FACTORS INFLUENCING THE IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN RONGAI SUB-COUNTY, KENYA

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A Research Project presented to the Institute of Postgraduate Studies of Kabarak University in Partial Fulfillment of the Requirements for the Award of the Master of Business Administration Degree (Strategic Management Option)

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DECLARATION

The research project is my original work, and to the best of my knowledge, it has not been presented to any institution of learning for the award of an academic master/ degree, diploma or certificate.

Signature: _____   Date_____

Serah Wanjiru Ngetich

GMB/NE/1396/09/16

RECOMMENDATION

To the Institute of Postgraduate Studies:

The research project entitled **"Factors influencing the implementation of strategic plans in secondary schools in Rongai Sub-County, Kenya"** and written by **Serah Wanjiru Ngetich** is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research project and recommend it be accepted in partial fulfilment of the requirement for the award of the degree of Master of Business Administration in Strategic Management.

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DEDICATION

This research project is dedicated to God for His unending grace. I would also like to dedicate it to my loving husband Isaack, my children Philip and Stacy, my mother Mary together with my friends Margaret, Betty and Jane, whose support has been my strength.

ACKNOWLEDGEMENTS

I wish to register my appreciation to Prof. Catherine Kiprop and Dr Betty Tikoko for guiding me through the development of this research project.

ABSTRACT

Past research has shown that even though excellent strategic plans have been written in public secondary schools, few have been successfully implemented. Crafting the best strategic plan is not the end in itself. Final results can only be realized once the plan has been successfully implemented. It is a lot easier to craft strategic plans than it is to implement them. While several studies have underscored the fact that there are challenges regarding strategic plan implementation in secondary schools in Kenya, it is important to observe that the implementation matrix varies with context and as such their findings are not necessarily generalizable. Further, few studies have done an in-depth analysis of the key variables identified in the present study. Therefore, this research investigated factors that influence the implementation of strategic plans in public secondary schools in Rongai sub-county. The objectives of the study were as follows: to investigate the influence of leadership, government policy, resource allocation and organizational structure in the implementation of strategic plans in public secondary schools in Rongai sub-county. Private secondary schools were excluded from the study because it is a ministerial requirement for public secondary schools to have strategic plans but not private schools. The study was guided by Mintzberg's Model and the Resource Dependence theory. The research adopted a descriptive survey design and targeted 9 out of the 46 public secondary schools in Rongai Sub-County from which a sample size of 112 respondents comprising principals, the deputy principals, heads of departments and teachers was drawn using both purposive and simple random sampling. The non-teaching staff was excluded from the study because, in most schools, they are few and not employed on long term contracts and were therefore not generally involved in the school strategy development. Data was collected through pre-tested structured questionnaires. The questionnaires were pretested for content validity and also internal consistency for reliability. The reliability coefficient for the entire questionnaire was 0.8772 which was above the recommended Cronbach value of 0.7. Data was analysed using descriptive statistical analysis, which was done using frequencies and percentages to describe the basic characteristics of the data. Inferential data analysis was done using Pearson's Product-Moment Correlation Coefficient and multiple linear regression. The findings revealed that Government Policies ($\beta = 0.451$, $p < 0.05$) followed by Resource Allocation ($\beta = 0.309$, $p < 0.05$) and Leadership ($\beta = 0.199$, $p < 0.05$) respectively significantly influenced the implementation of strategic plans in the schools. However, Organization Structure was not found to be significant in the model ($\beta = -0.144$, $p = 0.183 > p = 0.05$). Therefore, the study recommends that the training for key stakeholders responsible for the implementation of the strategic plans in the schools be carried out and besides, the study also recommends that the schools' leadership improve their communication and stakeholder involvement practices right from the formulation of the strategic plans to the implementation phase in order to have a good rapport with all involved. Other recommendations are that the schools develop strategies for acquiring resources to finance their strategic plans such as income-generating units and also raising funds and equipment from well-wishers such as NGOs and other charitable organizations. Finally, the study recommends that the government review its policies on strategic planning in schools that can enable it to intervene appropriately in the actualization of the strategic plans.

KEYWORDS: Strategic Plans, implementation, Leadership, Organizational Structure, Resource Allocation, Government Policy, Public Secondary School

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ABBREVIATIONS AND ACRONYMS

BOM   Board of Management

CEO   Chief Executive Officer

DEMA   Decentralized Education Management Activities

EFA   Education for All

ERS   Economic Recovery Strategy

GOK   Government of Kenya

HOD   Head of Department International

IIEP   Institute of Education Planning

KCSE   Kenya Certificate of Secondary Education

KEMCA   Kenya Educational Management Capacity Assessment

KESSP   Kenya Educational Sector Support Programme

MDG   Millennium Development Goals

MoE   Ministry of Education

RBV   Resource-Based View

STP   School Strategic Plan

TSC   Teacher Service Commission

UNESCO   United Nations Educational Scientific and Cultural Organization

OPERATIONAL DEFINITION OF TERMS

Government Policies - Refer to the declaration of the government plans and intention relating to the assumption of the office and a definite cause (Kithuka, 2016). In this study, it is defined in terms of Government funding, Staffing & Training and Evaluation

Leadership - The action of directing a group of people or an organisation towards the achievement of specific goals (Klettner & Boersma, 2014). In this study, it is defined in terms of Communication, Involvement and Evaluation

Organisational Structure - The hierarchical arrangement of lines of communication, duties, rights and authority in an organisation (Morden, 2016). In this study, it is defined in terms of duties and responsibilities and vertical coordination.

Public Secondary Schools - Refers to the Government funded institutes of education which are attended by students upon completion of eight years of primary schools. The curriculum runs for four years, and a national exam (KCSE) done at the end of the fourth year (Mumford, Giorgini, & Steele, 2015).

Resource Allocation - The process of assigning and managing assets in a manner that supports an organisation's strategic goals (Ibukun & Aboluwodi, 2010). In this study, it is defined in terms of Financial Resources, Physical Resources and Human Resources

Strategic Plan - A document that shows the long-term goals and objectives of an organisation and the specific course of adoption of action and allocation of resources for carrying out these goals (Sauerhoff, 2014)

Strategy Implementation - Putting into practice theoretical solutions and various kinds of projects, a realisation of ideas and intentions (Johnson & Bob, 2018). In this study, it is defined in terms of objectives achieved, academic performance, timeliness in completion of projects physical structures.

CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter presents the background information of the study, statement of the problem, the purpose of the study, research objectives, justification of the study, the scope of the study, limitations and the assumptions of the study.

1.2 Background of the Study

In the present turbulent business environment, the ability of the organisation or business unit to strategically position itself with the competitive advantage against potential threats for the survival of an organisation strategic thinking motive is of significant impact Sauerhoff (2014). Business and even non-business organisations are under increasing competitive pressure to perform so that they can survive and remain relevant in the competitive market Mahdavian, Mirabi, & Haghshenas (2014). According to Bryson (2018), as a manager, it is challenging to predict organisation long term future accurately, however, through the presence of strategic plans in the organisation it forces one to think analytically and critically about the future. As such, managers must be strategic in every aspect, and this implies that strategic thinking must be incorporated into the management function of the organisation. A strategic plan can be a viable tool for translating strategic thinking into actionable plans and actual events inside the organisation, giving it a competitive advantage. Therefore, strategic planning is vital in any organisation as a management tool for organising the present state for the future.

A strategic plan can be referred to as a roadmap to lead an organisation to where it anticipates being in the years to come depending on the goals set. A strategic plan is a managerial tool that serves the purpose of assisting an organisation do a more effective job because it focuses the energy, resources, and time of everyone in the organisation in the same direction. It provides focus and direction to move from plan to action Sauerhoff (2014). During the strategic planning process, an organisation does three fundamental activities. They build or modify their foundational strategic vision and mission, commit to objectives or goals that drive the overall health of their organisation, and develop a long-term plan to achieve those goals Bryson (2018). The purpose of a strategic plan is to set overall goals for the organisation and to develop a plan to achieve them. It involves stepping back from every day's operations and probing the direction of the business and its priorities. Strategic planning means planning for making and implementing strategies

to achieve organisational goals. Strategic planning plays a significant role in an organisation because it provides a sense of direction and indicates measurable goals. It is a tool that is useful for guiding day-to-day decisions and also for evaluating progress and changing approaches when moving for opportunities and an effort to match them with organisational strengths and weaknesses. Strategic planning is done to comprehend, anticipate and absorb environmental vagaries. It is a continuous process. Every time business organisations want to increase the growth rate or change their operations, desire for a better management information system, co-ordinate activities of different departments, remove complacency from organisations; they make strategic plans. Strategic planning dates as far as the warfare period since the term strategy originates from a Greek word "strategos" which means generalship or the direction of military force. Military strategists recognised the overall deployment of resources to secure the most favourable advantage and the specific techniques/ tactics or manoeuvres needed to win a battle (Floyd & Wooldridge, 2017).

Until 1980 the use of a strategic plan as a tool for managing work-related behaviour which leads to better performance remained mostly a private sector undertaking because it was assumed that public organisations did not need growth, competition as well as market share and risk management. However, the forces of change and reform demanded accountability from the management of public resources and wanted the public sector to be run efficiently, just like the private business firms Porter (1980). This approach was practised in the USA (Texas) in 1993 where legislators passed a house bill requiring that all state agencies submit a strategic plan every other year coinciding with the Texas two-year budget cycle (Mumford, M. D., Giorgini, V., & Steele, L., 2015). This led to the performance and result Act of 1993 which required that all federal agencies to write strategic plans that included; the mission statement, outcome-based goals, objectives, description on how goals will be achieved, resources needed, link objectives to performance plan, list of external influence on goals, and programmes evaluation schedules (Albers, Wohlgezogen & Zajac, 2016). As a result, strategies and organisational structure grew to be almost independent concerns; administration committees resolved inter-program conflicts. Seeking a better way, some governments started taking a more strategic method to public sector planning.

1.2.1 Strategic Plan Making

Strategic plan making is the technique of allocating resources. The primary allocation selection is the choice of which objects to fund in the plan, and what stage of funding it needs to get hold of, and which to go away unfunded. The resources are allocated to a few items according to the priority ranking of objectives (López-Torres, Laura, and Diego 2016). Governments establish many rules and policies that manage institutions. A few policies, like minimum wage, are obligatory, at the same time as different rules can also impact the institutions circuitously. Secondary schools should be flexible enough to respond to the ever-changing guidelines from the ministry of education. The most recent policies include the one hundred per cent transition of pupils from primary school to secondary schools. Secondary schools must, therefore, meet the challenge of accommodating the large population of students Orodho (2014), and this requires the successful implementation of their strategic plans.

A strategic approach to management in general and strategic planning, in particular, has gained prominence in education in the recent past in Kenya (Republic of Kenya 2005a, 2005b, 2006). It has increasingly gained status as a management tool because of its ability to contribute to the development of sustainable educational institutions (Bell 2002). The call for 'Education for All' as well as technological advancements and non-stable economies have threatened the stability of educational institutions in developing countries (UNESCO 2010). It has, therefore, become imperative that schools within such contexts reform their operations to adapt to the multiple changes and turbulent educational environment and to respond to the aforementioned educational exigencies effectively. Strategic planning has been established as a significant framework for effective implementation of school reforms and empowers schools to effectively respond to their changing needs (Fullan 2008; Gamage 2006; Xaba 2006; Steyn & Wolhuter 2010). Perhaps this is because strategic planning enhances a paradigm shift from short-term planning approaches that are crisis-driven to broader strategic processes essential for sustainability (Davies, 2012). The data-based decision making that is inherent to strategic planning enables a holistic appraisal of a school's strengths and weaknesses (Davies & Davies 2010; Chang 2008).

