it is, ascertain its challenges and opportunities that present themselves and determine what destination is most desired and how to get them. Barry developed a six step strategic plan process which includes environmental scan or situational analysis. Then there is formulation of a vision, mission, purpose, values and boundaries. This is followed by development of goals, targets, objectives, performance measurement to gauge the progress. Action strategy step indicates. Then detailed operational plan which outlines what will be done to accomplish goals and objectives is implemented. Monitoring, evaluation and revision to overall approach unfolds as his last step. Porter (2005) modified Barry's' six steps to five steps which start with mission and objective, followed by environmental scanning, then strategy formulation, strategy implementation and finally evaluation and control.

From the global perspective, some governments have made it mandatory for schools to formulate strategic plans in line with the national strategic plans (Neville, 2002). The United Kingdom government for instance, gives the responsibility of strategic planning to schools (Giles, 1995). The Australian the

government on the hand has made a guideline of what schools should be include in their strategic plans (State of Victoria, 2010). In these countries, public secondary schools are required to have three to five year strategic plan to guide them with a strategic road-map towards successful performance and effective resource management.

In Africa, some countries are using strategic plans in their educational institutions as well. In Kenya, the Ministry of Education has issued a Ministerial statement that all public education institutions develop a five year strategic plan to enhance result based management (Ministry of Education, 2011). However, unlike in Australia the Ministry of Education has not come up with standard guidelines on what should be included in school's strategic plans.

The District Quality Assurance and Standards Officers (DQASO) are mandated to train school managers on formulating strategic plans. Unfortunately the Education Act has not provided a format on how strategic plans should be formulated. This leaves the training on strategic planning at the discretion of individual DQASO. Furthermore, there are no funds set aside by the government for the training. This leaves individual DQASOS to use their own initiative to source for the training funds. This may either delay or make the training impossible. In fact some of the schools which have the plans are not committed to implement them (Nyambura, 2008). This has mainly been

attributed to inappropriate strategic planning, unavailability of adequate funds and lack of will power from the school administration.

In Laikipia West District, strategic planning process has been faced with different challenges. Although DEMA (Decentralized Education Management Activity), a Non-Governmental Organization, sponsored a 3 days training for all the principals and the chairpersons of their respective Boards of Management (BoM) on strategic planning process in 2010 (RoK, 2010), no other training has ever been done in the district. After the training all the schools in the district were required to submit their strategic plans to the DEO. According to the report from Laikipia West District Education Office, over 30 % of the schools in the district had not submitted their strategic plans to the DQASO, (DEO, Laikipia West, 2013). According to Achoka (2007), majority of secondary schools in Kenya have no strategic plans. Basing on the importance of strategic planning, this trend shows that there could be management related challenges facing the strategic planning process that need to be investigated.

Several studies have been carried out on challenges facing strategic planning process in different parts of Kenya. For instance, Njagi (2013) says that strategic planning process in Embu district requires a lot of funds for training, planning sessions and compilation of the final document. Many of the secondary schools have a challenge in raising these funds making it difficult for the administration to support the planning process. Similarly, in those schools

where communication between the principal and heads of departmental is ineffective, there is low morale, making strategic planning process difficult.

Ndemba (2014) says that in Kikuyu district, the school management influences preparation of strategic plans and that the training of the BoM chairpersons on strategic planning equips them with required planning skills. The report further noted that where BoM chairpersons are highly educated, they have a clearer vision of strategic planning process. Lastly, Sinje and Ochieng (2013) says that while a school's size and category has little impact on formulation of strategic plans, the principal's experience in management improves the effectiveness of strategic planning process in their schools. These studies lay a firm foundation on the importance of strategic plans, but there is scanty information on how management factors may influence the strategic planning process. A study of this nature has not been carried out in Laikipia West district hence this study on the influence of management factors on strategic planning process will fill up this gap.

1.2 Statement of the Problem

As stated in the background to the problem, strategic planning has become an important management tool in educational institutions. As a result, all secondary schools in Kenya are required to prepare three to five years strategic plans and submit them to their respective District Education Office (RoK, 2006). District

Quality Assurance and Standards Officers (DQASO) are mandated to oversee strategic planning process of schools within their jurisdiction. In Laikipia West district, principals and BoM chairpersons were trained on strategic planning process in 2010. Despite the training, only a third of the schools in the district had submitted their strategic plans by 2013. The district was ranked 3rd out of 5 districts in Laikipia County in the 2013 Kenya Certificate of Secondary Education, and the unsatisfactory results have been attributed to inadequate strategic planning. While, this may be true, the reasons behind inadequate planning in the district and the extent to which inadequate strategic planning process has affected performance of students in Laikipia West District have not been established. The study therefore investigated the extent to which selected management factors influences strategic planning process in public secondary schools in Laikipia West District.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of selected management factors on strategic planning process in public secondary schools in Laikipia West District.

1.4 Objectives of the Study

The objectives of the study were;

- a) To determine ways in which availability of funds influences strategic planning process in public secondary schools in Laikipia West District.
- b) To assess ways in which principals' communication skills influence strategic planning process in public secondary schools in Laikipia West District.
- c) To examine ways in which training of the BoM chairpersons influences strategic planning process in public secondary schools in Laikipia West District.
- d) To establish ways in which the principals' experience in management influences strategic planning process in public secondary schools in Laikipia West District.

1.5 Research Questions for the Study

The following were the research questions for the study;

- a) How does availability of funds influence strategic planning process in public secondary schools in Laikipia West District?
- b) How does principals' communication skills influence strategic planning process in public secondary schools in Laikipia West District?
- c) To what extent does the training of the BoM chairpersons influence strategic planning process in public secondary schools in Laikipia West District?

d) In which ways does the principals' experience in management influence strategic planning process in public secondary schools in Laikipia West District?

1.6 Significance of the Study

The study findings of this study may be useful to the school managers such as, the principal and other BoM members, to understand the factors that may affect the making strategic planning process in their school. The findings may also be used by DQASO's to know the reasons behind delay and non-remittance of strategic plans in their offices. The findings may also be used by education planners in the Ministry of Education to understand factors contributing to ineffective strategic planning and hence come up with a policy to address this situation. The future researchers will also use the data collected as point of reference in their literature, and a base upon which further research can be carried out.

1.7 Limitations of the Study

The study was faced with some limitations, for instance, some respondents feared victimization due to disclosing school's policy matters. In this case, the researcher explained the purpose of the study and that confidentiality of the respondents would be assured. Some schools did not keep clear records on estimates and expenditure on training funds. In such cases, the researcher confirmed with other secondary sources. To attend to the respondents who could have been unwilling to conceal the weak points of their schools, the researcher designed questionnaires with instructions not to reveal their identity.

1.8 Delimitation of the Study

The study delimited itself to an investigation of the influence of availability of funds, communication skills of the principal to departmental heads, training of the BoM chairperson on strategic planning, and the principal's experience in management on strategic planning process. The study also confined itself to public secondary schools and respondents in Laikipia West District in 2014.

1.9 Assumptions of the Study

The study was carried out with the following assumptions in mind.

- a) Respondents would be honest in regard to the information they provided in the questionnaires.
- b) Respondents would have adequate information pertaining to funds, communication, academic qualification and training.
- c) Respondents would have some knowledge on strategic planning process.

1.10 Definition of significant Terms

In the present study significant terms were defined as follows:

Availability of funds refers to ability of a school to source and manage enough funds for use in strategic planning process;

Management factors refer to decisions and activities carried out by the principal, BoM or teachers in a school that may have an effect on strategic planning process.

Principal's communication skills refer to ability of the principal to communicate effectively with other stakeholders effectively.

Principal's experience refers to the bank of skills that a principal may acquired as a result of executing his duties as a principal.

Public secondary schools refer to secondary schools which are managed by the government.

Strategic plan refers to a document that identifies an institution's mission, goals, objectives and performance strategies that will make it realize its vision.

Strategic Planning process refers to a procedure for developing institution's mission, goals, objectives and performance strategies that will make it realize its vision.

Training of BoM refers to a formal learning session by BoM chairpersons from experts, on the importance and procedures of strategic planning.

1.11 Organization of the study

The study is organized into five chapters. The first chapter is the introduction, which is divided into the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of

the study, limitations and delimitations of the study, and assumptions of the study, definition of significant terms of the study.

The second chapter is literature review, which covers the concept of strategic planning, availability of funds and strategic planning, principal's communication skills and strategic planning, training of the BoM chairperson and strategic planning and principal's experience on management and strategic planning, knowledge gaps, theoretical framework and conceptual framework.

The third chapter is the research methodology, which is divided into research design, target population, sample size and sampling techniques, data collection procedures, research instruments, validity of research instruments, reliability of research instruments and data analysis techniques. Chapter four covers data analysis and presentation. Chapter five is the summary, conclusions and recommendations. Areas of further research are also highlighted.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the review of the literature on the strategic planning. Some of the factors discussed are; concept of strategic planning, availability of funds and strategic planning, principals communication skills and strategic planning process, training of the BoM chairperson and strategic planning process, and the principal's experience in management and strategic planning process, theoretical framework and conceptual framework.

2.2 Concept of Strategic Planning

Strategic planning is a disciplined effort that produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future (Wilsey, 2009). Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will know if it is successful. It is therefore a systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives in a sequence of steps to achieve them.

The concept of strategic management is as important in public sector as in private sector (Johnson, 1982). Though most of the literature available on strategic management deals with the business world, there are similarities between the business sector and education sector. According to Tsiakkiros & Pasiardis (2002), the two sectors aim at making profit and both have limited resources, yet they have unlimited needs and must allocate resources after putting their needs in a sequence of priorities. This forms the basis of strategic planning.

Schools get funds from the government, parents, donors and the income generating projects to implement projects they identify. However these funds are never enough therefore there is always an emerging need to prioritize the funds for those activities that have the highest returns hence strategic planning. A school though non- profit making, would benefit from strategic planning to get better performance. According to Griggs (2003), strategic planning leads to improved organizational performance for either profit or for any other purpose.

According to Boulter (1997), strategic planning is a procedure for developing a long term and policy oriented device or scheme that ties together the present to a clarified image of the future. A strategic plan identifies an institution's mission, goals, measureable objectives and performance strategies that will realize the vision. In a school situation, strategic planning process starts with systems approach where the principal dreams about where the school would be

in future and shares this dream with the stakeholders. Long term strategic planning is done by some members of the Board of Management in consultation with the Head of Departments. They carry out situational analysis, set the school vision and mission, and brainstorm on the key areas that need improvements (RoK, 2013).

In Porter's strategic planning process, the school's principal must have a wider picture of his institution in future and share this vision with the other stakeholders of the school. The stakeholders will be able to see the need to improve. This will make it easy for the principal, the BoM chairperson, the Deputy Principal and HoDs to come together for starting the process of making the strategic plan. Potter (2008), in scanning the environment brought another dimension of the threats that can affect the formulation of strategic plans. These are political, environmental, social, legal, economic and technological factors.

Strategic planning benefits an institution in various ways. Evans (2007) noted that strategic planning looks at all aspects of a school and plan how the stakeholders want to move a school forward in a given period of time and how to get there. All strategic plans purpose to improve performance in public institutions and make more profit in business. A strategic plan makes every one's work easier since it reduces the number of decisions the principal has to make on his own, since most decisions are made on the basis of whether they add value to the realization of the schools target. It also minimizes wastage and misuse of

time and resources. However, the plan needs to be simple, realistic and neither too ambitious nor insufficiently demanding (Legate &Thompson, 1997). It should allow some flexibility to accommodate some emerging issues. The current study is designed to explore the school based factors influencing strategic planning process.

2.3 Availability of Funds and Strategic Planning

Availability of resources has a positive influence on strategic planning. In a secondary school, money comes from the government, parents and income-generating projects within the school, donors and bursaries. The role of BoM in the school management is to use available school resources to achieve the objectives of that school. This calls for preparation of a budget which is reflected on the strategic plan to guide them. Funds should first be available to train the stake holders so that each group can understand its responsibilities and expectations (Jackson, 2005).

Ngware, Odebero & Wamukuru (2006) say that the quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quantity and quality. In strategic planning, funds are critical during the data collection stage when stake holders are scanning the environment. It may involve in outsourcing where the school does not have the technical person, holding meetings, harmonizing departmental strategic plans and publishing the

document. Upon formulation of the plan, money is also required for launching and implementation of the plan.