Reeves (2008) suggests that school leaders need guidance to engage in strategic planning processes that lead to improved student results. In his analysis of hundreds of strategic plans from schools in the USA, Reeves found that school leadership's high expectations

and leadership practices contributed to the successful planning and hence student achievement. In Africa, the implementation of strategic plans among secondary schools is additionally affected by many factors, some similar to those in the developed world, whereas others may differ. For example, in South African schools, a study by Deventer (2009) showed that the implementation of some methods failed due to a poor perspective of the stakeholder most especially teachers towards such strategies. Poor management, political interference was additionally some of the factors the author noted to be touching strategic plan implementation in South African schools. In Namibia, Tubaundule (2016) identified three problems in education planning: Failure in planning and communication process, Problems in the organisation of educational programmes and inadequate programmes evaluation.

The case is similar in Kenya since the relevant authorities liable for the implementation of many strategies have continued to fail. Amongst the factors affecting the implementation of strategic plans in Kenyan secondary schools according to Omboi (2011) are the influence of reward management on the implementation of strategic plans, resource allocation, managerial behaviour, managerial decision making and managerial philosophy. Given the fact that strategic plan implementation is a phenomenon that's new to many developing countries, there is limited, or no analysis which was done on factors affecting the implementation of strategic plans in secondary schools and the same can be said for international studies which is also much lacking in this area.

Provision of high-quality education is among the main aim of Kenya government through the ministry of education and directed by the societal pillar of vision 2030 whose goal is to make Kenya middle-income earners through the millennium development goals (MDG). Present introduction of strategic plans in public secondary schools in Kenya has introduced alterations in management. According to Decentralized Education Management Activities (2010), adoption of strategic planning in secondary schools could decentralise management for enhanced functionality. The decentralisation demands the involvement of each of the significant stakeholders creating and executing the strategic plans. Consistent with Pearce and Robinson (2008), strategic planning process entails formulation of vision and enterprise declaration, the functionality of situational evaluation and ultimately approach system and decision.

1.2.2 Strategic Planning in Public Secondary Schools in Kenya

Strategic planning is a key to the achievement of a school in terms of its assignment, needs and goals. It is therefore essential for schools to set up mechanisms to be sure that strategic plans are formulated and that they are followed to guide daily moves. However, institutions such as secondary schools must be able to deal with various challenges and threats that may impede their attempt to operationalise or implement their school strategic plan. Studies have shown that strategic planning is just one of the first measures that organisations including schools may take to deal with the challenges that they face in enhancing the provision of quality education (Nishimura, Mikiko &Takash, 2008). It is because of this that the ministry of education through the Sessional Paper No.1 of 2005 mandated all faculty managers in Kenya to create strategic plans. Preferably these plans need to give route in respect to resource focused on and applications execution (MOE, 2005).

Most secondary schools in Kenya by the year 2006 did not have strategic plans that were being used to realise the set goals from a report given after an assessment of Total Quality Management (TQM) was done (Ngware, M.W., Wamukuru, D.K & Odebero. S.O., 2006). Besides, most secondary schools in Kenya continued to operate under development plans instead of strategic plans which have a better output. The development plans are reported to be ineffective since only approximately 58% of the total programs for the school are completed on time. Although other schools had already formed their strategic plans, there were still many programs that were not completed by the time the assessment was being conducted. Therefore, there is a need to assess factors that influence school administration in the implementation of strategic plans since there are very few schools that can complete their programs while using the plan in spite the fact that there are many advantages associated with the use of strategic planning.

Strategic implementation across the Kenyan Secondary Schools has not been a new topic and leadership has been on the spotlight since they are given the obligation to run the programs and the rest of the workers' follow. Prescriptive planning for leaders is crucial since it involves moving from the formulated strategies to actual or action planning (Mumford et al., 2015). Action planning is achieved through the motivation of employees, allocation of resources, and performance control. In contrast, the process approach emphasises that successful implementation depends on people changing their behaviour. This involves changing the assumptions and routines of people in the

organisation, including managers. Many organisational behavioural studies support the process view, which focuses on managing interpersonal & intra-group conflicts that can derive defensive behaviours, personality differences and poor communication.

1.2.3 Strategy Implementation

The strategy implementation process is the most complicated and time-consuming part of strategic management. All managers bear responsibility for successful strategy implementation.   It is not just a task reserved for the lower-level staff. Without the understanding of the challenges and commitment, strategy implementation efforts face major problems (Ibukun & Aboluwodi, 2010). Managers are prone to overlook implementation realities; leading to many strategies fail at the strategy implementation stage. Implementation requires a little more than the question, 'Can it be done?' It calls for organisational analysis to help drive the decision and the implementation process. Part of the difficulties in strategy implementation is due to obstacles or impediments to the implementation process. Hrebiniak (2008) observes that these difficulties often include longer timeframes needed for implementation; the need to have many people involved in the implementation process; weak or vague strategy; conflicts with the organisational power structure; poor or inadequate sharing of information; a lack of understanding of organisational structure, including information sharing and coordination methods; unclear responsibility and accountability in the implementation process; and an inability to manage change, including cultural change.

Top-quality implementation of strategic plans is one of the best determinants of success with school reforms around the world. Therefore, understanding the factors that affect the process of strategy implementation has become progressively crucial within the united states given the rates of non-attendance, delinquent behaviours among student, among others. According to Miller (2002), those organisations have failed in implementing over 70% of their strategic initiatives within the US. This show how tough it is even for secondary institutions to implement their ways successfully. Miller (2002), further, notes during strategic management method in private and public schools' institutions, one ought to note that merely an honest arrangement or strategic call cannot generate value for the organisation and its stakeholders; instead, strategies ought to be enforced effectively. A weak or vague strategy will limit implementation efforts dramatically.

Strategy implementation is significantly different from strategy formulation and other sub-processes; it is worthy of management's attention across all levels of an organisation. From the definition, the formulation is positioning forces before action, while implementation is managing the forces during actions (Bell, Dyck & Neubert, 2017). A significant part of the manager's time is devoted to execution, that is, detailed programming, motivating, and controlling. It is worth noting that benefits can only be realised after first-line managers take action. Smart execution cannot overcome the shortcomings of a bad strategy or a poor strategic designing effort. Several types of research mention the fact that the kind of strategy that is developed, the actual process of strategy formulation and how policy is developed can influence the impact of implementation. Alexander (1985) believes that the need to begin with a formulated strategy that involves a decent plan or concept is mentioned most often in helping promote successful implementation. Proper implementation starts with useful strategic input. A key question for successful strategy implementation is whether a strategic process is consistent and fitting or not.

For the implementation process to be said to be effective, an organisational structure must be suitable or relevant to the current strategy. With the structure following strategy principle, it is observed that public universities have indeed adjusted their organisational structures to aid the implementation process to a large extent (Eden & Ackermann, 2013). An active school organisational structure involves better work distribution, efficient management control, and useful information processing. Often, researchers have cited the importance of school leadership to the success of individual schools. This refers mainly to the role of the school principal as more critical than the role played by the other leaders who may assist with the implementation of the school strategic plans and improvement process (Johnson & Bob, 2018). The principals' responsibilities are continually expanding due to increased demands of the administrative role of leading a school to excellence, making it difficult for many of them to fulfil all of their obligations successfully.

Imposing company strategy calls for a team effort headed through the enterprise's management team. Each person involved in exchange control has their duties, and it is far critical for the whole organisation to apprehend the position of leadership in strategic implementation to make delegating obligation extra powerful. Research conducted globally has shown the influence of leadership in the implementation of strategic plans.

According to Zeb, Alam, and Farman (2015), lack of senior leadership that is effective in public organisations has played a significant barrier in the implementation of strategic plans that are set for the organisation. Also, poor managerial skills are a significant setback when it comes to the implementation of strategic plans since the leaders fail in the proper allocation of resources. Also, at the same time, they fail in the proper definition of roles for other team members that are under them that leads to the commotion that eventually delays the execution of plans.

1.3 Statement of the Problem

Despite the ministerial requirement that public secondary schools come up with strategic plans as a method of improving effects-based direction and efficiency in their operations (Ministry of Education, 2005). Most public secondary schools do not achieve their goals and objectives. This is reflected through poor academic performance attributed to challenges hindering the implementation of strategic plans (Ngware, Onsomu, Muthaka & Kosimbei, 2006). Despite the adoption of strategic plans in public secondary schools, the implementation of the strategic plan has not been successful. However, despite the introduction of the policy requiring public secondary schools to develop and implement strategic plans and the government allocation of substantial resources towards its implementation in secondary schools, there has been no significant improvement in school performance suggesting the strategic plans are not being well implemented. Therefore, it is evident that there are many obstacles to the effective implementation of the strategic plans in secondary schools. It means that the on-going efforts to improve the education standards in Kenya are not being properly implemented. While several studies have underscored the fact that there are challenges regarding strategic plan implementation in secondary schools in Kenya, Abdikadir (2015); Nakhumicha (2014); David (2012); Onkundi (2011), it is vital to observe that the implementation matrix varies from context to context. Therefore, since the studies were done in Kenya, their findings are not necessarily generalizable to contexts such as Nakuru County. Further, organisation structure, leadership and government policies were not examined as possible factors affecting strategic plan implementation in these schools. Resource allocation, while being linked to strategic plan implementation, was not examined in depth. The performance of public secondary schools in Rongai Sub County in Nakuru County in several aspects has not been excellent in the last five years despite most of them developing and adopting strategic plans. This, therefore, leads to the

implementation question regarding their strategic plans and, hence, motivated the present study to establish factors influencing the implementation of strategic plans in public secondary schools in Rongai sub-county, Nakuru County.

1.4 Purpose of the study

The purpose of the study aimed at investigating the factors influencing the implementation of strategic plans in public secondary schools in Rongai sub-county, Kenya.

1.5 Objectives of the Study

The study was guided by the following specific objectives;

  i.   To investigate the influence of organisational structure on the implementation of strategic plans in public schools.
  ii.   To investigate the influence of leadership on the implementation of strategic plans in public schools.
  iii. To investigate the influence of resource allocation on the implementation of strategic plans in public schools.
  iv.   To investigate the influence of government policies on the implementation of strategic plans in public schools.

1.6 Hypotheses

The following null hypotheses guided the study:

$H0_1$: There is no statistically significant influence of school organisational structure on the implementation of strategic plans.

$H0_2$: There is no statistically significant influence of leadership on the implementation of strategic plans.

$H0_3$: There is no statistically significant influence of resource allocation on the implementation of strategic plans.

$H0_4$: There is no statistically significant influence of government policy on the implementation of strategic plans.

1.7 Significance of the study

The findings of this research study are intended to be advantageous to public secondary schools. It will also help the school managers to gain a better understanding of

formulation and implementation of strategies and how to adopt in the context of their environment. As such, it will help in identifying the components affecting the execution of strategic plans in public schools and allow for the efficient allocation of resources and lead to better decision making. Besides, other stakeholders in public education, school managers and the general management fraternity may obtain valuable insight into the need and how to be strategically agile in the changing operating environment. This study will be of significance to the education policymakers, academicians, researchers and students since it is going to incredibly make contribution know-how within the area of implementation of strategic plans in public secondary schools. It will also advocate areas for additional research. In addition, policymakers will be in a much better position to apprehend the loopholes and flaws introducing programs in public secondary schools. It has provided information that NESSP and the Ministry of Education (MoE) can use for assessment and improvement of national strategic plans at secondary school levels. The research will provide information to the Board of Management (BOM), Head Teachers and the Heads of Departments (HOD) to develop better strategic plans and make sure that they are implemented to improve performance. For academicians, this study will form the foundation upon which other future related and replicated studies can be done based on the research. Researchers may draw upon its empirical and theoretical findings on the implementation of strategic plans in secondary schools to build their cases.

1.8 Scope of the study

This study was restricted to the factors influencing the implementation of strategic plans in public secondary schools in Rongai Sub-County, Nakuru County. The study, thus, focused on four independent variables; organisational structure, leadership, resource allocation and government policies. These variables have not been given in-depth attention in previous studies on strategic planning in public secondary schools in the area and Nakuru County at large. The study was carried out in public secondary schools in Rongai Sub-County and it involved the schools' management and teaching staff. It was carried out over two months from September 2019 to November 2019 at a cost of 132,400 Kenya shillings.

1.9 Limitations of the study

The significant limitation was the fact that the analysis was confined to a sub-county. The results may not necessarily represent the general situation in the country. Non-respondents likewise imposed another limitation. Respondents were reluctant to disclose

such information because of confidentiality policy of their institution. The other limitation is that the instrument used was subjective and the survey cannot be used for an in-depth study.

1.10 Delimitations of the Study

The main limitation of the study was addressed through careful sampling and instrumentation in order to make it more representative. The study also undertook an extensive literature survey to provide a rich basis of comparison. The respondents' concern for confidentiality was dealt with by explaining to the respondents that the information would only be used for the study and that their identities were not going to be disclosed or their responses traced back to them or their institutions. The other limitations were of a methodological nature where surveys are generally noted to be subjective and respondents tend to feel entitled. This limitation was, however, mitigated through the careful respondent selection to reduce the chances of bias. Further, the use of the questionnaires as data collection instruments has its limitations in accurately capturing the sentiments of the respondents. However, this limitation was addressed through careful instrument design and administration. Overall, after making considerations on the limitations and addressing them appropriately, the results can be adduced as being accurate within the stated limits and representative enough.

1.11 Assumptions of the Study

The study was based on the following assumptions;

 i. That most schools in Rongai County have strategic plans and they are implemented by the relevant individuals;

 ii. That all the respondents gave accurate information in the questionnaires, and;

 iii. That all the respondents were privy to the existence and implementation of the strategic plans.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher pays attention to all the broad areas which will be covered. It presents empirical and theoretical discussions of literature pertinent to strategic plan implementation along with the study objectives. The study also identifies gaps and concludes with a conceptual framework.

2.2 Theoretical review

This section presents theories that are meant to underpin issues regarding strategic thinking. The theories discussed here are Mintzberg's Model and the Resource Dependence theory.

2.2.1 Mintzberg's Model Theory

Mintzberg's Cognitive School was proposed by (Mintzberg, Lampel and Ahlstrand, 1998). The cognitive school sees strategy as a cognitive process in the mind of the strategist. According to this school, a strategy is intended to cope with the environment (mapping of reality and adapting to it) or create an environment (creative interpretations of external environmental changes and influencing them in favour of the organisation). Consequently, strategies emerge as concept maps, schemas and frames of reality. This school holds that as familiarity increases, the use of internal cognitive maps replaces the reliance on external sources of information. Therefore, the leader/manager with in-depth knowledge of the company uses the power of cognition to make strategy and does not need data or consultants (Mintzberg et al., 1998).

Traditionally, there is a connection between strategy planning, strategy formulation, strategy implementation, and organisational operation. Companies begin strategy formulation by carefully defining their mission, aims, and intentions, and they then take part in SWOT analysis to select suitable strategic plans. Henry Mintzberg implies that the conventional method of considering plan implementation targets solely on willful strategies (Floyd & Wooldridge, 2017). Mintzberg asserts that some companies begin implementing strategies before they articulate mission, goals, or intentions. He emphasises that a company should analyse its formal and informal structures, its cultures, come up with the right ways of implementing its strategies, then finally implement the strategies and evaluate the results.

Strategic planning is a term that includes a variety of formal or informal efforts companies practice in order to improve their chances to survive and prosper in the corporate world. Mintzberg acknowledges that strategic planning is still relatively new as a management practice. The authors identify the period between 1950 and 1970 being the time when strategic planning emerged and noted that the last several decades had been a boom period for strategic planning. A significant component of a strategic plan is the vision. Vision is an orientation that guides a company's movement in a specific direction (Taran et al., 2015). Sometimes, the ideal vision allows the people at the top of the hierarchy of a company to state on what direction to steer the company. It gives the employees a sense of satisfaction since they can note how their daily efforts contribute to creating a desired future. Therefore, it is wise to say that strategic planning and strategy implementation simplifies strategy formulation. Mintzberg calls plans that unfold like these emerging plans. Implementation of emerging strategies entails the allocation of funds even though an organisation has not explicitly chosen its strategies. According to Mintzberg, the coordination of activities in a company is controlled by five generic components, namely: strategic apex, middle line operating core, techno structure and support staff.

Mintzberg's theory is instrumental to the study as it provides the basis for the examination of strategy structure fit which is important when considering the implementation of the strategic plan in relation to organizational structures. It also provides insights into the value of strategic leadership in the implementation of organizational strategies. This theory is vital to the study as it provides a basis through which the conceptualization of the strategic plan can be observed through the school actors.

2.2.2 Resource Dependence Theory

The resource dependence theory, Pfeffer & Salancik (1978) is used to explain the relative importance of primary stakeholder groups to an organisation. In this theory, an organisation is perceived as being dependent on resources in its environment for its survival. The extent to which an organization is dependent upon external organizations and stakeholders depends on the importance of a particular resource to the organization, the degree to which those who control the resource have monopoly over the resource, and the discretion they have over its allocation (Frooman, 1999; Mitchell et al., 1997; Pfeffer & Salancik, 1978). As a result of resource dependencies, managers do not have

the unbridled strategic choice, as proposed initially but must make strategic choices within constraints (Aragón-Correa & Sharma, 2003). These strategic choices are aimed, partially at managing external dependencies both to guarantee the survival of the organisation and to secure, if possible, more independence and freedom from external constraints (Pfeffer, 1978).

An organisation can manage these external factors of dependencies by adapting to its environment, by altering constraints through interlocking directorships and joint ventures, or by changing the legality of its environment through the use of political action (Pfeffer & Salancik, 1978). Hypotheses derived from resource dependence theory have been supported in studies of social service agencies Aldrich (1976), university administrative structure Tolbert (1985), and failure Sheppard (1995). In a dominant stream of research, scholars have investigated the relationship between board size (number of directors) and financial performance. According to resource dependence theory, larger boards are likely to be more effective than smaller boards at forming external links to secure critical resources (Goodstein, Gautam, Boeker, 1994; Pfeffer & Salancik, 1978: 172). Although in a preponderance of studies evidence in support of resource dependence theory has been reported (Pfeffer, 1972, 1973). Yermack (1996) found that board smallness is associated with higher market evaluations as well as higher returns on assets and returns on sales. One of the basic tenets of resource dependence theory is that organisations will be concerned with, pay more attention to, and deal with sources of critical resources to ensure continued survival.

In summary, resource dependence theory indicates that "organisations must note the demands of those in its environment that provide resources necessary and important for its continued survival. The organisations will (and should) respond more to the demands of those organisations or groups in the environment that control critical resources" (Pfeffer, 1982). Extending this theory to stakeholders seems to suggest that organisations will pay more attention to and be more concerned with issues of stakeholder groups who control resources critical to the survival of an organisation (Agle, Mitchell, & Sonnenfeld, 1999; Kreiner & Bhambris, 1991). This dependence of firms on stakeholders for resources translates into power for the stakeholder group(s) involved Mitchell, R. K., Agle, B. R., & Wood, D. J. (1997) and gives those stakeholders leverage over firms (Frooman, 1999). Power is often a function of the organisation's dependence on the stakeholder. Generally, the more dependent the organisation is, the more

influential the stakeholder (Frooman, 1999). In Kenyan secondary public schools, resources are mainly provided by mainly parents and government. This means that these stakeholders have the power to control most of the activities of the schools including implementation of the strategic plans.

2.3 Empirical Review

2.3.1 Organizational Structure and Implementation of Strategic Plans

Organisations exist to achieve set goals. All these goals are divided into tasks. Jobs are grouped into departments. Within each department, differences could be located on the list of functions people carry out. Departments are associated with the structure in the organisational shape (Morden, 2016). The shape defines how the different parts of a company fit together, as differentiated from an organisational chart. Therefore, it is important to treat the structural elements as a whole during configuration. According to Wolf and Floyd (2017), it is crucial for managers to understand that there is no specific organisational structure for a particular strategy. Therefore, once the strategy has been formulated it is the work of the administrators to modify the structure to fit the chosen strategy. Different strategic plans have different requirements depending on the programs that the company is determined to complete by the end of a specified period. Matching of the organisation structure to the chosen strategy requires making the strategic plans the main building blocks or the critical activities in the institution.

The relationship between the organisation structure and the strategic plans is important for utilisation in order to achieve strategic implementations of the plans since the structure is clearly a means to an end. During the organisation of a school structure, useful components of the school have been used consistently to organise strategic planning processes and organisation development (Morden, 2016). Once a strategy is decided, it is the job of their overall manager to make sure that the system is embodied in what the company does. The most important job of implementing procedure is to develop a list of business goals and its alternative tasks. On average, varieties of shape should be generated: suit on the list of the procedure and operational rules; Suit involves the procedure and the organisational shape, systems and methods (Shafritz, J. M., Ott, J. S., & Jang, Y. S. 2015). Enforcing an organisation's enterprise model and methods efficaciously rely upon an organisational structure, the way of selecting the ideal aggregate of organisational shape, manage arrangements, and culture.

Organization structure is composed of four different elements: the undertaking of duties and responsibilities that summarize the occupation of gadgets and people; the clustering of person outputs in to sections and of course components to sections and larger devices to shape a company's hierarchy; the several mechanisms necessary to ease vertical coordination, which contains the range of individuals reporting to necessary managerial position and also the level of delegation of jurisdiction; the several mechanics required to boost level coordination, including mission forces along with interdepartmental teams sustainability (Albers, S., Wohlgezogen, F., & Zajac, E. J., 2016). The organisation structure is the division of labour as well as the pattern of coordination, communication, workflow and formal power that directs a school's activities. The correct design of the structure is the most significant in determining the school's performance. The structure determines the modes in which a school operates, it provides the foundation on which standard operating procedures and routines rest and determines which individuals get to participate in which decision making processes and thus to what extent their views shape school actions.

The organisational structure is one variable which management can adopt to lead the organisation to its desired goals and objectives. Mcshane and Glinow, (2010) who spells out that organisations whose structures are characterised by a high degree of standardisation, formalisation, centralisation, rigid rules and tight procedures are reluctant to change, discourage creativity and innovation and therefore undermine the atmosphere within which strategic plans can be implemented. However, organisations whose structures are characterised by a full span of control, decentralised decision making and little formalisation, tasks are more fluid; adjust to new situations and organisation needs more efficiently. These organisations are more dynamic and allow team members to share information more readily across boundaries, increases flexibility and improve communication efficiency and the efficient use of resources (Mcshane & Glinow, 2010). However, this structure can lead to increased conflicts among managers who equally share power and can dilute accountability and thus constrain strategy implementation.

Amukowa (2017) study on the Influence of School-Based Factors on Implementation of Strategic Plans in Public Secondary Schools in Khwisero Sub-County, Kenya showed that; organizational structural factors that greatly affected implementation of strategic plans in public secondary schools in Khwisero sub-county conflicting roles among

school leadership were the implementation procedures, communication of school's strategic decisions, vision and mission, organization support and coordination of implementation activities and involvement of implementers' in the strategic process are. Based on the findings and supporting evidence from the literature reviewed it was concluded that school organisational factors affect the implementation of strategic plans in public secondary schools in Khwisero sub-county.