Delay in payment of the required school fees will result in delayed provision of basic facilities like lockers, meals and poor conditions of learning that may affect the learners' performance as highlighted in operational plan of the strategic plan for good national examination results. Parents' willingness to participate in school activities also affects strategic planning either positively or negatively. In some cases, some parents are not willing to participate in the schools' motivational agenda which contributes so much to the performance of the learner's. Schools where parents are very active in meeting their financial obligations do quite well in the national examinations because students are well motivated by both teachers and parents without any delay. Ricarda and Birgit (2008) say that motivation plays a very great role in students' performance at whatever level.

Strategic planning process is also affected by the government inconsistency and delay in disbursement of the SSE funds which consequently disrupts the school strategic planning process. The present study will therefore investigate ways in which unavailability of funds influences strategic planning process in public secondary schools in Laikipia West District.

2.4 Communication Skills of the Principal and Strategic Planning

For an organization to formulate strategies effectively it must have the necessary manpower that possesses effective communication skills, interpersonal skills, professional skills and ability to scan an environment in order to be able to predict future events (Dandira, 2011). Effective communication skills are necessary tools for the principal to pass the vision to all the stake holders.

Communication should cascade from top to bottom of the firm so that all stake holders are kept in the light on how the strategic plan is being conceived and what is required of them (Giles, 1995). This means that in secondary schools, principals should not hold back any information in their possession which can be helpful in strategic planning process. Principals are required to treat other stake holders as internal customers who have the ability to give feedback on the school progress (Perrot, 1996). Teachers feel motivated when their principal appreciates their work, give those complements and encouragements on tasks that they accomplish well and where an error occurs, it is corrected immediately with consideration and thoughtfulness.

Effective interpersonal communication skills of the principal enable him to involve all the stakeholders to participate actively in the whole process of strategic plan formulation. Good strategic planning is realized when parents

work in consultation with the teachers in order to understand the needs of their children better. But in some cases, parents rarely consult teachers on education matters of their children. This is an indication that some parents are not so much concerned about education of the children. Ubogu (2004) indicates that parents' interaction with teachers enables them to know what their children are encountering in school and what could be done to deal with the problems.

According to Blanchard and O'Connor (1997), the school principal plays a central role in school strategic planning, both in their role as principal and as executive officer on school management. The principal is responsible for leading the planning and implementation of the school strategic plan by communicating to the school community, including staff, students, school committees and parents the following issues; first is progress achieved in the process of developing the school strategic plan. The principal also writes and files appointment letters to all the stakeholders expected to participate in the planning process.

The principal also ensures that appropriate preparation and consultation time has been provided in the planning schedule by identifying opportunities to work collaboratively with other education providers and community agencies and signing any relevant document required for the school strategic plan. The principal should also keep the school community, including staff, students, council and parents informed of progress against the goals, targets and key

improvement strategies in the school strategic plan. The school annual report provides a valuable vehicle for this (City, Elmore, Fiarman & Teitel, 2009).

In the process of developing and implementing annual implementation plans, the principal informs stakeholders on class performance and progress towards achieving the school's goals, targets and key improvement strategies and the targeted professional learning required to achieve this. Elmore (2004) also says that the principal also delegate to staff members especially the HoDs in strategic planning process through direct engagement in their roles as staff members as well as through their representation on the school council. Staff also report and inform the principal on their needs, targets and progress in relation to the school strategic plan. Members of staff are engaged in the process through participating in the development of the school strategic plan, providing feedback on draft versions of the school strategic plan, setting and monitoring progress against the goals, targets and key improvement strategies in the school strategic plan in staff meetings and school council meetings.

2.5 The BoM chairperson's Training on Strategic Planning Process

Strategic planning requires the support and input of the BoM chairperson. While the knowledge on strategic planning is not a requirement for their appointment, they need to be trained on the same. Drucker (2004) say that the most important skill in strategic planning is making appropriate decisions pertaining to

prioritization in the school resource allocation. Decisions on strategic planning are made by the BoM chairperson in consultation with the principal.

These decisions help the principal to know who is best suited for any task including who can be most resourceful in the task of formulating a strategic plan. Davis and Ellison (1998) are of the opinion that a school can appoint a strategic planning committee made up of HoDs with a vision and a dream beyond everybody else in the school and which is driven by results to make a strategic plan. Though the idea may be good in the business sector, it may be risky in the school set up because other teachers feel left out may feel demoralized and therefore make minimal contributions in the formulation strategic plans.

In order for a strategic plan to be all inclusive, all teachers should be included and encouraged to be proactive to influence and interpret both internal and external environments. This calls for teachers to formulate appropriate strategies in their various departments to realize the goals set in the strategic plan. Ngware, Odebero & Wamukuru (2006) propose that for teachers to participate in strategic planning, they must be well qualified and motivated. The BoM chairperson can facilitate this. Poorly motivated teachers may avoid meetings or absent themselves during the initial stage of strategy formulation (Bennell, 2004). Effective strategic planning calls for both the BoM and the teachers to be

in good inter- personal relationship professionally and have the ability to understand the environment in order to be able to predict the future.

According to Muchai, Gituma, Noor & Musioka (2013), strategic planning policy and practices leads to preparation of strategic plans for a 5 years cycle. But the technical competence of the school managers has a significant relationship with the effectiveness of planning and the subsequent quality of the plan. The training offered to the school principals and the BoM chairperson forms the key to strategic planning. The importance of training the BoM chairpersons is to equip them with the skills to foresee and consider the availability and importance of financial resources, stakeholders' participation and increase their competence in the exercise. Training the BoM chairperson is cost effective as a way of developing a resource person from who knowledge and skills can later be passed to other members of the BoM and the school community at large. There is a likelihood of realizing a good strategic plan when trained BoM chairpersons lead strategic planning process, in a school.

2.6 Managerial Experience of the Principal and Strategic Planning

Principals in some countries have no formal training to become one, but are rather promoted from ordinary teachers or deputy principals after considering different factors. As a result, experience in school management is important in influencing the quality of strategic planning in a school. According to Restine

(1997) that there is no formal preparation for school leadership in America but once promoted, principals exploit their classroom experiences, past grooming by their principals, experience as principals in multi-settings and past experience in making difficult solutions to develop their school leadership. Similarly, Thody (2007) says that although principals are formally prepared and developed for school leadership in Europe, their competence advances due to apprenticeship, unionism, research and personal initiatives.

However in many African countries, appointment to school leadership has undergone several phases. In some countries especially in the 1970's, principals are appointed on recommendation by the stakeholders (Briggs et al, 2003). Later their appointment was based on seniority and currently it is based on merit where they have to be interviewed before appointment. In Kenya, teachers are used to be posted by the Teachers Service Commission (TSC) to public secondary schools after graduation, but currently they are recruited at individual schools by the TSC through delegation to the Board of Managers (BoM). Their promotion to leadership depends on their seniority and performance.

According RoK (1999), the TSC used to appoint principals who were identified by an outgoing principal, politician, school sponsor or TSC field agents. All the same, the teacher had to be excellent in teaching with a minimum of three years' experience, good moral behavior and integrity. However, such an arrangement was often abused by those fronting the principals, by picking on a person of

their choice who may be lacking the qualities cited. Furthermore, being a good classroom teacher does not automatically mean one can make an effective school leader (Bush & Oduro, 2006)

After the implementation of the scheme of service for graduate teachers, principals are deployed by TSC after promotion to job groups M to R where a teacher becomes a head of department, deputy principal, principal, senior principal and chief principal (Rarieya, 2007). Headship positions are advertised and qualified teachers are subjected to rigorous interviews before they are appointed by the TSC. Critically, all teachers take a course in education administration and management in colleges but they need experience and further training after their appointment to school leadership. There are several certificate and diploma in-service courses for principals, deputies and heads of departments offered by Kenya Education Management Institute (KEMI). And more importantly they get experience through management challenges they face before and after their appointment (Cunningham & Cordeiro, 2006).

According to Master Plan on Education and Training, the principal should be well versed with managerial skills for successful curriculum implementation, effective and efficient utilization of human and material resources in a school (RoK, 1998). Unfortunately, some are appointed without any formal training in management and administration. This may be one of the reasons for frequent

teacher management and financial management challenges faced by newly appointed principals.

On this note, Sherman, Rowley and Armandi (2007) say that a common problem experienced in Africa is that people are appointed to positions to which they have no matching professional ability. This leads to a mismatch between the personalities appointed with the strategies that can work well for the organization. This problem however may not be acute in the Kenyan secondary schools since the principals are appointed from the professionally trained teachers.

Leggate & Thompson (1997) found that the Principal was regarded as key player in strategy formulation. Giles (1995) found out that strategic planning process in schools is highly dominated by principals and their deputies because of their vast experience in school management. All the same, it can be argued that although the principals are instrumental in leading the process, they also need input of all the stakeholders. The school principal facilitates the preparation of strategic planning through the involvement of HoD's, deputy principal and BoM chairperson. Preparation of strategic plan is achieved through cooperation of HoDs and their willingness to participate in the process. Principals' leadership styles also have a high positive influence on the preparation and implementation of the school's strategic plan. Democratic

principals are likely to enjoy the cooperation from their teachers and therefore there is need to have him well trained on management.

Transfers of principals from one school to the other may challenge strategic planning process. If a principal has worked in a school for a long time, he can easily have the ability of engaging the stake holders to formulate the strategic plan with little resistance. To the contrary, a principal who has only worked in a school for a short period of time will not be able to assemble all the stake holders in formulating a strategic plan, since the stakeholders may find his leadership style different from what they are used to (Leggate & Thompson, 1997). When a principal transfers to a school that is in the process of making a strategic plan, he will take time to study and understand the school in order for him to make a contribution to the plan.

2.7 Theoretical Framework

This study will be based on Rationalism theory of Planning. The theory was forwarded by Adams Silke in the year 1991. The theory assumes that planning includes sequential observable cycles such as setting goals, determining objectives, making plans on how to implement the plans. In secondary schools the stakeholders involved in drafting of strategic plans must observe the order put forward by Adams. For effectively formulated strategic plans, Michael Porter's Strategic Model forwarded in 2005 will need to be considered. He

observed that in order for strategic planning to be successful in an organization the stake holders must consider the internal and the external factors. Among the internal factors are schools management aspects. In this study the strategic planning process in secondary schools, is a function of four school management factors. These factors are availability of funds for strategic planning, principal's effectiveness in communication, BoM chairperson's training on strategic planning, and the principal's experience in school management.

2.8 Conceptual Framework

The relationship between independent and dependents variables is illustrated in Figure 2.1.