A study by Abdikadir (2015) found that secondary schools in Mandera County, Kenya had strategic plans which if properly implemented, would benefit the stakeholders in schools. The findings of the study revealed that the schools had long term plans for their schools, which would enable them to have ample time to make and see the changes of their strategic plans before deciding whether to make any more adjustments or to continue with the same strategic plans. Lastly, the study established that the management of schools at Mandera County was working closely with the locals in matters of insecurity; management was adopting a top-down and horizontal communication with the staff; management was avoiding political influence in running of the school matters and that they were improving top management commitment to strategy implementation as measures to deal with the challenges in strategy implementation.

Nyandeje (2014) examined factors influencing the implementation of strategic plans in public secondary schools in Homa Bay County. The study found out that 30% of the schools have all departments working together and they have meetings to review set structures while a whole 70% do not have meetings to review the set structures. If the structures are not restricted to fit the strategic plan, then the implementation is minimal. From the findings most surveyed schools do not have departments working together. These departments do not have regular meetings in order to review set structures. All the stakeholders should be involved in restructuring the organisations to fit strategic implementation. The schools should restructure their organisations and departments in order to achieve the set objectives.

2.3.2 Leadership and Implementation of Strategic Plans

Leadership is a process of encouraging and helping others to work enthusiastically towards the achievement of objectives. It is a human factor that binds a group together and motivates it towards goals by transforming the group's potentials into reality (Okumbe, 2007). Leadership is vital for the effective delivery of goods and services.

According to Aarons, G. A., Ehrhart, M. G., Farahnak, L. R., & Hurlburt, M. S. (2015) good managers strive to be good leaders and good leaders, need management skills in order to be useful in their work. Leaders will have a vision of what can be achieved and then communicate this to others and evolve strategies for realising the vision. They motivate people and can negotiate for resources and other support to achieve their goals. Managers who have leadership qualities are a credit to the services they manage. A significant portion of leadership involves skills and competencies such as motivating staff, communicating and negotiating with stakeholders and maintaining certain attitudes and behaviours that maximize staff discipline and performance. Leadership activities are important in strategy implementation as they direct and influence members' behaviour and actions towards the achievement of strategic objectives.

Leadership has been identified to be vital in the planning process following that knowledgeable and committed leadership is significant for balancing the internal and external forces which result to effective implementation in organizations (Klettner & Boersma, 2014). Moreover, an active and supportive leader strengthens the managerial role for the planning process resulting to greater implementation of the plan. Aarons, G. A., Ehrhart, M. G., Farahnak, L. R., & Sklar, M., (2014) visibly recognizes the critical significance of leadership to the planning process by stating that leadership is consequential, and leaders are quite necessary, within an organization to ensure that strategic planning is more than just an incremental process. It then seems decisive that people play a vital role in the implementation process, both as leaders and as participants. Past studies have concurred that effective leadership that is devoted to strategic planning, is crucial for the successful implementation of the plan (Aarons, et al., 2014).

Strategic leadership provides the vision and direction for the growth and success of an organization. To successfully deal with change all executives needs the skills and tools for both strategy formulation and implementation. Managing change requires strategic leaders who not only provide a sense of direction but who can also build ownership and alignment within their workgroups to implement change. Leaders face the continuing challenge of how they can meet the expectations of those who placed them there (GoK, 2010). For a strategy to succeed the leader must be able to adjust it as conditions require. If leaders are to win they must rely on the prepared minds of employees throughout the

organizations to understand the strategic intent and then both carry out the current strategy and adapt it in real-time.

Strategic planning can also be a way to anticipate and accommodate trends that might affect an institution and its future. Cook (2011) states that institutions need to make decisions about the future before the future either force the decisions or renders any decisions irrelevant. Rumsey (2013) argues that, because of increasing external demands and uncertainty of events, private school leadership has to be future-oriented and strategically driven. They identify three characteristics of a future-oriented school leadership as having: an articulate vision for the future of the school-based on values and beliefs to which the school community is committed; an ability to scan the environment for future trends and directions and to adapt or work with them to help develop the schools internal purpose; and the capacity to manage the change process. Leadership and particularly strategic leadership is essential to the strategic planning and implementation process. According to Abdikadir (2014), the absence of strong professional leadership in a firm means lack of leadership commitment and skills. A strategy is formulated at the top of the organisation but is implemented by those at the bottom of the organisation better known as executors.

Secondary schools in Kenya form the final cycle of basic education after early childhood and primary education. The schools also form the transition period to higher education. Two statutory bodies manage secondary schools – the board of governors (BOG) and the parent-teacher association (PTA) – with the principal as the secretary to both. The core function of the BOG is to manage the school Republic of Kenya (1980), while the PTA's core function is to respond to the needs of the school by raising funds to facilitate school projects (Republic of Kenya, 1999a). The latter may include engaging parental support. The school leadership structure in Kenyan schools is hierarchical, with the principal at the top, then the deputy principal, the director of studies, head of departments, teachers, down to students. According to the Head Teachers' Manual Republic of Kenya (1999b), the principal is responsible for all planning, organising, directing, controlling, staffing, innovating, coordinating and motivating, and for actualising the educational goals and objectives of the institution and the country.

In executing these duties, the principal delegates some responsibilities to the deputy principal and other teachers holding various positions in the school, as demanded by the

situation at hand. However, the principal is held accountable for everything in the school. Therefore, the principal remains the key decision-maker and determinant of the system of planning in the school. The prevalent hierarchical and bureaucratic leadership practice has affected the way planning has been done in Kenyan schools. It could also be part of the reason why schools find engaging in strategic planning stressful. Strategic planning that is viewed as collaborative and all-encompassing for all stakeholders Eacott (2011) is a challenge in this particular context. Centralised line-management and demarcated positions of power present a challenge to strategic planning processes that call for a more flattened and relationship-driven leadership which aims to develop schools as more fluid organisations (Davies & Davies 2010).

On the whole, strategic planning in schools still poses a challenge and therefore a leader's role in creating a strategic mindset and culture in the school is critical to its success (Davies, 2012). Jasparro (2006) argues that school principals are best placed to shape the conditions of the schools that are necessary for successful engagement in strategic planning because of their leadership position. Principals have the task of developing shared goals, establishing collaborative work structures and climate, and developing procedures for monitoring results. Indeed, what principals should do correctly to manage strategic planning processes and the change that comes with them at the school level is a complicated affair for which they often have little preparation (Fullan 2007). According to Steven (2008), schools should be encouraged to develop 3 or 5 years strategic plan for them to define the intended strategic course of actions. Shivachi (2007) points out that the secondary school principals are charged with the responsibility of managing schools on a day to day basis and their work to make sure that educational aims are achieved. They occupy a position of leadership as they lead their team of teachers, students, non- teaching staff and parents towards the achievement of educational goals. The principal is entrusted with both management and leadership roles. To build a sustainable school community, secondary school teachers cannot be managers without being good leaders or being good teachers without being good managers (Oschman, 2017). Therefore, as the CEO of the institution, the principal must openly show a clear commitment to the implementation of the school strategic plan.

School leaders inspire and direct all school activities related to the implementation of strategies. Effective leadership encourages implementation of strategies hence achievement of strategic objectives, ineffective leadership, on the other hand, lowers

strategy implementation process. For instance, Amulyoto (2004) indicates that rewarding employees who achieve strategic objectives motivate them by increasing their morale of working hard to see strategic plans succeed. Mulube (2009) on the other hand, argues that effective strategic plan implementation requires the leadership to motivate their employees in order to enhance implementation practices. Rewarding and motivating employees is critical as it determines the success of strategic plans. Okumbe (2007) underscores this by saying that failure to reward teachers who are hardworking or giving them a few rewards is likely to make them feel dissatisfied constraining strategy implementation.

Amunkowa (2017) found that rewarding and motivating strategic achievers, hiring suitable employees for strategy implementation and drawing action plans based on strategic plans to assist in strategy implementation greatly influenced implementation of strategic plans in public secondary schools in Khwisero sub-county. Based on the findings and supporting evidence from the literature reviewed it is concluded that leadership activities affect the implementation of strategic plans in public secondary schools in Khwisero sub-county. Further on school leadership and implementation of strategic plans, a study by Nakhumicha (2014) found that in majority of the schools the professional development activities of teachers are in accordance with the teaching goals of the school, that teachers work according to the school's educational goals and student performance results are used to develop the school's educational goals. However, a small number of schools take exam results into account in decisions regarding curriculum development ensure that there is clear indicator the responsibility for co-coordinating the curriculum and work on goals and/or a school development plan.

A study by Wanjala and Rarieya (2014) on strategic planning in schools in Kenya revealed that the leadership style in the schools might have hindered the schools from successfully engaging in strategic planning. The study established that leadership in the schools was bureaucratic, centralised and isolating, suggesting that the environment in the school did not encourage the sharing of ideas. The principal alone seemed to direct, coordinate and make decisions concerning the initiation and implementation of strategic planning. The rest of the school community's members had no choice but to comply. Clearly, the leadership practised in the schools was not favourable for strategic planning because it could not effectively communicate drive and passion for the school's vision (Anderson & Wendroth 2007). Studies show that the complexity of strategic planning

requires effective leadership that can motivate stakeholders to accomplish the required tasks associated with it (Quong & Walker 2010; Ugboro, Obeng, & Spann 2011). The process requires strategic leadership, which calls for leaders to forfeit reactive and conservative leadership approaches and instead develop reflective, visionary and innovative thinking among all stakeholders (Quong & Walker 2010). It appeared that there was a lack of a shared purpose among stakeholders in the schools, making it difficult for them to sit together and plan to achieve a common goal for the school.

2.3.3 Resource Allocation and Implementation of Strategic Plans

Resources in an organisation are grouped into four categories namely; financial resource, human resource, physical resource and technological resource. In a strategic planning process, resources such as people, skill, facilities and money must be adequate in order to implement the strategy (Bryson, 2018). The school resource is anything in a school environment that facilitates teaching and learning KESI (2011) which is critical and core components of a school's strategic plan. According to Bagudo (2000) education uses a combination of human and nonhuman resources of many different kinds. The human resources which a modern educational system requires include not only teachers with various skills and knowledge but also administrative and auxiliary staff and supporting personnel. The non-human resources which it requires include physical plant (grounds and buildings), utilisation (water and electricity supply), in many cases, food and catering and medical supplies.

According to Ibukun and Aboluwodi (2010) resources such as men (teachers, policymakers, nonteaching staff); money (cash, cheque and notes); materials (raw materials, teaching and research materials, teaching aids and other equipment); management (policies, plans, programmes, time table); time and information are limited in supply and serve as input into the educational system. One noticeable characteristic of resources in education is that they are not always enough, knowing well that the education sector is a centre for the production of educated human resources, who are invariably injected into the economy of different nations. Resources which constitute supplies in education are determined by the level of education and the type of education to be provided. The standard resources for all education types and levels are prescribed by the federal government (Abagi, 2010). These include professionally trained teachers in all subject areas, government-approved curriculum, teaching aids, school buildings

and furniture and the right calibre of administrators to ensure adequate school management.

The success of any school or organization depends to a large extent on the availability of resources these resources must be effectively and efficiently managed to enable the school to achieve its strategic goals. The implication here is that without resources to be managed there can be no implementation of a strategic plan. For example, Implementers need to be paid and facilitated and this cannot happen without financial resources. Resource allocation is, therefore, a fundamental management task which enables plan implementation. The actual value of almost any resource-allocation applies at the subsequent achievement of the organisation's objectives. Quite a few facets prohibit effective resource allocation, for example, overprotection of funds to a great extent depends on short-run financial norms, organisational politics, obscure plan goals, a reluctance to accept risks, and also an absence of adequate understanding. Resource in an organisation can present itself in different forms such as knowledge, skills, staff finance and time and they are all crucial parts in the implementation of strategic plans (Sugiono, 2018). Kenya education system has noted that there is a failure in the implementations of the strategic plans since the policymakers and the school leaders take advantage of the broad resources compared to the tax revenue streams and the federal government.

The association between strategy and resources is more two ways. Strategy changes resources and tools affect the plan. In addition, the allocation of resources in any institution is based on the priorities that are established through the annual objectives of the organization. As administrators in a secondary school, it is important to also understand that being sufficiently flexible so as to respond positively and swiftly to changing needs and circumstances (Engert, Rauter & Baumgartner, 2016). Thompson and Strickland (2007) stated that all organisations have four types of resources that can be used to achieve the desired objectives, financial, physical, human and technological resources. David (2013) argues that allocating resources to a particular division or department does not necessarily mean that strategies will be implemented successfully. This is because several factors commonly prohibit effective resources allocation. These factors include overprotection policies, vague strategy targets, reluctant to take risks and lack of sufficient knowledge.

Lack of resources is a factor that could affect the implementation of strategic plans. Vespoor (2008) has noted that most secondary schools in Sub-Sahara Africa operate with inadequate resources due to poor funding. Most schools face inadequacy of textbooks, classroom, sanitation facilities, teachers and other teaching resources. It is incumbent upon the institution to plan for the resources they have and are capable of using it. Yabs (2010) noted that without adequate resources the implementation of a strategy is almost impossible. Cole (2007) observed that the implementation of a strategy is not just about devising a management framework but involves the allocation of resources amongst the strategic organization units to facilitate the achievement of goals. This, therefore, implies that school managers must be in a position to allocate these resources conscientiously and carefully using a well thought out plan to ensure that the school goals are realized. However, experience demonstrates that poor allocation of resources constrains strategy implementation. Hill and Mcshane (2009) have also observed that plans cannot work unless they are tied to budgets and this budget must strictly be adhered to. However, lack of budgeting and limited budgetary allocations to strategic units can hinder the successful implementation of strategies. Quality and committed human resource in an institution, on the other hand, leads to successful strategy implementation as pointed out by (Bitange, Kipchumba & Magutu, 2010). Further, the lack of commitment can hinder the implementation of strategic plans.

A study by Kithuka (2016) found that resources moderated the relationship between school stakeholders and implementation of public schools strategic plans' in Machakos Sub County. More specific; Availability of School finances have influenced the implementation of strategic plan, Enrolment trends in the school have forced schools to change the school budget thus affecting the implementation of the strategic plan and some projected sources of funds have influenced changes in the strategic plan. Amukowa (2017) established that scarcity of resources, funding from parents, limited budgetary allocation, Skills, staff training and development, and disbursement of Free Day Secondary Education funds are indeed resources related factors that significantly influenced the implementation of strategic plans in public secondary schools in Khwisero sub-county. Therefore, the study concluded that school resources influence the implementation of strategic plans in public secondary schools in Khwisero sub-county.

Wanjala and Rarieya's (2014) study also revealed that financial resources play an essential role in ensuring the achievement of developed strategic plans. Sources of

funding for the schools were limited, not guaranteed, and externally and centrally controlled by the state's Ministry of Education. As a result, the principals found it challenging to predict how much the school would receive from the Ministry and how best it could be utilised. Consequently, the schools depended on well-wishers and politicians to boost their financial kitties. In some schools, the principal identified support from the Free Secondary School Kitty and constituency development fund as having facilitated the implementation of their strategic plan. However, members of the school deemed these sources of funding as inadequate to meet the developmental needs of the school.

2.3.4 Government Policies and Implementation of Strategic Plans

In the education sector, strategic planning started as early as the 1970s in universities and colleges and in the 1980's it was introduced in schools as part of the broader decentralisation and school-based management reforms. The discussions of the disappointments of traditional planning that was discussed in the United Nations Educational, Scientific and Cultural Organizations (UNESCO) International Institute of Education Planning (IIEP) on the occasion of its 25th anniversary made many developed and developing countries to start practicing the preparation of strategic education sector plans (Cailloids, 2009). These plans were linked to the introduction of sector-wide approaches (SWAP) in the development cooperation for the mid-1990's. This demanded that any country that wanted to benefit from donations had to develop strategic plans indicating clear national policies formulated and owned by these countries to convince the donors. This was in line with the Paris Declaration on Aid Effectiveness of 2005 to show that the recipient countries were committed to preparing and implementing national development strategies and translating them to result-oriented plans and programs (Ugboro, Obeng, & Spann 2011).

The UNESCO's deliberations, the Paris Declaration and the Koech report of 2000 prompted the MOE in Kenya to come up with sessional paper no.1 of 2005. It recommended that the government would build the necessary capacities for strategic planning for all bodies and institutions. To operationalize the sessional paper no. 1 of 2005 the MOE developed its own strategic plan MOE strategic plan (2006-2011) and it became a policy that each institution must develop its own strategic plan. Strategic planning practices in Kenyan secondary schools were introduced by the Kenya Education Sector Support Programme between 2006 and 2011. This was a five-year

program of the government of Kenya's Ministry of Education formed to improve the provision of education in Kenya as governance of education devolves to the county level under the new constitution. The Decentralized Education Management Activity provided technical support to the Kenya Education Sector Support Programme to strengthen the capacities of education personnel, particularly at the district and school levels, for efficient delivery of education services.

According to the Education Sector Plan (2013-2018, Kenya), the provision of quality education and training to all Kenyans is fundamental to the government's overall strategy for socio-economic development. Kenya Vision 2030 has human resource capital as central to the country's realisation of sustainable development as an industrialised country that supports the provision of high-quality life for all citizens. Reforms in the education sector are necessary to the achievement of Kenya Vision 2030 and meeting the requirements of the Kenya Constitution 2010. The findings of the Taskforce on the Alignment of the Education Sector to the Constitution of Kenya, 2010 resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 14, 2012) and the Revision of the Education Act of 1968 leading to the Basic Education Act 2013. The National Education Sector Plan (NESP) is a sector-wide programme of reform to give effect to the Basic Education Act 2013. The NESP 2013-2018, has been developed through an all-inclusive stakeholder consultative process.

Through NESP, Kenya strives to provide globally competitive quality education and training for development. The purpose is to reduce illiteracy, increase access, realize 100% progression and transition in all levels of basic education and raise the quality and relevance of education with an emphasis on Science, Technology and Innovation. Universal access to Basic Education and Training ensures equity of enrolment opportunity for all children including disadvantaged and vulnerable groups. Education is also important in the protection of human rights and institutional democracy through well-informed citizens. Noteworthy features of NESP include an emphasis on the quality of education to address the challenges arising from the introduction of the FPE initiative in 2003 and the subsequent FDSE in 2008 whose focus was increased access that has led to an exponential increase in enrolment at both primary and secondary levels, without commensurate expansion of supportive resources. As well as the focus on quality, NESP

also emphasizes relevance, equity and sector governance in the provision of compulsory free basic education as provided for by the Constitution of Kenya (2010).

There is also a greater emphasis on the need to improve efficiency in resource use and link resource mobilization and allocation to the programme-based budget approach. The NESP is a five-year plan that outlines the education sector reform implementation agenda. The Kenya Ministry of Education during the Directorate of Quality Assurance and Standards developed through extensive consultation with many stakeholders eased by the Kenya National Commission for UNESCO 2 collections of recommendations aimed at ensuring that the supply of quality and appropriate education Monetary survey, and 2003. Kenya Education Sector Support Program (KESSP) was founded on the basis of the explanation of the total policy aim of achieving Education for All (EFA) as well as also the Government's devotion to the achievement of Millennium Development goals (MDG) (Wanyonyi et al., 2015).

The broad aim is to provide every Kenyan with the quality instruction and training irrespective of their socioeconomic standing. This will probably be accomplished through the supply of an excellent comprehensive instruction that's accessible and applicable for most Kenyans. This vision is directed by the knowledge that quality training and education contribute considerably to economic growth and expansion of job opportunities. The vision that will be per the Government's plan as mentioned from the Economic Recovery Strategy (ERS) consequently supplies the justification behind significant reforms in the current education system as a way to allow all Kenyans to have access to quality lifelong education and training.

A study by Kithuka (2016) found that Government policies have positively influenced the implementation of the school strategic plan to a moderate extent as it trains principals on strategic plan formulation. This shows that the government has a significant role in the implementation of a strategic plan in schools. However, to a less extent, the government has posted enough teachers to the schools. While the funds by the government could cover 50% of the schools budget, the disparity on the date of release of funds could negatively affect the implementation of strategic plans in schools.

2.3.5 Organization Culture and Strategic Plans Implementation

The study of behaviour or the performance of organizations is seldom complete without the mention of organization culture. Organization culture plays a vital role in

determining other variables of organization performance. Like all social mechanisms, an organization's culture performs certain social functions, some of them intended and some of them unintended (Deal & Kennedy, 2011). Like organizational structure, culture is difficult to observe measure or map. In some cases, culture supports or reinforces the structure, in others, it conflicts with structure. In yet other situations, cultures act as a functional alternative to reducing behavioural variability in organizations. These are the most commonly discussed functions of organizational culture (Scholl,2003). Globally, many organizations are striving to streamline their cultures to their goals to enable them to reduce the liability of culture and actually make it work for the wellbeing of the organization. These include both public sector and private sector organizations which also comprise of schools.

Organizational culture is the behaviour of human beings within an organization and the meaning that people attach to those behaviours. Culture includes the organization's vision, values, norms, systems, symbols, language, assumptions, beliefs, and habits. It is also the pattern of such collective behaviours and assumptions that are taught to new organizational members as a way of perceiving, and even thinking and feeling (Logan, King & Fischer-Wright, 2009). Organizational culture affects the way people and groups interact with each other, with clients, and with stakeholders. Ravasi & Schultz (2006) stated that organizational culture is a set of shared mental assumptions that guide interpretation and action in organizations by defining appropriate behaviour for various situations. Although a company may have its "own unique culture", in larger organizations there are sometimes conflicting cultures that co-exist owing to the characteristics of different management teams (Janićijević, 2012). Organizational culture may affect employees' identification with an organization.

According to Schein (1992), Deal and Kennedy (2000) & Kotter (1992) organizations often have very differing cultures as well as subcultures. According to Needle (2004), organizational culture represents the collective values, beliefs and principles of organizational members and is a product of such factors as history, product, market, technology, and strategy, type of employees, management style, and national culture. Corporate culture, on the other hand, refers to those cultures deliberately created by management to achieve specific strategic ends. Most systems of the social organization attempt to control the variability of member behaviour. Whether it is a business

organization, a club, community or nation, social systems need to limit certain behaviours and encourage others.

At one level organizations set up rules, procedures and standards along with various consequences for compliance and non-compliance, (Hofstede, 2001). This system of formalization is part of the organization's formal structure. However, we often find a high degree of behavioural regularity (cross individual behavioural consistency) in the system without a strong formal system of rules and regulations. In these cases, it is often the organizational or group culture that provides informal direction (Helge, Sheehan, Cooper & Einarsen, 2010). Turnover and transitions exist in almost all social systems. Janićijević (2012) points out that despite changes in membership and leadership many organizations maintain certain characteristics, problems are handled essentially the same way, and behaviour continues to be directed toward the same mission and goals. An organization's culture is often passed on from "generation" to "generation" creating a relatively high level of stability over time. In many settings, the behaviour of members evident in the organization culture can greatly impact how they make and commit to the implementation of their strategic plans and other initiatives. This was of interest to the present study.

2.4 Summary of Literature Review

This research area -implementation of strategic plans in secondary schools cuts across numerous fields of social sciences inclusive of organisation development, organisational theory, and strategic management. According to Knight (2014), the findings of this entwined complexity are precisely understood to trigger a complete analytical attempt to highlight a universal model relating to reality and ideal supporting the concept of strategy implementation. Regardless of the heightened interests on formulation unlike implementation of strategic plans, there is an apparent geographical bias when selecting most of the studies' operational scopes. Consequently, most of the overviews regarding strategy implementation is founded upon populations derived from developed economies and progressed organisational set-ups as opposed to small and developing contexts. The choice of the Rongai Sub-County as a study location and variable scope was embedded in the ideals of fair inclusion and geographical representativeness which are critical ingredients towards universal theory formation.