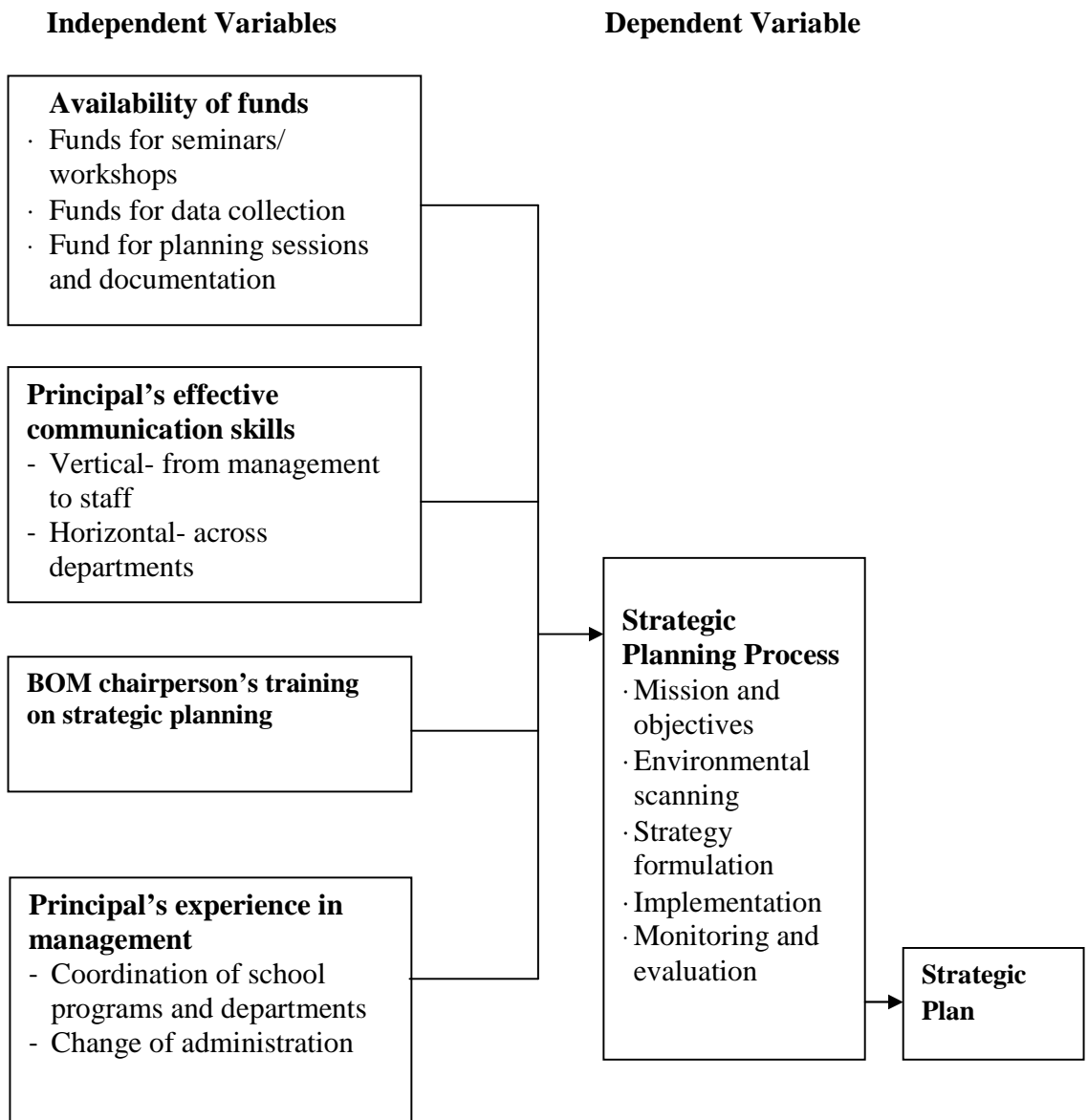


Figure 2.1: Selected Management Factors Influencing Strategic Planning Process

Source: Porter (2005)

Figure 2.1 shows that strategic planning process is a function of selected management factors. It involves stating school's mission and objectives, environmental scanning, strategy formulation, implementation, monitoring and evaluation. For effective strategic planning in a school, the BoM chairperson needs to be trained on strategic planning. Funds are required in strategic planning for organizing for seminars, planning sessions, and documentation of the plans. Experience in school management depends on the principal's leadership style, his coordination of school programs and departments, and if there is transfer of the principal. Lastly, effective communication by the principal is necessary for instructions to move from top management to members of staff, and horizontally across departments.

2.9 Summary and Knowledge Gap in Literature Review

Nyambura (2008) found out that many secondary schools in Thika district did not formulate strategic plans, and the few schools which had formulated them had not done it ineffectively. In any case, only 58% of the schools with the strategic plans in the district had followed all the stages. This was attributed to management factors such as inadequate funds in the school, principal's poor communication skills, lack of little training of BoM chairperson on strategic planning or principal's experience in management. The present study sought to find out the challenges facing formulation of strategic plans in Laikipia West district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology that was used in the study, which are: research design, study population, sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures and data analysis.

3.2 Research Design

The study was carried out using a descriptive survey design. According to Orodho (2005), the design is suitable because information was collected by interviewing or administering a questionnaire to a selected sample taking into account the state of affairs at the moment of the study. In this study, strategic planning is embedded in the current secondary management practices, (Fraenkel and Warren, 2000). The design was relevant for the study because the researcher collected, analysed and reported what was in the field without manipulating variables.

3.3 Target Population

According to Ary, Jacobs & Razavieh (2006), a population is the number of sources from where research data can be obtained. The target population for this study comprises of 226 respondents in Laikipia West District. The target population included 1 DQASO, 175 HoDs, 25 BoM chairpersons and 25 school principals in the district

3.4 Sample Size and Sampling Techniques

According to Mugenda & Mugenda (2003), a sample is a section of the population from which data will be generalized. As a result, depending on the population size, structure and the data to be collected, a sample should be adequately representative of the population which calls for appropriate sampling technique. For a survey design, a sample of at least 20% in a high target population or a higher percentage as the target population reduces is justifiable for a study.

Purposive sampling technique was used to select 20 public secondary school principals, 5 HoDs from every school, DQASO and 20 BoM chairpersons in Laikipia West District. This is because some of the schools were too small and did not have the necessary administrative structures (all departments) needed for a standard school. The entire sampling size therefore constituted 141 respondents.

Table 3.1: Sampling Matrix

Respondents	Population	Sample	Sampling tech	Percentage (%)
Principal	25	20	Purposive	80
HoDs	175	100	Purposive	57
BoM	25	20	Purposive	80
DQASO	1	1	Purposive	100
Total	226	141		63

Source: DEO Laikipia West, 2014

3.5 Research Instruments

Data was collected using questionnaires and an interview guide. According to (Orodho, 2009), questionnaires collect data from many respondents within a short period of time, and since items are the same for all respondents, analysis of data is accurate. Questionnaire for principals, HoDs and BoM chairpersons were divided into section one that captured the background information and section two which contained items aimed at collecting opinions on factors influencing strategic planning in each school. Orodho (2009) defines an interview guide as a

set of question that an interviewer asks when interviewing respondent. An interview guide makes it possible to obtain first-hand information from the respondents. An interview guide with guiding questions related to the objectives of the study was administered to the DQASO. The interview was conducted to the DQASO since it takes time to collect detailed information that can be used to support discussions on the findings from the questionnaires.

3.5.1 Validity of research Instruments

Accuracy is important in research, and therefore research instruments should be valid if they are expected to produce accurate research findings. According to Mugenda & Mugenda (2003) validity of an instrument refers to the ability of the instrument to be what it purports to be, hence be able to measure what it is intended to measure. In light of this, the questionnaire for this study were first prepared and then taken for an expert opinion from two lecturers from the University of Nairobi, Department of Education Administration and Planning, to examine and advice on their content validity. The researcher then incorporated the advice and prepared the final copies of the instruments to be used in the actual study. This enabled the researcher to modify, reconstruct and eliminate any ambiguous items in the instrument.

3.5.2 Reliability of Research Instruments

Reliability refers to the consistency of the measurement to the extent to which the results are similar over different forms of the same instruments or occasions of data collection and the extent to which the measurement are free from error (Mc Millan and Schuacher, 2009). The researcher used test-re-test method to determine the reliability of the research instruments. The developed questionnaire was administered twice at an interval of one week to the principal, three HoDs and the BoM chairperson in each of the two piloted schools. The schools that participated in the pilot study had their data collected and recorded. To determine reliability, Pearson's Moment Correlation Coefficient given below was used between the tests.

$$r = \frac{N\sum XY - \sum X \sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where r = Pearson correlation coefficient

N = no of respondents completing questionnaires

X = the scores of the first set of questionnaires

Y = the scores of the second set of questionnaire after one week

According to Orodho (2008), a coefficient correlation (r) of 0.75 and above is considered high enough to judge an instrument as reliable. The results of the pilot study achieved a correlation coefficient of 0.85.

3.6 Data Collection Procedures

An introductory letter from University of Nairobi was taken to the National Commission for Science and Technology Innovation (NACOSTI), to secure a research permit. The researcher then visited Laikipia West district education office and requested for an introductory letter to the respondents. After securing the permit, the researcher delivered the questionnaires for the selected respondents in their respective schools, explained the purpose of the study, and left the questionnaires with the principal or the deputy principal (where the principal was absent) to forward to them to each type of the respondents. They were collected after two weeks as agreed. The researcher also visited the DQASO on appointment and conducted an interview.

3.7 Data Analysis Techniques

After filled in questionnaires were collected, the researcher went through the responses in order to detect incomplete or unreliable responses. After this, data collected from the questionnaires were analyzed using descriptive statistics. Responses from questions in each section were summarized in frequency distribution tables. The results from each section were then entered in a SPSS data editor and presented in form of bar graphs so as to enable the researcher to comment on the study findings. Qualitative data collected through the interview with DQASO were organized into themes and subthemes as they emerged. It was

then analyzed through coding to derive confirmation data that was used when discussing the findings of the questionnaires.

3.8 Ethical Considerations

The Constitution of Kenya 2010 (ROK, 2010) acknowledges that the Bill of Rights is integral part of Kenya's democratic state and it is the framework for social, economic and cultural policies. In light of this, the researcher shall adhere to all demands of ethical considerations in relation to the respondents which include; informed consent, confidentiality, anonymity, deception and trustworthiness.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the analysis and findings on influence of selected management factors on strategic planning process in public secondary schools in Laikipia West District. The section is organized as follows; response rate, respondents' bio data, availability of funds and strategic planning process, effective communication and strategic planning process, BoM chairpersons' training and strategic planning process, principals' experience in management and strategic planning process.

4.2 Response Rate

The study targeted a total population of 25 principals, 175 HoDs, 25 BoM persons from 25 public secondary schools in Laikipia West District. The sample was selected through purposive sampling techniques where a sample of 20 principals, 100 HoDs and 20 BoM chair persons were selected giving a total of 140 respondents. A total of 140 questionnaires were administered out of which 105 were collected as shown in Table 4.1.

Table 4.1: Response Rate

Respondents Type	Sample Targeted	No. Collected	Percentage Return Rate
BoM Chairpersons	20	13	65
Principals	20	15	75
HOD's	100	76	76
DQASO	1	1	100
Total	141	105	

Table 4.1 shows that 65% of the BoM chairpersons, 75% of the principals and 76% of the HoD's questionnaires were collected. The low response rate among principals was because three of them were absent on official duties at the time of collecting the questionnaires, while other two gave excuses that the researcher found as a way of avoiding to respond. The researcher therefore used those collected for analysis. In the small schools, there were few teachers and therefore they could not raise 5 HoD's as required by the study. Most principals also complained that they had not reached their BoM chairpersons within the time given for data collection.

4.3.1 Age of BoM Chairpersons

The first item in the BoM chairpersons' questionnaire sought to know their ages. This was meant to show their composition in different age groups to know whether the sample selected was representative of different age groups. In the study, it is assumed that aged BoM chairpersons are likely to be more experienced and are therefore more trusted with school management responsibilities. They can be able to steer strategic planning process more competently as compared to their younger counterparts. In most cases, BoM chairpersons are appointed from among retired public officers.

The data was presented in Figure 4.1.

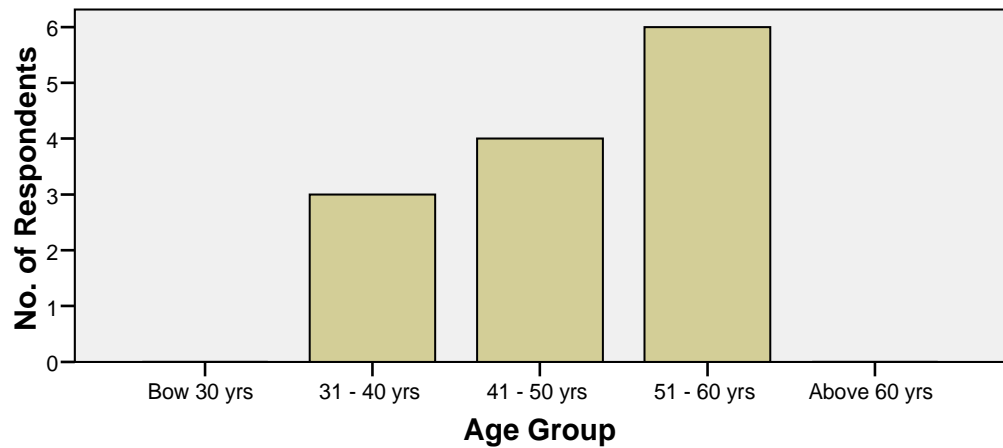


Figure 4.1: Age of BoM Chairpersons

Figure 4.1 shows that no BoM chairperson was younger than 30 years. Three of them representing 23.07% were aged 31 – 40 years, four of them or 30.76% were aged 41 – 50 years and six of them or 46.15% were aged 51 – 60 years. This means that majority of BoM chairpersons are aged, experienced and therefore capable of steering strategic planning.