Based on the proposed design and methodology on the target population, it is highly anticipated that this study would induce a renewed debate and further researches on strategic plan execution. Following the objectives of this study -looking into resource allocation, leadership and managerial skills and government policies as the factors affecting the implementation of strategic planning- the benefits are set to improve the effectiveness of the proposed plans. In Kenya, together with most developing countries, in order consequently achieve the desired millennium development goals (MDGs) and education for all, the introduction of Strategic plans in secondary education was intended to achieve basic secondary education. However, there are many setbacks which threaten the sustainability of a healthy educational regime in Kenya, and it is against this background that the current study seeks to find out the setbacks facing secondary school leaders on effective implementation of strategic plans in public secondary schools in Rongai Sub-County, Kenya.

2.5 Research Gaps

Strategy implementation has been the subject of increased study and searches for a solution; especially since the process from strategy formulation to implementation is not efficient and is inadequate (Karami, 2007). In his study David (2011) noted that without understanding and commitment, strategy implementation efforts face significant problems. Managers are prone to overlook implementation realities. Past local studies (Obare, 2016), Koske (2013), Lumiti (2017). Ateng (2017) concurred that good strategies had been written but very little has been achieved in their implementation. However, these studies do not explain factors affecting strategic plan implementation in public secondary schools. Further, strategic plans unlike other documents promulgated by the Ministry of Education are developed and implemented at the school level and as such variations in their development and expectations are expected as the public secondary schools operate in unique environments.

2.6 Conceptual Framework

The conceptual framework in Figure 2.1 shows how dependent variables are related to the independent variables in the study.

Independent variables   **Intervening variables**   **Dependent**

Organizational structure
- Duties and responsibilities
- Vertical coordination

Leadership
- Communication
- Involvement
- Direction

Implementation of strategic plans
- Objectives Achieved
- Academic Performance
- Timeliness completion of projects
- Physical infrastructure

Resource Allocation
- Financial Resources
- Physical Resources
- Human Resources

Government policies
- Government funding
- Staffing & Training
- Evaluation

Organizational culture

Figure 2.1: Conceptual Framework
Source: Researcher (2019)

The conceptual framework in Figure 2.1 shows the expected relationships existing between the independent variables and the dependent variable. The dependent variables are; organisational structure, leadership, resource allocation and government policies while the dependent variable is the Implementation of strategic plans. The independent variables are expected to influence the dependent variable considerably. The study also anticipated that the intervening variable which was organisational culture, affected the implementation of strategic plans in the secondary schools; however, this was not being determined in the study.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research design, describes the population of the study and states the data collection methods that were used in the study. Finally, it discusses how the collected data was analysed and presented.

3.2 Research Design

The study design for this research was a descriptive survey which employs a preplanned design for evaluation (Mugenda & Mugenda, 2003). This research adopted a descriptive research design which is a research process that involves collecting data in order to test hypotheses or questions concerning the current status of the subject in the study. In this study, the researcher was interested in getting facts about factors that affect implementation of strategic plans in public secondary schools in Rongai sub-county, therefore, the descriptive research design was deemed the most appropriate due to the fact that it is a reliable design for the collection of people's attitude, habits and opinion about a particular subject and in this case on the implementation of strategic plans. During the survey, the researcher gathered information from a specific fraction in a population. The researcher in this design gathered the findings by offering questionnaires to the sampled population. Besides, the design was considered appropriate since it ensures the collection of raw data without manipulation of the variables involved so as to make a comprehensive analysis of the strategic implementation of plans (Orodho, 2009).

3.3 Location of the Study

The study was carried out in Rongai Sub County. Rongai Sub-County is situated north-west of Nakuru County and borders Baringo County to the North, Molo Sub County to the West, Njoro and Nakuru Town East Sub Counties to the South and Bahati Sub County to the East. The total population is estimated to be 172,438 of which females comprise 49% (84,495) according to the Kenya National Bureau of Statistics (2018). There are 46 public secondary schools in the Sub County with different compositions, that is, by gender and also day or boarding. Rongai Sub County was chosen for the study because of the moderate rate of adoption of development and adoption of strategic plans compared to the underperformance of the schools.

3.4 Population of the Study

Target population as defined by Kothari (2011), is a universal set of the study of all members; real or hypothetical set of people, events or objects to which an investigator wishes to generalize the result. The accessible population is the population in research to which the researchers can apply their conclusions (Kombo & Tromp, 2011). The study targeted 20% of the 46 public secondary schools in Rongai sub-county. According to Mugenda and Mugenda (2009), a sample that is representative of the entire population is one that is at least 10% - 30% of the total population. The accessible population, therefore, comprised the principals, deputy principals, heads of departments (HODs) and teachers in the schools who are usually involved in the development, adoption and implementation of the strategic plans.

3.5 Sampling Procedure and Sample Size

A total of nine schools were selected for the study from three zones of Rongai Sub-County, that is; Ngata, Kampi Ya Moto and Solai Zones. From the nine schools, the accessible population is 9 principals, 9 deputy principals, 232 heads of departments and teachers. To obtain the required sample size, all principals and deputy principals were purposively sampled while the HODs and teachers were randomly sampled.

3.5.1 Sample Size

Therefore, the sample size for the HODs and teachers was computed using the formula proposed by Nassiuma (2000) as under;

$$n = \frac{Nc^2}{c^2 + (N-1)e^2} \qquad\qquad ....\text{(i)}$$

Where n = sample size, N = population size, c = coefficient of variation ($\leq$ 30%), and e = error margin ($\leq$ 5%). In this study c is taken as 50% as recommended by Nassiuma (2000), e to be 4% and N = 232, therefore, fitting this into the formula:

$$n = \frac{232*(0.5)^2}{(0.5)^2 + (232-1)*(0.04)^2} = 93.61 \approx 94 \qquad ....\text{(ii)}$$

A sample size of 94 HODs and teachers obtained from the above formula and to this was added 9 principals and 9 deputy principals bringing the total sample size to 112 respondents. The 50% coefficient of variation was adopted following the recommendations of Mugenda and Mugenda (2013) who stated that a coefficient of variation can be taken as 50% where the variability of the population is not known.

3.5.2 Sampling Procedure

The study distributed the sample size of heads of departments and teachers as shown in Table 3.1.

Table 3.1: Sample Size Distribution in Relation to the Population of HODs and teachers

Zone	Population	Percentage (%)	Sample Size
Ngata	92	39	37
Kampi Ya Moto	62	27	25
Solai	78	34	32
Totals	**232**	**100**	**94**

Source: Researcher (2019)

3.6 Instrumentation

Questionnaires were used as data collection instruments in the study. The questionnaires which contained a list of structured questions developed to address the study's specific objectives were given to the respondents to answer. The questionnaires are both economical and effective as they enabled the researcher to obtain significant data amounts from a large number of subjects (Orodho, 2013). The questionnaire had three parts, (a) background information b) opinions based on the four variables c) the dependent variable questions. The first part of the questionnaire was used to gather the respondents' demographic information. This included gender, age, educational level among others. The second part of the questionnaire included items with strategic planning aspects. A 5 point Likert-type response scale ranging from 5 strongly agree to 1 strongly disagree were used to determine factors influencing strategic planning.

3.6.1 Pilot Study

According to Field (2009), a pilot study requires the individual conducting research to analyse a few of the questionnaires that they have in order to determine if the method they have chosen for analysis are appropriate. If at all the resources namely time and money allow, the researcher needs to conduct pilot research on the few samples since it enables them to know how suitable the chosen analytical methods are for the proposed project. In addition, the selected sample for the pilot session should not be included in the sample size for the purpose of accuracy. For this particular research, the researcher conducted a pilot study from two selected secondary schools in Bahati Sub-County.

3.6.2 Instrument Validity

Validity is the accuracy and meaningfulness of inferences, which are based on the results. It is a measure of how well a test measures what it is supposed to measure. It is concerned with the accurate representation of the variables under study. The study adopted content validity to show whether the test items represent the content that the test is designed to measure (Mugenda & Mugenda, 2009). In order to ensure that all the items used in the questionnaires are consistent and valid, the instruments were subjected to scrutiny and review by the student's supervisors in the University. The items were rephrased and modified to avoid ambiguity before being used for data collection.

3.6.3 Instrument Reliability

In research, no two interviewers are alike, and the same person (respondent) may provide different answers to different interviewers (Kombo & Tromp, 2011). How a question is formulated can also result in inaccurate responses since individuals tend to furnish the interviewers with false answers to particular questions. This necessitates the need for reliable instruments to enable the researcher to extract accurate information from the respondent Mugenda & Mugenda (2003) in order to maximise the reliability and validity of the data collected. Reliability is the measure of the consistency of the results from the tests of the instruments. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Internal consistency was employed by the study to check the reliability of the research instruments in the present study. This was done by calculating the Cronbach's alpha coefficient for all the sections of the questionnaire from the results of the pilot study. A value of the Cronbach's alpha coefficient above 0.7 showed high internal consistency and was deemed acceptable for study (Sekaran & Bougie, 2016).

3.6.4 Reliability Coefficients

Before administering the questionnaire to the respondents for data collection, the reliability analysis of the instrument was carried out to determine whether data was indeed reliable for its intended purposes. The Cronbach Alpha value was computed, and the results are as presented in Table 4.1.

Table 3.2: Reliability Coefficients

Construct	Cronbach's Alpha	N of Items
Organization Structure	0.799	10
Leadership	0.867	9
Resource Allocation	0.933	10
Government Policies	0.902	7
Implementation of Strategic Plans	0.885	8
Aggregate	**0.8772**	**54**

The results in Table 4.1 shows that the measurement of all the constructs in the questionnaires was highly reliable for the study, as indicated by their corresponding alpha values that were way above the recommended value of 0.7 (Marshall & Rossman, 2014). Due to the high Cronbach Alpha coefficient, there was no need to revise the instrument substantially; hence, it was administered after being scrutinised for any omission or punctuation errors.

3.7 Data Collection Procedures

Before embarking on data collection, scientific and ethical approval and authorisation for the study was sought from the School of Post Graduate Studies in Kabarak University and a permit from the National Commission for Science, Technology and Innovation (NACOSTI) to carry out the study in the area. Every respondent was approached through the management separately and handed the questionnaires to fill in his/her own time. The questionnaires were then collected at a later date (after two weeks) specified to the respondent. Care was taken to ensure that the data was scored correctly, and systematic observations made. Primary data was collected mainly by utilising quantitative and qualitative methods to obtain in-depth information on the study variables.

3.8 Data Analysis

The questionnaires obtained in the field were sorted, checked and cleaned. Data obtained in the questionnaires was then coded and edited. This involved carrying out screening of the data to check on consistency and accuracy of the data. The Statistical Package for Social Sciences (SPSS) was used to process the data. Data was then analyzed using descriptive and inferential statistical methods. Descriptive statistics involved frequencies and percentages in giving the basic features of the data while inferential statistics involved Pearson's Product Moment correlation and multiple regression models to

determine the nature of the relationship between the variables (Sekaran & Bougie, 2016). The multiple regression model was assumed to hold under the equation;

$$Y_i = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + e$$ ……………………….……..(iii)

y = Implementation of Strategic Plans in Secondary Schools

β_0 = Constant

X_1 = Organization Structure

X_2 = Leadership

X_3 = Resource Allocation

X_4 = Government Policies

β_1 to β_4, are the coefficients of the variables determine by the model

e = the estimated error of the regression model

The findings were then presented in tables, interpreted and discussed.