4.3.2 Age of Principals

The first item in the principal’s questionnaire sought to know their ages. Principals experienced in school administration and are likely to know the importance of strategic planning and are able to coordinate the process better than inexperienced principals. The data on age of principals is presented in Figure 4.2

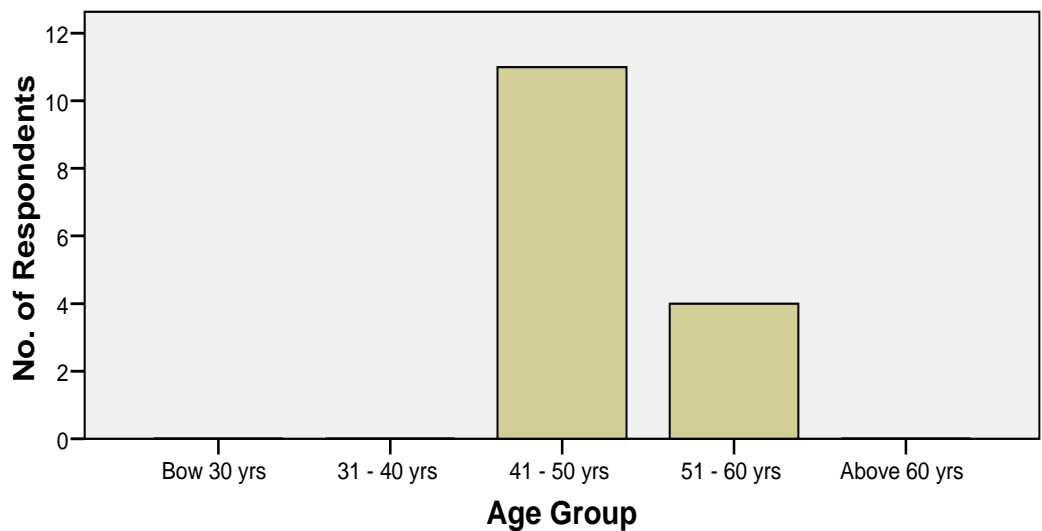


Figure 4.2: Age of Principals

Figure 4.2 show that no principals was younger than 40 years, while 11 of them representing 73.33% were aged 41 – 50 years and 4 of them or 26.67% were aged 51 – 60 years. This means that majority of principals were of advanced age. This can be attributed to the fact that principals are appointed from among the teachers with a minimum of Job group M. For one to have attained the job group, the principal must have taken time to rise from a teacher, a HoD, a deputy principal and then a principal. They were therefore experienced and therefore likely to be the ones who had initiated strategic planning in their schools.

4.3.3 Age of HoDs

The first item in the HoD's questionnaire sought to know their ages. In strategic planning, it is expected that HoD's who are more experienced are able to formulate departmental strategic plans which forms the basis of the school's strategic plan. The data collected on age of HoD's was presented in Figure 4.3

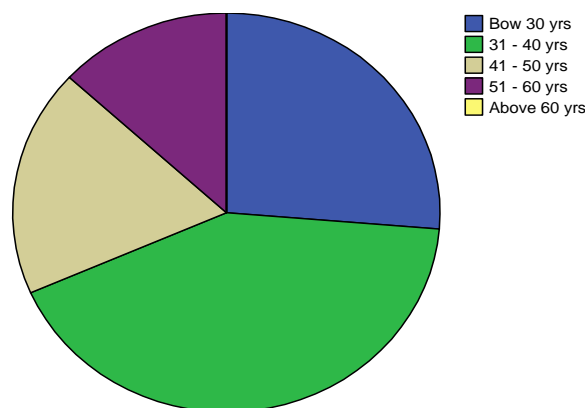


Figure 4.3: Age of HoDs

Figure 4.3 shows that 20 HoDs who represented 26.31% were aged below 30 years, 32 of them or 42.10% were aged 31 - 40 years, 14 of them or 18.42% were aged 41 – 50 years and 10 of them or 13.16% were aged 51 – 60 years. This means that the sample represented all the age groups. This can be attributed to the fact that in small schools, most of the HoDs are appointed at the school level regardless of their job group, while in big schools majority of the HoDs are appointed by Teachers Service Commission after attaining Job group M. This is the reason behind successful strategic planning in their schools.

4.3.4 Educational Levels of BoM chairpersons

The second item on the BoM chairpersons sought to know their education levels. The education level of a BoM chairperson is important in strategic planning since training and strategic planning process is carried out in English. Educated BoM members are also likely to have acquired professional skills that can be used in strategic planning. The findings were presented in Figure 4.4.

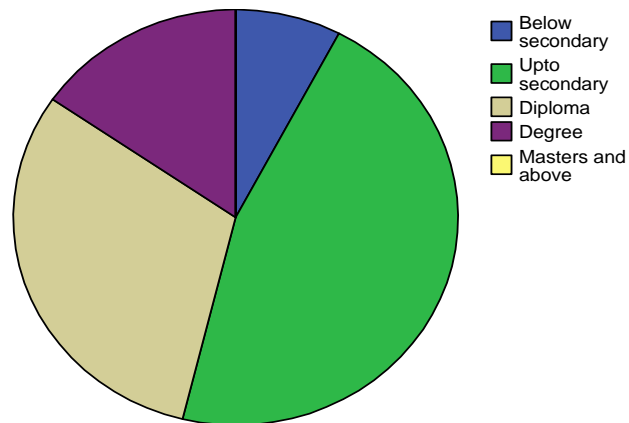


Figure 4.4: Educational Levels of BoM chairpersons

Figure 4.4 shows that one BoM chairperson who represented 7.69% did not have secondary education, 6 of them or 46.15% had secondary education, 4 of them or 30.77% had a diploma education, 2 of them or 15.38% had a degree while none of them had a master degree. This means that majority of the BoM chairpersons were well educated and could therefore understand as well as lead their schools in strategic planning process.

4.3.5 Experience of BoM Chairpersons

Experience in being a BoM chairperson is important as it exposes one to the need for strategic planning in a school, and the process of strategic planning in schools. Data on BoM chairpersons by their experience was analyzed in Figure 4.5.

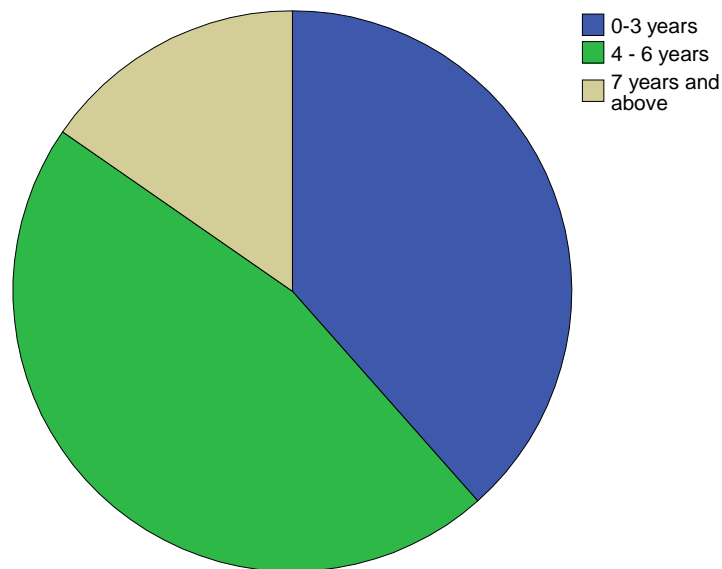


Figure 4.5: Experience of BoM chairpersons

Figure 4.5 shows that 5 of the BoM chairpersons representing 38.46% had up to 3 years' experience, 6 of them or 46.15% had an experience of 4 – 7 years, and 2 of them or 15.38% had an experience of 7 years and above. From these findings, it can be argued that the BoM chairpersons had served long enough to understand school management issues and particularly the need for strategic planning.

4.3.6 Experience of Principals

Experience of principals in school administration is important since the principal is exposed to management practices carried out in schools particularly

strategic planning process. Data on experience of principals was presented in Figure 4.6.

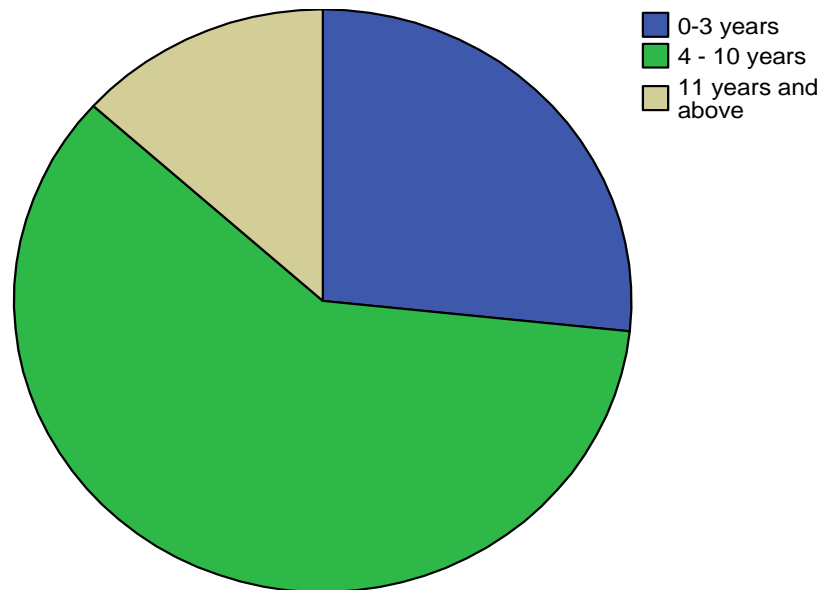


Figure 4.6: Principals' Experience

Figure 4.6 shows that 4 principals representing 26.67% had been head teachers in schools for up to 3 years, 9 of them or 60% for 4 – 10 years, 2 of them or 13.33% for 11 - 20 years. From these findings, it can be argued that majority of the principals had a long experience and were therefore equipped with skills in education planning, and had acquired enough knowledge on the need for strategic planning in schools. They were therefore capable of steering strategic planning process in their schools.

4.3.7 Experience of HoDs

Experience of HoDs is also important, since in strategic planning process, they are responsible for setting their departmental targets, and prepare annual departmental requisitions. As a result, they represent their respective departments in strategic planning process. This is presented in Figure 4.7

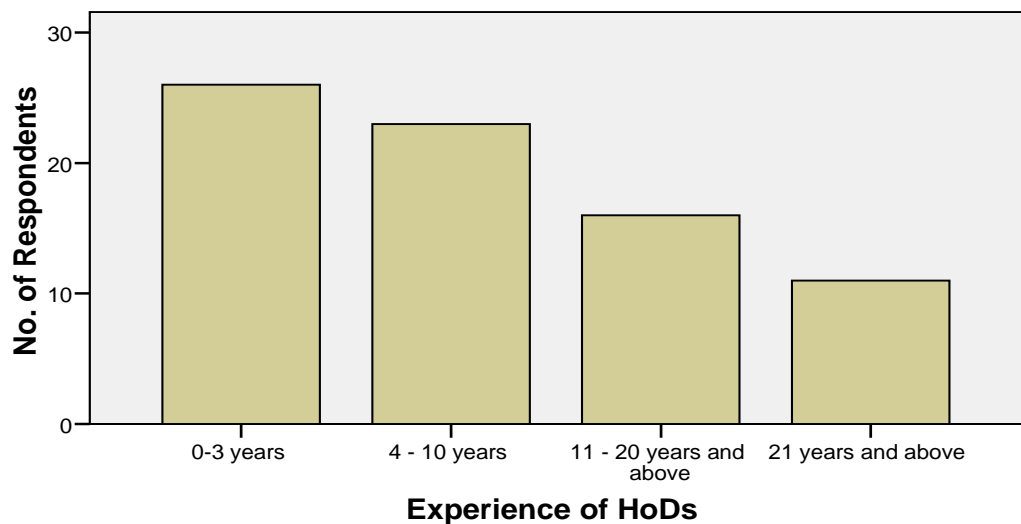


Figure 4.7: Experience of HoDs

Figure 4.7 shows that apart from being teachers, 26 HoD's representing 34.21% had been HoDs for up to 3 years, 23 of them or 30.26% for 4 - 10 years, 16 of them or 20.05% for 11 - 20 years, and 11 of them or 14.47% for 21 years and above. From these findings, it can be argued that majority of the HoDs had enough experience in school management, and were therefore equipped with knowledge and skills necessary to prepare a strategic plan in their departments.

4.4 Factors Influencing Strategic Planning Process in Public Secondary Schools in Laikipia West District

For the purpose of data analysis, the items were designed in a five point Likert scale which were Strongly Agree (SA), Agree (A), Tend to Agree (TA), Disagree (D), and Strongly Disagree (SD). Responses in (SA and A) represented respondents who agreed with the item, (TA) represented lukewarm respondents, while (SD and D) represented respondents who disagreed with the item.

The responses to each of the items for each objective were entered in a frequency distribution table and awarded scores such that SA was awarded 5 points, A was awarded 4 points, TA was awarded 3 points, D was awarded 2 points and SD was awarded 1 point. The points were then entered to SPSS data editor and analyzed using descriptive statistics such as mean and standard deviations.

Items where all respondents strongly agreed could get a mean response of 5.00 while items where all the respondents strongly disagreed they could get a mean response of 1.00. Therefore all items with a mean response of 2.50 and above meant that the factor being measured in the item influenced strategic planning.

4.4.1 Ways Availability of Funds Influence Strategic Planning Process

The first objective sought to determine whether availability of funds influenced strategic planning process in public secondary schools. Availability of funds is important in strategic planning process since in planning, a school must

consider whether enough funds will be available for training stakeholders for instance the BoG chairpersons, Principals, and HoDs during strategic planning sessions.

Funds are also used to collect data required for planning, for instance construction plans and cost estimates for requisitions in every department. Funds are also necessary for documentation, for instance draft plans for each department must be typed and printed, correspondence to the DEO's office, BoM and departments.

Even as we plan, funds implementing the strategic plan must also be available. We must also plan considering money that will be used by the school management and parents in the monitoring and evaluation of the school projects and programs included in the strategic plans.

4.4.2 BoM Chairpersons Opinion on Ways Availability of Funds Influence Strategic Planning Process

Availability of funds is important to the BoM chairpersons since it provides them with what to plan for, as well as facilitating strategic planning and implementation. This in turn enables them to steer effective management that ensure progress and development in their schools. BoM chairpersons were required to respond on the level of agreement or disagreement to five statements which represented importance of funds in strategic planning process. The analysis is presented in Table 4.2.

Table 4.2: BoMs Opinion on Importance of Funds in Strategic Planning

Importance of funds to strategic planning	N	Min	Max	Mean	Std. dev
Training stake holders on strategic planning	13	2	5	4.45	0.541
Collecting data during strategic planning process	13	2	5	4.21	0.639
Documentation of the plan	13	2	5	4.11	0.508
Implementation of the plan	13	2	5	4.30	0.643
Monitoring and evaluation of the plan	13	1	5	2.87	0.996

Table 4.2 shows that majority of the BoM chairpersons felt that funds are necessary for training stake holders on strategic planning with a mean response of 4.45, and the least of them felt that funds are needed for monitoring and evaluation of the plan, with a mean response of 2.87. Other reasons are funds for collecting data during strategic planning process with a mean response of 4.21, funds for documentation of the plan with a mean of 4.11, and funds for implementation of the plan with a mean of 4.30. Therefore all the respondents agreed that funds are required for strategic planning process in secondary schools. According to DQASO Laikipia West, there is no money set aside for strategic planning and as a result, the BoM must set aside some money for strategic planning even with the squeezed budget for running the school.

It can be argued that the high means realized in each of the five statements can be attributed to the way chairpersons have experiences when planning for their schools. The low deviations of about 0.5 can be attributed to the fact that in the schools where strategic planning has not been done and those whose plans have failed, they may be opposed to strategic planning and thereby disagree with provided statements. This concurs with Mwangi (2013) that while some schools may have ample time to prepare their strategic plans, they lack enough finances which affect strategic planning process in their schools.

4.4.3 Principals Opinion on Importance of Funds in Strategic Planning

Availability of funds is important for principals in strategic planning so that they are able to facilitate curriculum implementation process, provide desired school facilities and promote co-curricular activities in their schools. In this study, principals were required to give their opinion on given statements, indicating the extent to which availability of funds is important in strategic planning process in their schools. The findings were presented in Table 4.3.

Table 4.3: Principals Opinion on Importance of Funds in Strategic Planning

Importance of funds in strategic planning	N	Min	Max	Mean	Std. dev
Training stake holders on strategic planning	15	2	5	4.08	0.767
Collecting data during strategic planning process	15	2	5	4.06	0.658
Documentation of the plan	15	1	5	3.50	1.002
Implementation of the plan	15	2	5	3.85	0.993
Monitoring and evaluation of the plan	15	2	5	3.93	1.012

Table 4.3 shows that majority of the principals felt that fund are necessary for training stake holders on strategic planning, which had a mean response of 4.08,

and the least of them felt that funds are needed for documentation of the plan, which had a mean of 3.50. The other importance of funds in strategic plans were funds for collecting data during strategic planning process, with a mean response of 4.06, funds for implementation, with a mean of 3.85, and monitoring and evaluation of the plan with a mean of 3.93.

From the findings, it can be argued that funds are necessary in strategic planning process, and the high mean of their responses can be attributed to the fact that they are the ones who coordinate and account for funds in strategic planning and are therefore aware of the financial needs in the process. This is confirmed by what Malunga (2007) and Ali (2010) who point out that strategic planning must be adequately funded for it to be successful and workable.

4.4.4 HoDs Opinion on Importance of Funds in Strategic Planning

Availability of funds in a school is important for HoDs in strategic planning, since in the school financial management, each department has an account or a vote head, from which they plan and give their annual requisitions. Departments also request for funds for developments to improve their performance. In boarding department, the boarding master has to plan for money allocated for food, water, and dining facilities, while academic departments must plan for text books, and teaching learning resources. Availability of funds therefore influences strategic planning process, as presented in Table 4.4.

Table 4.4: HoDs Opinion on Importance of Funds in Strategic Planning

Importance of funds in strategic planning	N	Min	Max	Mean	Std. dev
Training stake holders on strategic planning	76	1	5	3.45	1.179
Collecting data during strategic planning process	76	2	5	4.11	0.767
Documentation of the plan	76	2	5	4.30	0.953
Implementation of the plan	76	1	5	3.11	1.077
Monitoring and evaluation of the plan	76	1	5	3.08	1.000

In Table 4.4, majority of the HoDs felt that funds are necessary for documentation of the plan, with a mean response of 4.30, and the least of them felt that funds are necessary for monitoring and evaluation of the plan, with a mean response of 3.08. Others are needs for funds are training stake holders on strategic planning with a mean response of 3.45, collecting data during strategic planning process with a mean response of 4.11, and funds for the implementation of the plan with a mean response of 3.11.

From these findings, it can be argued that HoDs had lower response mean than both the BoM and principals, since many schools do not give them a chance to know the economic status and needs in a school. The standard deviations also depended on nature of schools from which individual HoDs came from.

4.4.5 Effective Communication and Strategic Planning

Effective communication is necessary in all stages of strategic planning process. During strategic formulation, the principal must use the right channels to communicate to different stakeholders (BoM, parents and teachers) when initiating the plan in order to put them all on board of the planning process. After initiating the process, the principal must also facilitate effective communication in data collection phase whereby communication between the principal and departments is needed so as to guide the HoDs as well as providing the departments with any information and financial assistance that they may require.

When preparing the school strategic plan, principals must ensure that all departments are involved in the process and that their departmental needs are considered so as to motivate them. Strategic planning documents from rough drafts at departmental planning to the integrated school plan are made available for different stake holders to critique and give suggestions on its improvement.

4.4.6 BoM's Opinion on Effective Communication and Strategic Planning

Effective communication in strategic planning is important to the BoM chairpersons. Since they don't reside in school, there must be an effective channel for them to invite stake holders to attend training and planning sessions. After meeting with stake holders, resolutions of the planning sessions should be accessible. The technical work by the principal and HoDs should also communicate the progresses in the planning exercise. The findings were presented in Table 4.5

Table 4.5: BoM's Opinion on Effective Communication and Strategic Planning

Importance of communication in strategic planning	N	Min	Max	Mean	Std. dev
To invite stake holders for training on strategic planning	13	2	5	3.51	1.148
For inter-departmental planning	13	2	5	4.31	1.211
For principal to coordinate departments	13	2	5	4.40	0.897
For stake holders to critique the draft	13	1	5	3.75	1.081
To inform stake holders on progress in planning	13	1	5	3.04	1.098

Table 4.5 shows that majority of the BoM chairpersons felt that effective communication is important in strategic planning for the principal to coordinate departments during planning with a mean response of 4.40, and the least of

them said that effective communication is needed to inform stake holders on the progress in planning, with a mean response of 3.04.

Other parts of strategic planning that needs effective communication are; to invite stake holders to for training on strategic planning with a mean response of 3.51, for inter-departmental planning with a mean of 4.31, and for stake holders to critique the draft, with a mean response of 3.75. From these findings, it can be argued that the high response means implies that effective communication is important in all the aspects of strategic planning.

4.4.7 Principal's Opinion on Effective Communication and Strategic Planning

Effective communication in strategic planning is important to the principals in that they are the ones who inform the BOM chairpersons on the need and the time for making a school strategic plan. Principals must therefore develop effective communication channel for them to invite all stake holders to attend training and planning sessions. After meeting with stake holders the principal documents the progress in resolutions of the planning sessions to be accessible. The principal is also the one who coordinates the HoDs from departmental planning stage to the entire planning phase. The study findings were presented in table 4.6.

Table 4.6: Principals Opinion on Effective Communication and Strategic Planning

Importance of communication in strategic planning	N	Min	Max	Mean	Std. dev
To invite stake holders for training on strategic planning	15	2	5	4.30	0.656
For planning across departments	15	3	5	4.35	0.884
For principal to coordinate departments	15	2	5	4.26	0.771
For stake holders to critique the draft	15	2	5	4.09	0.903
To inform stake holders on progress in planning	15	2	5	4.26	0.708

From the study findings in Table 4.5, majority of the principals felt that effective communication is crucial during inter-departmental planning which had a mean response of 4.35 and a standard deviation of 0.884. The least mean response was realized for stake holders to critique the draft at 4.09. The other issues important for effective communication is to invite stake holders for training on strategic planning which had a mean response of 4.30, during planning across departments with a mean of 4.35, for the principal to coordinate departments and to inform stake holders on progress in planning, both with a mean of 4.26.

From the foregoing, it can be argued that the high mean response of above 4.00 means that effective communication is very important in all the stages of strategic planning. According to DQASO Laikipia West, principals have been advised during principals seminars on the need to develop effective communication channels that will enable all stake holders be informed of the progress in every school activity.

4.4.8 HoD's Opinion on Effective Communication and Strategic Planning

Effective communication in strategic planning is important to the HoDs in that they are the ones who formulate the strategic plans in their respective schools. As a result, effective communication is important for them to be trained by the principal on strategic planning. They also need to consult between departments in data collection and on preparation of departmental plans so that they can be useful during integrated planning. They also need to be assisted to be able to communicate through the principal to other stake holders on the progress of strategic planning. Data on HoDs Opinion on ways effective communication influences strategic planning was presented in Table 4.7.