3.9 Ethical Considerations

The study subscribed to the stipulated ethical requirements. Permission to conduct the study research was sought from the relevant authorities and departments. Initial permission was sought from the Director of the School of Graduate Studies at Kabarak University. The permit was then presented to the National Commission for Science, Technology and Innovation (NACOSTI) to obtain a permit for the research and also the Nakuru County secretary office for permission to carry out the study in the area. Respondents were made to understand that participation in the study was out of their own volition and they were also assured of utmost privacy and confidentiality regarding the information gathered and that it was meant to be used solely for academic purposes. The TSC code of conducts and ethics (2015) requires teachers to maintain high levels of confidentiality. Data collection and reporting were in a form that did not allow the identification of individual participants. Study numbers and not personal identification were used in this study, and these numbers were not linked to the personal identification or names. Ethical measures were also followed in the data analysis to ensure the integrity of data and findings (Fowler, 1984).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the results arising from the analysis of data collected using questionnaires. The findings are given in terms of the objectives of the study which were; to determine the influence of organisational structure, leadership, resource allocation and government policies on the implementation of strategic plans in public secondary schools in Rongai Sub-County, Nakuru County. The data collected was analyzed using descriptive and inferential statistical methods for each variable and the findings presented in tables, and their implications discussed.

4.2 Response Rate

Table 4.1 shows the response rate of the questionnaires.

Table 4.1: Response Rate

No. of questionnaires Issued	No. of questionnaires Returned	Response Rate (%)
112	79	71

The high questionnaire response rate (71%) shown in Table 4.1 resulted from the method of administration of the instrument, which was in this case self-administered. This was acceptable according to Maxfield and Babbie (2014). This method also ensured that the respondents' queries concerning clarity were addressed at the point of data collection; however, caution was exercised so as not to introduce bias in the process. The other questionnaires were not returned by the respondents, hence, they were not included in the study.

4.3 Demographic Characteristics of the Respondents

The study sought to determine the demographic characteristics of the respondents as they are considered as categorical variables which give some basic insight about the respondents. The characteristics considered in the study were; a range of ages of the respondents; gender; the highest level of education attained by them and; the number of years they had worked in their present school. The findings on these are summarized in Table 4.2.

Table 4.2: Demographic Characteristics of the Respondents

Variable	Category	Frequency	Percentage(%)
Gender	Male	41	52
	Female	38	48
Age in Years	21 – 30	8	10
	31 – 40	29	37
	41 – 50	24	30
	Above 50	18	23
Level of Education	Bachelors Degree	52	66
	Masters Degree	24	30
	Doctorate	3	4
Number of years Worked in the present school	1 - 3 yrs	13	16
	4 – 6 yrs	35	44
	7 - 10 yrs	20	25
	Above 10 yrs	11	14

The findings in Table 4.2 suggest that majority (52%) of the respondents were male although the high proportion of females indicated that a significant number of females in the area had also been involved in strategic decision making in the schools. The results also indicate that the majority (37%) of the respondents were young and aged between 31 and 40 years. Concerning the level of education, the results indicate that majority (66%) of the respondents had Bachelor's degree level education as their highest academic qualifications although there was also a considerable number with post-graduate qualifications. A majority (44%) of the respondents had also worked in the schools for about between 4 to 6 years. These findings imply that majority of the respondents had a reasonable level of education and also had considerable experience working in the schools and were, therefore, expected to give valid opinions concerning the study problem. Abere and Muturi (2015) explained that for a reliable study to be conducted, the respondents' background characteristics, such as, age, gender, educational qualifications and work experience needed to be established so as to ascertain that one sampled from a reliable population that is likely to give valid answers for the study.

4.4 Descriptive Analysis of the Results

This section presents the results of the descriptive statistical analyses of the data and their interpretations. The descriptive statistics helped to develop the basic features of the study and form the basis of virtually every quantitative analysis of the data. The results were presented in terms of the study objectives.

4.4.1 Organizational structure on the implementation of strategic plans in public schools

The first objective of the study was to evaluate the influence of organizational structure on the implementation of strategic plans in public schools. This variable was described in terms of Duties and responsibilities, Vertical coordination and Delegation of jurisdiction. A five-point Likert scale was used to rate responses of this variable and it ranged from; 1 = strongly disagree to 5 = strongly agree. The findings are presented in Table 4.3.

Table 4.3: Organizational structure on the implementation of strategic plans in public schools

Statement	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)	χ^2	P-value
The members assigned to implement the strategic plan know their duties and responsibilities	12(15)	30(38)	12(15)	15(19)	10(13)	108.54	0.000
The roles of the implementers of our school's strategic plans do not conflict during implementation	14(18)	19(24)	2(3)	42(53)	2(3)	35.38	0.000
The management team has skills that ensure successful strategic plans implementation	5(6)	12(15)	44(56)	16(20)	2(3)	95.38	0.000
There is an efficient upward flow of information from the staff to the top managers which enhances implementation of the strategic plan in the school.	12(14)	39(49)	22(28)	3(4)	3(4)	86.36	0.000
The organization structure of our school supports good communication necessary for coordinating the strategic plan	9(11)	37(47)	9(11)	17(22)	7(9)	42.15	0.000
The organization supports the implementation activities outlined in the strategic plan.	7(9)	40(51)	1(1)	18(23)	13(16)	89.29	0.000
The organization coordinates the implementation activities in the strategic plan.	9(11)	32(41)	20(24)	14(18)	5(6)	78.33	0.000
There is clear communication of the school's strategic decisions, missions and vision at all the levels of the school's organisational structure.	7(9)	17(22)	31(39)	16(20)	8(10)	89.16	0.000
The scope of implementation of the strategic plan is communicated to all	9(12)	20(25)	8(10)	31(39)	11(14)	49.52	0.001
Members of the organization responsible for the implementation of the strategic plan are allowed to delegate their responsibilities	4(5)	41(52)	13(16)	16(21)	5(6)	81.1	0.001

The findings in Table 4.3, indicate that majority of the respondents (15% strongly agreeing and 38% agreeing) concurred with the statement that the school members

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assigned to implement the strategic plan know their duties and responsibilities. However, most of the respondents (53% disagreeing and 3% strongly disagreeing) were of the view that the roles of the implementers of their school's strategic plans conflicted during the implementation of the strategic plans. There was considerable doubt among the majority of the respondents (46% neutral) on whether the management team has skills that ensure successful strategic plans implementation in the schools.

The findings, however, suggested that there was an efficient upward flow of information from the staff to the top managers which enhances implementation of the strategic plan in the school as indicated by the majority of the respondents (14% strongly agreeing and 49% agreeing). The results also indicate that majority of the respondents (11% strongly agreeing and 47%) agreeing that the organisation structure of their school supported good communication necessary for coordinating the strategic plan. Further, the organisation supports the implementation activities outlined in the strategic plan as indicated by the majority of the respondents (9% strongly agreeing and 51% agreeing). Also, majority of the respondents (11% strongly agreeing and 41% agreeing) believed that the organisation coordinates the implementation activities in the strategic plan.

The findings, however, suggested that there was uncertainty over clear communication of the school's strategic decisions, missions and vision at all the levels of the school's organisational structure as indicated by the majority of the respondents (39% neutral). Most of the respondents also disagreed (39% disagreeing and 14% strongly disagreeing) that the scope of implementation of the strategic plan was communicated to all in the school. However, members of the organisation responsible for the implementation of the strategic plan were allowed to delegate their responsibilities as indicated by most of the respondents (5% strongly agreeing and 52% agreeing).

The general implications of these findings were that the organisation structure of the schools was not adequately serving its purpose in creating a facilitating matrix for the implementation of the strategic plans. This was particularly evident in terms of Duties and responsibilities and Delegation of jurisdiction. Vertical coordination was, however, on the whole positively rated. According to Mcshane and Glinow, (2010), organisations whose structures are characterised by the high degree of standardisation, formalisation, centralisation, rigid rules and tight procedures are reluctant to change, discourage creativity and innovation and hence undermine the atmosphere within which strategic

plans can be implemented. However, organisations whose structures are characterised by a wider span of control, decentralised decision making and little formalisation, tasks are fluid; adjust to new situations and organisation needs efficiently.

4.4.2 Leadership on the implementation of strategic plans in public schools

The second objective of the study was to determine the influence of leadership on the implementation of strategic plans in public schools. The status of this variable was described on the basis of Communication, Involvement and Direction. A five-point Likert scale was used to rate responses of this variable, and it ranged from; 1 = strongly disagree to 5 = strongly agree. These results are presented in Table 4.4.

Table 4.4: Leadership on the implementation of strategic plans in public schools

Statement	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)	χ^2	P-value
The school leadership has instituted appropriate communication channels for coordinating the strategic plan	9(11)	15(19)	11(14)	29(37)	15(19)	26.82	0.001
The schools leadership encourages transparent communication on the implementation of the strategic plan	11(14)	28(35)	9(11)	23(29)	8(9)	19.29	0.001
The schools leadership encourages feedback during the implementation of the strategic plan	16(21)	33(42)	17(20)	8(10)	5(6)	101.1	0.001
The school leadership is very consultative in the implementation of the strategic plan.	13(16)	16(21)	4(5)	41(52)	5(6)	75.03	0.001
The schools strategic plan implementation usually demands the involvement of all relevant stakeholders	9(11)	38(48)	17(20)	9(11)	6(7)	94.18	0.001
The school leadership involves all the stakeholders in the decision making process during the implementation of the strategic plan	8(10)	15(19)	12(16)	28(35)	16(21)	53.73	0.001
The school's leadership provides necessary direction to staff and learners during the implementation of the strategic plan	12(15)	29(36)	12(15)	15(19)	11(14)	46.36	0.001
The school leadership motivates staff members to achieve strategic plans milestone	12(14)	12(14)	26(33)	19(23)	10(12)	72.23	0.001
The school leadership constantly reviews the direction the strategic plans implementation is taking	15(19)	24(30)	16(20)	14(18)	10(13)	99.24	0.001

The results shown in Table 4.4 depicts that majority of the respondents were inclined to disagree with the statement suggesting that the school leadership has instituted appropriate communication channels for coordinating the strategic plan (37% disagreed and 19% strongly disagreed). However, the results suggest that the schools' leadership encourages transparent communication on the implementation of the strategic plan indicated by the majority of the respondents (14% who strongly agreed and 35% who agreed). Most of the respondents also agreed that the schools' leadership encourages feedback during the implementation of the strategic plan (21% strongly agreed while 42% agreed).

The findings also suggest that the schools' leaderships were not very consultative in the implementation of the strategic plan as indicated by the majority of the respondents (52% who disagreed and 6% who strongly disagreed). Most respondents were, nevertheless, of the view that the schools' strategic plan implementation usually demands the involvement of all relevant stakeholders (11% strongly agreed while 48% agreed). However, most of the respondents were not convinced that the school leadership involves all the stakeholders in the decision making the process during the implementation of the strategic plan (35% disagreed and 21% strongly disagreed).

The findings also indicate that in most schools, the leadership provided necessary direction to staff and learners during the implementation of the strategic plan as indicated by the majority of the respondents (15% who strongly agreed and 36% who agreed). However, there was uncertainty on whether the school leadership motivates staff members to achieve strategic plans milestone as indicated by most of the respondents (33% who were neutral). Nevertheless, most of the respondents were of the view that the school leadership regularly reviews the direction the implementation of the strategic plans is taking (19% who strongly agreed and 30% who agreed).

The findings generally suggest that there were mixed views on the role of strategic plan implementation in the schools as evident in findings, such as, the schools leaderships were not very consultative in the implementation of the strategic plan while at the same time the leadership provided necessary direction to staff and learners during the implementation of the strategic plan. Aaron's et. al. (2014) visibly recognizes the critical significance of leadership to the planning process by stating that leadership is consequential, and leaders are quite necessary, within an organization to ensure that

strategic planning is more than just an incremental process. Abdikadir (2014) the absence of a strong professional leadership in a firm means lack of leadership commitment and skills.