Table 4.7: HoDs Opinion on Effective Communication and Strategic Planning

Importance of communication in strategic planning	N	Min	Max	Mean	Std. dev
To invite stake holders for training on strategic planning.	76	2	5	4.29	0.739
For planning across departments.	76	1	5	3.76	0.962
For principal to coordinate departments.	76	2	5	4.06	0.808
For stake holders to critique the draft.	76	2	5	3.71	0.789
To inform stake holders on progress in planning.	76	2	5	4.16	0.912

Table 4.7 shows that majority of the HoDs felt that effective communication is important so as to invite all stake holders for training on strategic planning which had a mean response of 4.29 and a standard deviation 0.739, while the least of them that effective communication is necessary for stake holders to critique the draft, with a mean response of 3.71, and a standard deviation of 0.789. In other cases, they felt that effective communication is important for planning across departments, with a mean response of 3.76, for principal to

coordinate departments with a mean of 4.06, and to inform stake holders on the progress in planning with a mean of 4.16. These high mean responses by HoDs means that effective communication is important to them during strategic planning process. The low standard deviations also indicate that majority of the respondents saw the need for effective communication in strategic planning process.

4.4.9 BoM Chairpersons' Training and Strategic Planning

BoM chairpersons training is important in strategic planning since most of them are appointed without any knowledge and skills in strategic management, yet they are expected to steer strategic planning for their schools. Training on strategic planning also makes them gain knowledge which they are able to apply during strategic planning process.

Training on strategic planning also helps the chairperson to develop a clear vision for the school which will have achievable targets. Training also improves the chairperson's working relationship with the principal in that they plan together and therefore are likely to work together during the planning session. On realizing the importance of Training of BoM chairpersons on strategic planning in schools, the MoE has mandated Kenya Education Management Institute to some programmes on training BoM persons on schools' management.

The study sought to know whether the BoM chairpersons' training has any influence on strategic planning process in the district. This was done by giving the respondents four indicator statements they were required to give their views and their responses in each of the given statements noted down.

4.4.10 BoM Chairpersons' Opinion on Influence of Training on Strategic Planning

Training of BoM chairpersons is important in strategic planning since being laymen in strategic planning it enables them to learn and know what is strategic planning. Training also enables the chairpersons to gain knowledge and skills in strategic planning, which they can use to train other BoM members as well as participating in strategic planning. Training also helps the chairpersons to know how to develop a clear school vision for the school, which has achievable targets for the school.

After training, BoM chairpersons get to understand the need for strategic planning, and they are also able to participate in strategic planning process. This helps in reducing working conflicts between the chairpersons and the principals and thereby to improve the working relationship with the principal. Opinions of BoM chairpersons on ways training influences strategic planning was presented in table 4.8.

Table 4.8: BoM Opinion on Influence of Training on Strategic Planning

Influence of Training BoM chairperson on strategic planning	N	Min	Max	Mean	Std. dev
Chairpersons learn about strategic planning	13	2	5	4.26	0.771
Chairpersons gain knowledge and skills on strategic planning.	13	2	5	4.09	0.903
Help chairpersons to develop a clear vision for the school.	13	1	5	4.26	0.708
Chairpersons improve the working relationship with the principal.	13	2	5	4.29	0.739

Table 4.8 shows that that majority of the BoM chairpersons felt that training in strategic learning helps them to improve their working relationship with the principal, which had a mean response of 4.29 and a standard deviation of 0.739, while the least among them said that training helped them to gain knowledge and skills on strategic planning, with a mean response of 4.09 and a standard deviation of 0.903. The other areas in which training assisted BoM chairpersons are to learn about strategic planning and to develop a form a clear vision for the school with a mean response of 4.26 each. According to DQASO Laikipia West,

there was training for all stake holders in strategic planning organized by DEMA in 2010, and majority of the schools were adequately represented. From these findings, it can be argued that BoM chairpersons appreciated their training on strategic planning as depicted by high mean responses and low standard deviations. Training of BoM chairpersons therefore influences strategic planning process positively.

4.4.11 Principals' Opinion on Influence of Training BoM chairperson on Strategic Planning

Training of BoM chairpersons is important to their principals in strategic planning. Principals are likely to have problems in managing their schools when their BoM chairpersons do not even understand strategic planning. As a result, training of the BoM chairpersons enlightens them to understand what is strategic planning.

The chairpersons also acquire skills and knowledge in strategic planning, which they use to initiate strategic planning in their school. Training also enables the chairpersons to develop a clear and achievable vision for their school. Principals are comfortable in their work as they enjoy improved working relationship with the principal. This concurs with the findings by Sinje and Ochieng (2013) who observed that lack of expertise is a major challenge affecting strategic planning process in schools. This can be attributed to the fact that since some of the BoM

chairpersons may not have been education managers, training increases their competence in the exercise.

The principals' opinion on importance of BoM chairpersons training on strategic training is analyzed in Table 4.9.

Table 4.9: Principals' Opinion on Influence of Training BoM Chairpersons on Strategic Planning

Influence of Training BoM chairperson on strategic planning	N	Min	Max	Mean	Std. dev
Chairpersons learn about strategic planning as a management practice.	15	1	5	4.31	1.211
Chairpersons gain knowledge and skills enabling them to participate in strategic planning.	15	2	5	3.80	0.897
Chairpersons are able to develop a clear vision for the school.	15	1	5	3.44	1.098
Chairpersons improve their working relationship with the principal.	15	2	5	4.08	0.998

Table 4.9 shows that majority of the principals felt that training BoM expose them to strategic planning as a management practice, which had a mean response of 4.31 and a mean deviation of 1.211, while their least response was that they are able to develop a clear vision for the school which had a mean response of 3.44. Other ways that training of BoM chairpersons influence strategic planning process is that it helps them gain knowledge and skills enabling them to participate in strategic planning with a mean response of 3.80, and that it improves their working relationship with the principal, which had a mean response of 4.08.

From these findings, it can be argued that principals find it necessary for training of their BoM chairpersons. All the same, the relatively higher deviations compared with responses by BoM chairpersons on the same items suggests that some principals do not find it important to train their BoM chairpersons. This can be attributed to the fact that some of the chairpersons may not have learnt much from the training, and the fact that some schools may not have trained their BoM chairpersons altogether, and principals may therefore not respond accurately on the items.

4.4.12 HoDs Opinion on Influence of BoM Chairpersons' Training on Strategic Planning

To the HoDs, training of BoM chairpersons influences strategic planning in that planning is part of school management practice which is under BoM chairpersons. Hence to the HoDs, training of BoM chairperson means that the school management understands what the HoDs are doing when planning thereby reducing conflicts and suspicion during strategic planning process. Training also helps BoM chairpersons to participate in strategic planning process thereby promoting teamwork. Training on strategic planning helps chairpersons to develop a clear vision for the school which the HoDs will be proud of promoting ownership. Lastly, it can reduce leadership wrangles between their managers which would otherwise slow HoDs work in strategic planning process.

Table 4.10: HoDs Opinion on Influence of BoM Chairpersons' Training on Strategic Planning

Influence of Training BoM chairperson on strategic planning	N	Min	Max	Mean	Std. dev
Chairpersons learn about strategic planning	76	1	5	3.87	0.996
Chairpersons gain knowledge and skills on strategic planning hence teamwork.	76	2	5	4.08	0.767
To help them develop a clear vision for the school.	76	2	5	4.06	0.658
Chairpersons improve their working relationship with the principal.	76	1	5	3.50	1.002

Table 4.10 shows that majority of the HoDs felt that training chairpersons helps them gain knowledge and skills on strategic planning hence teamwork, which had a mean response of 4.08, as compared to opinion that chairpersons improve their working relationship with the principal with a mean response of 3.50. In other ways, HoDs felt that chairpersons get the chance to learn about strategic planning, which had a mean of 3.87, and that training helps chairpersons to develop a clear vision for the school with a mean response of 4.06.

From these findings, it can be argued that while the mean responses for the HoDs are lower compared to the BoM chairpersons and the principals, this can be attributed to the fact that HoDs rarely interact directly with the BoM. As a result, principals are in a position to know the importance of training the BoM chairpersons than the HoDs. All the same, the relatively low standard deviations in all the items can be interpreted as a general feeling among HoDs that BoM chairpersons should be trained on strategic planning.

4.4.13 Principals' Experience in Management and Strategic Planning

In the fourth objective, the researcher sought to establish the influence of principals' experience in management in the process of making strategic plans. The Principal is the technical advisor and coordinator of strategic planning process, and therefore, his experience in management is very crucial for effective strategic planning process. Experience of the principal in school management exposes them to need for planning for school development programmes. As a result, experience provides them with skills which enable them to initiate steering strategic planning process. This is by giving technical advice to the stake holders in every step of planning.

Experience in management also enables them to create a good working environment, where every necessary resource is made available, every data

required is sought and availed, every department's input is included, and the working space for all stake holders is available.

Experience in management also improves their public relations thereby creating harmony and teamwork during the planning process. This means that he must know how to handle all the stake holders (rapport) in order to make them feel part of the planning team. This also includes establishing effective communication channels.

Lastly when there is a change of principals (due to transfer, death, resigning or retirement), experienced principals are able to provide for continuity when they transfer from a school, as well as being able to continue with strategic planning in a new school when they change their working station.

According to DQASO Laikipia West, apart from attaining a minimum of Job group M, the appointment criteria for principals in the district is based on performance of a teacher and experience in deputy headship.

4.4.14 BoMs Chairpersons Opinion on Principals Experience in Management and Strategic Planning

In the opinion of BoM chairpersons, principal's experience in management is expected to influence strategic planning in different ways. First, principals can acquire skills to initiate and steer strategic planning process. Experienced principals can also assist the BoM to create a good working environment in

which all stake holders will feel comfortable when planning. Experience also improves principals' public relations which assist the BoM to interact and work with all the stake holders during the planning session.

Lastly, experience enables principals to provide for continuity in planning when there is a change in the school management and administration. In his study in Gatundu North district, Mwangi (2013) says that effective leadership in strategic planning (which develops with experience) enables stake holders to make appropriate plans for the future, provide better awareness of school needs, define the overall mission of the organization and focus on their objectives.

The opinion of BoM chairpersons on the principal's experience in management can influence strategic planning are analyzed in Table 4.11

Table 4.11: BoMs Opinion on Principals Experience in Management and Strategic Planning

Influence of principals experience on strategic planning	N	Min	Max	Mean	Std. dev
Principals acquire skills to initiate and steer strategic planning process.	13	2	5	4.07	0.641
Principals create a good working environment.	13	2	5	4.21	0.741
Principals improves public relations	13	2	5	4.26	0.598
Principals provide for continuity in strategic planning	13	2	5	3.47	0.965

Table 4.11 shows that majority of BoM chairpersons felt that relevant principals' experience in school management influence strategic planning by improving their public relations which had a mean response of 4.26, while the least of them felt that provide experienced principals provide for continuity in strategic planning, with a mean response of 3.47. They also felt that principals provide a better working environment, and improves the principal's expertise in strategic planning process. The high mean responses can be attributed to the fact

that BoMs depends on principal's directions and therefore the more resourceful the principal, the more comfortable the BoM chairperson, in strategic planning.

4.4.15 Principals' Opinion on Experience in Management and Strategic Planning

Experienced of principals is important in strategic planning in that in their long period in management, they get more acquainted with strategic planning. As such, they are expected to create a conducive planning environment, improve on how they handle stake holders and adapt to planning even when they transfer to other institutions.

According to the Ministry of Education in the Master Plan on Education and Training (1997-2010), that most of the strategic plans prepared were mediocre and poorly drafted because head teachers in their cause of their training in colleges were not trained on how to make strategic plans.

The opinion of principals on influence of experience in management to strategic planning is analyzed in Table 4.12.

Table 4.12: Principals' Opinion on their Experience and Strategic Planning

Influence of principals experience on strategic planning	N	Min	Max	Mean	Std. dev
Principals acquire skills to initiate and steer strategic planning process.	15	1	5	3.97	0.823
Principals create a good working environment.	15	2	5	4.18	0.564
Principals improves public relations	15	2	5	4.26	0.589
Principals provide for continuity in strategic planning	15	1	5	3.47	1.221

Table 4.12 shows that according to the opinion of majority principals, experience in headship influences strategic planning in that they improve public relations which had a mean response of 4.26, compared to a mean response of 3.97 of those who felt that it enables them to adapt to new planning environment whenever they transferred, as well as the fact that experience enables them provide for continuity in strategic planning they keep on expanding their skills to initiate and steer strategic planning process. From these findings, it can be argued that experience improves the quality of strategic planning among the principals.

4.4.16 HoDs’ Opinion on Principals Experience in Management and Strategic Planning

To the HoDs, it is expected that experienced principals are important in strategic planning in that they communicate with the HoDs in good time, support them in their planning, and promote teamwork. Such principals are also expected to provide a conducive environment for planning. HoDs’ opinion on how principals experience in management influence strategic planning is analyzed in Table 4.13.

Table 4.13: HoDs’ Opinion on their Experience and Strategic Planning

Influence of principals experience on strategic planning	N	Min	Max	Mean	Std. dev
Principals acquire skills to initiate and steer strategic planning process.	76	2	5	4.09	0.972
Principals create a good working environment.	76	2	5	4.27	0.724
Principals improves public relations	76	2	5	4.04	0.802
Principals provide for continuity in strategic planning	76	2	5	3.94	1.221

Table 4.13 shows that majority of the HoDs felt that experienced principals provide a good working environment, while the least of them felt they adopt to new planning situations and stations. They also felt that experienced principals have better planning skills than their inexperienced counterparts. The high mean responses can be attributed to the need for HoDs to be supported by their principals in planning and this also confirms the need for experienced principals. This is confirmed by Ali (2010) who observed that experienced top management in an organization offers committed leadership and guidance to strategic planning process. Change of principals will interfere with the planning process since when a new principal reports in a school, he may alter the planning process or even terminate it.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter includes summary of the study, conclusions and recommendations of the study.

5.2 Summary of the Study Findings

The purpose of the study was to investigate the extent to which selected management factors influence strategic planning process in public secondary schools in Laikipia West District. The objectives of the study were to determine ways in which availability of funds, principals communication skills, training of the BoM chairpersons, and the principals' experience in management influences strategic planning process in public secondary schools in the district. The study was based on rationalism theory of planning. Descriptive survey design was used on a target population of 226 respondents, and a sample of 141 respondents. Data was collected using questionnaires and an interview guide. The findings were based on a response rate of 65% of BoM chairpersons, 75% of the principals, 76% of the HOD's and the DQASO. Data was analyzed using descriptive statistics.

5.2.1 Availability of Funds and Strategic Planning

From the study findings, respondents felt availability of funds influence strategic planning in different ways. In terms of funds being necessary for training stake holders on strategic planning, there was a mean response of 4.45 from the BoM chairpersons, 4.08 from principals and 3.45 from the HoDs. Funds for collecting data during strategic planning process had a mean response of 4.21 from the BoM chairpersons, 4.06 from principals and 4.11 from the HoDs. In terms of funds for documentation of the plan there was a mean response of 4.11 from the BoM chairpersons, 3.50 from principals and 4.30 from the HoDs. Funds for the implementation of the plan had a mean response of 4.30 from the BoM chairpersons, 3.85 from principals and 3.11 from the HoDs. Finally funds for monitoring and evaluation of the plan had a mean response of 2.87 from the BoM chairpersons, 3.93 from principals and 3.08 from the HoDs.

5.2.2 Principal's Communication Skills and Strategic Planning

From the responses to the five selected indicator statements on ways the principal's communication skills influence strategic planning in the district, effective communication to invite stake holders for training on strategic planning had a mean response of 3.51 from the BoM chairpersons, 4.30 from principals and 4.29 from the HoDs. Communicating for inter-departmental

planning had a mean response of 4.31 from the BoM chairpersons, 4.35 from principals and 3.76 from the HoDs. Communication by the principal to coordinate departments had a mean response of 4.40 from the BoM chairpersons, 4.26 from principals and 4.06 from the HoDs. Communication for stake holders to critique the draft had a mean response of 3.75 from the BoM chairpersons, 4.09 from principals and 3.71 from the HoDs. To inform stake holders on progress in planning had a mean response of 3.04 from the BoM chairpersons, 4.26 from principals and 4.16 from the HoDs.

5.2.3 BoM Chairpersons' Training and Strategic Planning

The responses to the four selected indicator statements on the way BoM chairpersons' training influence strategic planning in the district showed that they learn about strategic planning with a mean response of 4.26 from the BoM chairpersons, 4.31 from principals and 3.87 from the HoDs. Chairpersons gain knowledge and skills on strategic planning had a mean response of 4.09 from the BoM chairpersons, 3.80 from principals and 4.08 from the HoDs. Training help chairpersons to develop a clear vision for the school had a mean response of 4.26 from the BoM chairpersons, 3.44 from principals and 4.06 from the HoDs. Finally, chairpersons improve their working relationship with the principal had a mean response of 4.29 from the BoM chairpersons, 4.08 from principals and 3.50 from the HoDs.

5.2.4 Principals' Experience on Management and Strategic Planning

Finally, the responses to the three selected indicator statements on ways the principals' experience on management influence strategic planning revealed that principals acquire skills to initiate and steer strategic planning process had a mean response of 4.07 from the BoM chairpersons, 3.97 from principals, and 4.09 from the HoDs. Principals create a good working environment had a mean response of 4.21 from the BoM chairpersons, 4.18 from principals and 4.27 from the HoDs. Principals improves their public relations had a mean response of 4.26 from the BoM chairpersons, 4.26 from principals and 4.04 from the HoDs. Principals provide for continuity in strategic planning had a mean response of 3.47 from the BoM chairpersons, 3.47 from principals and 3.94 from the HoDs.

5.3 Conclusions of the Study Findings

The study drew the following conclusions

5.3.1 Availability of Funds and Strategic Planning

Funds are necessary for strategic planning in training of stake holders on strategic planning, data collection, documentation, implementation, monitoring and evaluation.

5.3.2 Principal's Communication Skills and Strategic Planning

The principal's communication skills are necessary in coordinating strategic planning formulation, implementation, monitoring and evaluation. Effective communication should be channeled from the management to the departments, and across the departments.

5.3.3 BoM Chairpersons' Training and Strategic Planning

- The BoM chairpersons' training on strategic planning provides the chairpersons with knowledge on strategic planning, helps them in the formation of a clear school vision, improve the working relationship with the principal, effectiveness in strategic planning process.

5.3.4 Principals' Experience on Management and Strategic Planning

Finally, the principals' experience on management makes them better managers in steering the strategic planning process; their leadership style affects smooth strategic planning process, while change in school administration negatively affects strategic planning process in a school.

5.4 Recommendations of the Study

The study recommends that;

Laikipia West DQASO should ensure that secondary schools in the district formulate annual strategic plans as a management tool. This can only be enhanced if schools set aside some money for strategic planning, implementation and evaluation.

Principal should develop effective communication channels across all the stakeholders in strategic planning. They should also improve on their interpersonal communication skill as a way of motivating the stakeholders.

KEMI should train all school managers on strategic planning as a way of improving education management at the school level. As a result, the minimum diploma for BoM members should be considered during their appointment.

Teacher Training institutions should include strategic planning in their curriculum. Meanwhile, principals should attend management courses before their appointment to the post.

5.5 Suggestions for Further Research

The study suggests that more research should be carried out on;

- The influence of strategic planning on school performance in Laikipia district.
- Factors that affect implementation of strategic plans in Laikipia West district.

REFERENCES

- Achoka, J. (2007). *In Search Of Remedy To Secondary School Dropout Pandemic In Kenya: Role Of The Principal*. Kakamega: Masinde Muliro University of Science and Technology.
- Adams, I. (1991). *Years of Learning: Educational development in eastern and Southern Africa from Independence to 1990*. Review of Economics and Statistics.
- Ali, M J. (2010). *The Factors Affecting the Effectiveness of Strategic Planning in Public Teacher Training Colleges in Kenya: A research Project*. Kenyatta University, 2008.
- Allen, S. (1981). *An Empirical Model of Work Attendance: Review of Economics and Statistics*.
- Ary, D., Jacobs, L., Lazavieh, C. & Sorensen, C. (2006). *Introduction to Research in Education*, 7th edition. Belmont: Thomson Wadsworth.
- Barry, C. and Brian, W. (1997). *Strategic Planning Workbook for Non - profit Organizations*. St Paul M N – Anherst Wilder Foundation.
- Bennell, P. (2004). *Teacher Motivation and Incentives in Sub-Saharan Africa and Asia*. <http://www.eldis.org>.

- Blanchard, K. and O'Connor, M. (1997). *Managing by Values*. San Francisco: Berrett-Koehler Publishers.
- Boulter, D. E. (1997). *Strategic Planning and Performance Budgeting .A new approach to management of main state governments. Journal of American society of Legislative Clerk and Securities*. 3(2), 3 – 14.
- Briggs, B. (2003). *Rethinking schools and school leadership for the twenty- first century: changes and challenges*. The International Journal of Educational Management.
- Bush, T. & Oduro, G. K. T. (2006). *New Principals in Africa: preparation, induction and practice*. Journal of Educational Administration.
- City, D.A., Elmore, R.F., Fiarman, S.E. & Teitel, L. (2009). *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge: Harvard Education Press.
- Conley, S. C. (1991). Review of Research on Teacher Participation in School Decision Making, *Review of Research in Education*. 17, p. 225-266.
- Dandira, M. (2011). *The Impact of Executive Directors' Service Contracts on Strategic Plan*.

Davies, B. & Ellison, L. (1998). Features and Strategic Perspectives in School Planning: *International Journal of Educational Management*. 3, p.133–140.

Drucker, P. (2004). *Management-Tasks, Responsibilities and Practices*, 6th Ed. New Delhi: Allied Publishers.

Eldridge, D. (2001). *Parent Involvement: It's Worth the Effort*. *Young Children Encyclopedia of Education*. Elsevier: Oxford publishers.

Elmore, R.F. (2004). *School Reform from the Inside Out: Policy, Practice and Performance*. Cambridge: Harvard Education Press.

Evans, M. (2007). *Challenges facing Entrepreneurs in Kenya*.

www.evanscarmichael.com.

Fraenkel, J. R. & Warren, N .E. (2000). *How to Evaluate Research in Education*. London: Macmillan Publishers.

Gail, P. (2010). *Strategic Themes - How are They Used and Why*.

<http://balancedscorecard.org>.

Gay, L. (1992). *Educational Research: Competences for Analysis and Application (4th Edition)*; Columbus Merrill.

Giles, C. (1995). School-Based Planning: Are Schools in UK Grasping the Strategic? *International Journal for Education Management*.

4, p. 4-7.

Griggs, H .E. (2003). Corporatization of the Not- for- Profit Sector: Strategic Planning and Organizational Performance in Disability Based Organization. *International Journal of Disability, Development and Education*. 50 (2), 197 – 220.

Jackson, M. (2005). Working Together for Student Success. *International Journal of Educational Management*.

Leggate, P. & Thompson, J. (1997). The Management of Development Planning in International Schools. *International Journal of Educational Management*. 6, p. 268–273.

Malunga, C. W. (2007). Improving the Effectiveness of Strategic Planning in Local NGOs in Malawi. *University of South Africa, Pretoria*

Ministry of Education, (1998). *Master Plan of Education and Training (MPET)*. *Nairobi*. Government Printers.

Mc Millan, J. H. & Schumacher, (2009). London. Addison. Wesley, Longman

- Muchai, P., Gituma, S., Noor, I., and Musioka, J. (2013). Walking the Talk in Strategy and Policy Implementation: A Survey of Secondary Schools in Meru Central District. *International Review of Management and Business Research*. www.irnbrjournal.com. Sept 2013.
- Mugenda, O. and Mugenda, A. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts press
- Neville, L. (2002). *The Strategic Planning World Book: Business Enterprise Guide*: London. Kegan Page.
- Ndemba, M. (2014). *Factors Influencing Preparation of Strategic Plans in Secondary Schools in Kikuyu District*: Nairobi: University of Nairobi.
- Ngware, M. W., Wamukuru, D. K. and Odebero, S. O. (2006). Total quality management in secondary schools in Kenya: Extent of practice. *Quality Assurance in Education*, Vol. 14 No. 4, pp. 339-362
- Njagi, E. (2013). *Analysis of Factors Influencing Formulation of Strategic Plans in Embu North District, Embu County*: Nairobi. Kenyatta University.
- Nyambura, P.G. (2008). *Barriers to Strategic Planning in Public Secondary Schools in Thika Municipality, Kenya*. Research Project Kenyatta University

- Orodho, J. (2005).*Cost recovery and its impacts on quality.Access and Equity; The case of Kenya public Universities*. Nairobi: Stakes.
- Perrot, B. (1996). Managing Strategic Issues in Public Service. Long Range Planning. *International Journal of Educational Management*. 3, p. 33-45.
- Porter, J. (2008). *Strategic Management Practices* 2nd Edition. Nairobi: Lelax Global (K) Ltd.
- Rarieya, J. F. A. (2007). *School Leadership in Kenya: the lived realities of women heads of schools*. Unpublished PhD. Dissertation. Keele University
- Republic of Kenya, (2006). *Ministry of Education: Strategic Plan 2006-2011*. Nairobi: Government press.
- Ricarda, S. and Birgit, S. (2008) .The Importance of Motivation as a Predictor of School Achievement. *International Journal on learning on individual differences*, 19 (209),80 – 90.
- Republic of Kenya,(1964). *Report of the Kenya Education Commission*. Nairobi. Government Printer
- Republic of Kenya, (1976). *Report of the National Committee on Educational Objectives and Policies*. Nairobi: Government Printer.

Republic of Kenya,(1981). *Second University in Kenya. Report of the Presidential Working Party.* Nairobi: Government Printer.

Republic of Kenya, (1986). *Sessional Paper No. 1 on Economic Management for Renewed Growth.* Nairobi: Government Printer.

Republic of Kenya (1988). *Report of the Presidential Working Party on Education and manpower Training for the Next Decade and Beyond.* Nairobi: Government Printer.

Republic of Kenya (1988). *Master Plan on Education and Training.* Nairobi: Government Printer.

Republic of Kenya (1999). *National Policy on Appointment, Deployment and Training of School Administrators and Managers.* Nairobi: Government Printer.

Republic of Kenya, (2009). *Ministry of Education Development Plan.* Nairobi. Government Printer

Republic of Kenya, (2011). *Ministry of Education Development Plan.* Nairobi: Government Printer.

Republic of Kenya, (2012). *Ministry of Education Development Plan.* Nairobi: Government Printer.

- Republic of Kenya, (2012). *Economic Survey*. Nairobi: Government Printer.
- Schneider, G. T. (2007). *Teacher Involvement in Decision-Making: Zones of Acceptance, Decisions Conditions, and Job Satisfaction*. *Journal of Research and Development in Education*, 18, (1) p. 25-32.
- Sherman, H. Rowley, D. and Armandi, B. (2007). Developing a Strategic Profile: *The Pre-Planning Phase of Strategic Management*. *Business Strategy Series*, 8(3): 162-171.
- Shields, P. & Rangarjan, N (2013). *A Playbook for Research Methods: Integrating Conceptual Framework and Project Management*. Stillwater: New Forum Press.
- Sinje, A. and Ochieng, P. (2013). *Strategic Planning and Formulation in Public Secondary Schools, Kenya: An Empirical Study of Selected Public Schools in Homa-Bay County*: Nairobi: Jomo Kenyatta University.
- Thody, A., Papanoun, Z., Johansson, O., & Pashiardis, P. (2007). *School Principal Preparation in Europe*: *International Journal of Educational Management*.
- Tsiakkios, A. & Pasiardis, P.(2002). *Strategic Planning and Education: A Case of Cyprus*. 1, p. 6-12.

Ubogu, R. E, (2004). *The Causes of Absenteeism and Dropout among Secondary School Students in Delta Central Senatorial District of Delta State*. Unpublished PhD Thesis, Delta State University, Nigeria: Abraka.

UNESCO. (2000). *Annual Global Report on Education*. Paris: UNESCO

Wilsey, D (2009): *Strategic Planning*: <http://balancedscorecard.org>.

Victoria, (2010). *School Strategic Planning Guidelines for 2011*. Melbourne: School Improvement Division.

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi

Department of Educational Admn & Planning

P.O Box 30197 – 00100

Nairobi

1st July 2014

The principal

Dear Sir/ Madam.

RE: QUESTIONNAIRE ON EDUCATIONAL RESEARCH

I am a student of University of Nairobi pursuing a Master of Education degree in Corporate Governance and carrying out a research on **influence of selected management factors on strategic planning process in public secondary schools in Laikipia West District**. The study has been designed to collect data from public secondary schools and your school has been selected to take part in the study. The responses you will give are for academic purposes only and therefore the information you give will be confidential.

Thank you for your cooperation.

Yours faithfully,

Paul Thuni Ndiritu

APPENDIX II

QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is an educational research and therefore the information you will give is purely for academic purposes. You do not therefore need to write your name or that you school anywhere in this questionnaire.

Instructions: Tick (√) your response appropriately in the spaces provided.

Section A: Background Information

1. What is your gender? M () F ()

2. How old are you?

Below 30yrs () 31- 40yrs () 41- 50yrs 51- 60yrs ()

3. What is your highest professional qualification?

Dip () ATS I () Bed () Med ()

4. How many years have you served as a principal in your current school?

0 – 3yrs () 4 – 10yrs () 11- 20yrs () 21yrs and beyond ()

SECTION B: SELECTED FACTORS INFLUENCING STRATEGIC PLANNING IN SCHOOLS

Indicate your opinion on the extent to which the given items influence strategic planning process in your school.

Key: **SA:** Strongly Agree **A:** Agree **TA:** Tend to Agree
D: Disagree **SD:** Strongly Disagree

5. In which ways does availability of funds influence strategic planning in your school?	SA	A	TA	D	SD
i) Training stake holders on strategic planning ii) Collecting data during strategic planning process iii) Documentation of the plan iv) Implementation of the plan v) Monitoring and evaluation of the plan					
6. In which ways does effective communication influence strategic planning in your school?					
i) To invite stake holders for training on strategic planning ii) For inter-departmental planning iii) For principal to coordinate departments iv) For stake holders to critique the draft v) To inform stake holders on progress in planning					
7. In which ways does training of BoM chairperson on planning influence strategic planning in your school?					
i) Chairpersons learn about strategic planning ii) Chairpersons gain knowledge and skills on strategic planning. iii) Help chairpersons to develop a clear vision					

for the school. iv) Chairpersons improve the working relationship with the principal.					
8.In which ways does principals’ experience on management on planning influence strategic planning in your school?					
i) Principals acquire skills to initiate and steer strategic planning process. ii) Principals create a good working environment. iii) Principals improves public relations iv) Principals provide for continuity in strategic planning					

9. In your opinion, do you think there are other factors that affect strategic planning process

.....

.....

.....

.....

.....

.....

Thank you

APPENDIX III

QUESTIONNAIRE FOR HEAD OF DEPARTMENT

This questionnaire is an educational research and therefore the information you will give is purely for academic purposes. You do not need to write your name or that you school anywhere.

Instructions: Tick (√) your response appropriately in the spaces provided.

Section A: Background Information about the Respondents

1. What is your gender? M () F ()
2. What is your age?
Below 30yrs () 31- 40yrs () 41- 50yrs 51- 60yrs ()
3. What is your highest professional qualification?
Med () ATS1 () Bed () Dip ()
4. For how long have you been a head of department in your current station?
Up to 2 yrs () 3 yrs – 6 yrs () 7 yrs –10 yr () Above 10 yrs

SECTION B: SELECTED FACTORS INFLUENCING STRATEGIC PLANNING IN SCHOOLS

Indicate your opinion on the extent to which the given items influence strategic planning process in your school.

Key: **SA:** Strongly Agree **A:** Agree **TA:** Tend to Agree
D: Disagree **SD:** Strongly Disagree

5. In which ways does availability of funds influence strategic planning in your school?	SA	A	TA	D	SD
i) Training stake holders on strategic planning ii) Collecting data during strategic planning process iii) Documentation of the plan iv) Implementation of the plan v) Monitoring and evaluation of the plan					
6. In which ways does effective communication influence strategic planning in your school?					
i) To invite stake holders for training on strategic planning ii) For inter-departmental planning iii) For principal to coordinate departments iv) For stake holders to critique the draft v) To inform stake holders on progress in planning					
7. In which ways does training of BoM chairperson on planning influence strategic planning in your school?					
i) Chairpersons learn about strategic planning ii) Chairpersons gain knowledge and skills on strategic planning. iii) Help chairpersons to develop a clear vision					

for the school. iv) Chairpersons improve the working relationship with the principal.					
8. In which ways does principals' experience on management on planning influence strategic planning in your school?					
i) Principals acquire skills to initiate and steer strategic planning process. ii) Principals create a good working environment. iii) Principals improves public relations iv) Principals provide for continuity in strategic planning					

9. In your opinion, do you think there are other factors that affect strategic planning process

.....

.....

.....

.....

.....

.....

Thank you

APPENDIX IV

QUESTIONNAIRE FOR THE BOM CHAIRPERSON

This questionnaire is an educational research and therefore the information you will give is purely for academic purposes. You do not need to write your name or that of your school anywhere in the questionnaire.

Instructions: Tick (√) your response appropriately in the spaces provided.

Section A: Background Information about the Respondents

1. What is your gender? M () F ()
2. What is your age?
31 -40yrs () 41 -50yrs () 51 – 60yrs () Above 61yrs ()
3. What is your highest education level?
Degree and above () Dip () “O” Level () Below “O” Level ()
4. For how long have you been a BoM/BoG Chairperson?
0-3 yrs () 4 – 6yrs () 7- 9 yrs () Above 9 yrs ()

SECTION B: SELECTED FACTORS INFLUENCING STRATEGIC PLANNING IN SCHOOLS

Indicate your opinion on the extent to which the given items influence strategic planning process in your school.

Key: **SA:** Strongly Agree **A:** Agree **TA:** Tend to Agree
D: Disagree **SD:** Strongly Disagree

5. In which ways does availability of funds influence strategic planning in your school?	SA	A	TA	D	SD
i) Training stake holders on strategic planning ii) Collecting data during strategic planning process iii) Documentation of the plan iv) Implementation of the plan v) Monitoring and evaluation of the plan					
6. In which ways does effective communication influence strategic planning in your school?					
i) To invite stake holders for training on strategic planning ii) For inter-departmental planning iii) For principal to coordinate departments iv) For stake holders to critique the draft v) To inform stake holders on progress in planning					
7. In which ways does training of BoM chairperson on planning influence strategic planning in your school?					
i) Chairpersons learn about strategic planning ii) Chairpersons gain knowledge and skills on strategic planning. iii) Help chairpersons to develop a clear vision for the school.					

iv) Chairpersons improve the working relationship with the principal.					
8. In which ways does principals' experience on management on planning influence strategic planning in your school?					
i) Principals acquire skills to initiate and steer strategic planning process. ii) Principals create a good working environment. iii) Principals improves public relations iv) Principals provide for continuity in strategic planning					

9. In your opinion, do you think there are other factors that affect strategic planning process

.....

.....

.....

.....

.....

.....

Thank you

APPENDIX V

INTERVIEW GUIDE FOR THE DQASO

This questionnaire is an educational research and therefore the information you will give is purely for academic purposes.

Guiding questions for the Interview

1. How long have you been a DQASO in Lakipia West Distirct?
2. How many schools in your district have strategic plans?
3. Has there been any training on how to formulate strategic plans in your district?
4. If yes, which mode of training has been used in your district?
5. Which members of the school community have been trained on strategic planning process?
6. How do the schools in your district raise funds necessary for the strategic planning process?
7. In your opinion in which activities are funds required in strategic planning process?
8. How does leadership in the schools influence the strategic planning process?
9. Do you think principal's experience in administration has any influence on strategic planning process?

10. How does communication influence effective strategic planning process?
11. What aspects of strategic planning process are most important?
12. What changes have schools registered as a result of having strategic plans in your district?
13. In your opinion, do you think the Ministry of Education has done enough to ensure that strategic plans in secondary schools have been formulated?

Thank you

APPENDIX VI

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 3372

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MR. PAUL THUNI NDIRITU
of UNIVERSITY OF NAIROBI, 141-20320
Kinamba, has been permitted to conduct
research in Laikipia County
on the topic: INFLUENCE OF SELECTED
MANAGEMENT FACTORS ON STRATEGIC
PLANNING PROCESS IN PUBLIC
SECONDARY SCHOOLS IN LAIKIPIA WEST
DISTRICT, KENYA.

for the period ending
31st December, 2014


 Applicant's
 Signature


 National Commission for Science
 Technology & Innovation