4.4.3 Resource allocation on the implementation of strategic plans in public schools

The third objective of this study was to evaluate the influence of resource allocation on the implementation of strategic plans in public schools. The status of this variable was described in terms of Financial Resources, Physical Resources and Human Resources. A five-point Likert scale was used to rate responses of this variable and it ranged from; 1 = strongly disagree to 5 = strongly agree. The results are presented in Table 4.5.

Table 4.5: Resource allocation on the implementation of strategic plans in public schools

Statement	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)	$\chi2$	P-value
The schools strategic plan guides our budgeting activities	10(13)	17(22)	10(13)	31(39)	11(14)	58.24	0.001
The school budgets for the implementation phases of its strategic plan	20(25)	29(37)	13(16)	9(11)	8(10)	56.06	0.001
The school ensures there is enough financial resources required for implementation of its Strategic Plan	18(23)	25(32)	12(15)	13(16)	11(14)	46.36	0.001
The school has the physical resources necessary for the implementation its strategic plan	10(13)	17(22)	8(10)	35(44)	9(11)	72.23	0.001
The school usually leases physical resources where necessary for the implementation of its strategic plan	15(19)	31(39)	14(18)	9(11)	10(13)	49.52	0.001
The school is trying to acquire better physical resources for the implementation of its strategic plan	16(20)	30(38)	11(14)	14(18)	8(10)	81.1	0.001
The school has competent staff for the for implementation of its strategic plan	17(21)	25(32)	16(20)	11(14)	10(13)	95.38	0.001
Competency gaps in the implementation of the school's strategic plan are usually filled through training	16(20)	23(29)	14(18)	15(19)	11(14)	86.36	0.001
The school ensure that it has the right people for the job to facilitate success for the implementation of its strategic plan	10(13)	35(44)	8(10)	17(22)	9(11)	101.44	0.001
Some projected sources have changed necessitating changes in the strategic plan implementation	14(18)	31(39)	9(11)	15(19)	10(13)	98.55	0.001

It is evident from the findings in Table 4.5 that most schools were not necessarily using their schools' strategic plan to guide their budgeting activities as indicated by the majority of the respondents (39% who disagreed and 14% who strongly disagreed). However, most schools budgeted for the implementation phases of the strategic plan as suggested by the majority of the respondents (25% who strongly agreed and 37% who agreed). They ensure there are enough financial resources required for the implementation of the school's Strategic Plan (23% strongly agreed and 32% agreed).

Most respondents indicated that their schools did not have the physical resources necessary for the implementation of their schools' strategic plans (44% disagreed and 11% strongly disagreed). Consequently, most schools usually lease physical resources where necessary for the implementation of the strategic plans (19% strongly agreed and 39% agreed). Further, most of the schools were trying to acquire better physical resources for the implementation of the school's strategic plan (20% strongly agreed and 38% agreed).

The findings also indicate that most schools had competent staff for the for implementation of their strategic plans (21% who strongly agreed and 32% who agreed). In most schools, competency gaps in the implementation of the strategic plans were usually filled through training (20% strongly agreed and 29% agreed). Most respondents agreed that their schools ensure that they have the right people for the job to facilitate success for the implementation of the school's strategic plan (13% strongly agreed and 44% agreed). Other findings indicate that some projected sources necessary for the implementation of the strategic plans had changed necessitating changes in the strategic plan implementation as indicated by the majority of the respondents (18% who strongly agreed and 39% who agreed).

These findings imply that the schools were resource-constrained and as such, were likely to experience challenges in implementing their strategic plans. According to Sugiono (2018), without resources to be managed there can be no implementation of a strategic plan. Implementers need to be paid and facilitated and this cannot happen without financial resources. Resource allocation is, therefore, a fundamental management task which enables plan implementation.

4.4.4 Government policies on the implementation of strategic plans in public schools

The fourth objective of this study was to determine the influence of government policies on the implementation of strategic plans in public schools. The status of this variable was described in terms of Government funding, Staffing & Training and Evaluation. A five-point Likert scale was used to rate responses of this variable and it ranged from; 1 = strongly disagree to 5 = strongly agree. The results are presented in Table 4.6.

Table 4.6: Government policies on the implementation of strategic plans in public schools

Statement	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)	χ^2	P-Value
The Government policies have positively influenced implementation of the school strategic plan.	14(18)	32(41)	20(24)	9(11)	5(6)	89.67	0.001
The institution's policies go hand -in hand with the government policies.	17(22)	31(39)	7(9)	16(20)	8(10)	95.38	0.001
The ministry of education liaises with the institution before the formulation of its policies	9(12)	20(25)	8(10)	31(39)	11(14)	108.42	0.001
The funds provided by the Government are enough to enable the school to implement its strategic plans.	12(15)	15(19)	12(15)	29(36)	11(14)	91.56	0.001
The Government has posted enough teachers in the school to enable implementation of the strategic plan.	12(14)	19(23)	12(14)	26(33)	10(12)	46.36	0.001
The Government trains principals and teachers on strategic plan formulation.	8(10)	35(44)	10(13)	17(22)	9(11)	95.38	0.001
The government has structures in place that ensures implementation of strategic plans in schools.	11(14)	16(20)	30(38)	14(18)	8(10)	86.36	0.001

The findings indicate that Government policies have positively influenced the implementation of the school strategic plans as indicated by the majority of the respondents (18% who strongly agreed and 41% who agreed). The results also indicate that the schools' policies go hand - in hand with the government policies (22% strongly agreed and 39% agreed). Majority of the respondents disagreed (39% who disagreed and 14% who strongly disagreed) that the ministry of education liaises with the institution before the formulation of its policies. The funds provided by the Government were not enough to enable the schools to implement their strategic plans as indicated by most of the respondents (36% who disagreed and 14% who strongly disagreed).

Most respondents were also of the view that the Government has not posted enough teachers in the school to enable implementation of the strategic plan (33% disagreed and 12% strongly disagreed). However, the Government trains principals and teachers on strategic plan formulation (10% strongly agreed and 44% who agreed). In addition, there was uncertainty on whether the government has structures in place that ensures implementation of strategic plans in schools (38% neutral).

Looking at the findings, it is evident that there were challenges posed by the policy framework in the implementation of the strategic plan. Ngware et. al., (2006), however, pointed out that the policy framework though is still not being fully adhered to and in most cases, policy items were being overlooked by both the ministry and the schools' management. Consequently, the strategic plans are reported to have ineffectiveness since only approximately 58% of the total programs for the school are completed on time.

4.4.5 Implementation of strategic plans in public schools

Finally, the study sought to determine the status of implementation of strategic plans in public secondary schools in Rongai sub-county, Kenya. This was the dependent variable, and the status of this variable was described in terms of Objectives Achieved, Academic Performance, Timeliness completion of projects and Physical infrastructure. The status of this variable was rated on a 5 point Likert scale ranging from; 1 = strongly agree to 5 = strongly disagree. These results are presented in Table 4.7.

Table 4.7: Implementation of strategic plans in secondary schools in Rongai Sub-County

Statement	SA Freq(%)	A Freq(%)	N Freq(%)	D Freq(%)	SD Freq(%)	χ2	P-Value
Through implementation of strategic planning the school is able to successfully adapt to changes in the environment	20(25)	23(29)	13(17)	14(18)	9(11)	38.45	0.001
Through implementation of strategic planning the school has been able to do timely implementation of its projects	10(13)	11(14)	16(20)	25(32)	17(21)	48.71	0.001
Through implementation of strategic plan the school has built and completed more buildings in the last five years	11(14)	15(19)	14(18)	23(29)	16(20)	48.12	0.001
The implementation of the strategic plan has enabled the school has been able to run well on its budget in the last five years	6(8)	13(17)	17(21)	27(34)	16(20)	64.67	0.001
The implementation of strategic plans influences timely completion of syllabus in the school.	20(25)	26(33)	13(17)	14(18)	6(7)	84.15	0.001
The adoption of strategic plan by our school has enabled it to be very competitive in the area compared to other public schools in the area	13(17)	28(36)	12(16)	18(21)	8(10)	56.24	0.001
Through implementation of strategic plan, the school is able to allocate teaching time equally for effective teaching	8(10)	24(30)	19(24)	20(25)	8(10)	111.75	0.001
Adverse politics has reduced considerably in our schools in the last five years as a result of adoption of strategic plan.	14(18)	26(33)	6(7)	20(25)	13(17)	78.77	0.001
The performance of the school has improved as a result of implementation of strategic plan in the school	13(17)	18(21)	12(16)	28(36)	8(10)	85.21	0.001
Through implementation of strategic plan, there has been a considerable improvement in management approach in the school in the last few years	20(25)	24(30)	8(10)	19(24)	8(10)	86.36	0.001

The findings in Table 4.7 suggest that most of the schools have been able to successfully adapt to changes in the environment as indicated by most respondents (25% who strongly agreed and 29% who agreed). However, most respondents (32% who strongly disagreed and 21% who disagreed) indicated that their schools had not been able to do a timely implementation of their projects. Majority of the respondents also indicated that

their schools had not been able to build and complete more buildings in the last five years (29% who disagreed and 20% who strongly disagreed). Further, most of the schools have not been able to run well on their budgets in the last five years as suggested by most of the respondents (34% who disagreed and 20% who strongly disagreed).

However, in a majority of the schools, there was timely completion of the syllabus in (25% who strongly disagreed and 33% who disagreed). Most schools had been able to be very competitive in the area compared to other public schools (17% who strongly agreed and 36% who agreed). The findings also indicate that most schools were able to allocate teaching time equally for effective teaching (10% who strongly agreed and 30% who agreed).

Other findings indicate that adverse politics has reduced considerably in most schools in the last five years (18% who strongly agreed and 33% who agreed). Majority of the respondents, however, indicated that the performance of their schools had not improved considerably in the last five years (36% who disagreed and 10% who agreed). However, most respondents said that there had been a considerable improvement in management approach in the school in the last few years (25% who strongly agreed and 30% who agreed).

There findings imply that in general, the schools had not been able to implement the strategic plans as expected. Findings, such as, "most schools had not been able to do a timely implementation of their projects" and that, "Majority of the respondents also indicated that their schools had not been able to build and complete more buildings in the last five years." support this view. The findings agree with Nakhumicha (2014) and Abdikadir (2015) who observed that despite the introduction of the policy requiring public secondary schools to develop and implement strategic plans and the government allocation of substantial resources towards its implementation in secondary schools, there has been no significant improvement in school performance suggesting the strategic plans are not being well implemented. According to Miller (2002), that organizations have failed in implementing over 70% of their strategic initiatives within the US.

4.5 Correlation Analysis

In this subsection, a summary of the Pearson's product moment correlation analyses is presented. It seeks to first determine the degree of interdependence of the independent

variables and also show the degree and strength of their association with the dependent variable separately. These results are summarized in Table 4.8.

Table 4.8: Summary of Correlations

		Organizational Structure	Leadership	Resource Allocation	Government Policies	Implementation of Strategic Plans
Organizational Structure	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	79				
Leadership	Pearson Correlation	.551**	1			
	Sig. (2-tailed)	0.000				
	N	79	79			
Resource Allocation	Pearson Correlation	.690**	.646**	1		
	Sig. (2-tailed)	0.000	0.000			
	N	79	79	79		
Government Policies	Pearson Correlation	.506**	.528**	.592**	1	
	Sig. (2-tailed)	0.000	0.000	0.000		
	N	79	79	79	79	
Implementation of Strategic Plans	Pearson Correlation	.561**	.403**	.620**	.659**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	
	N	79	79	79	79	79

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The first correlation was done to determine whether organizational structure significantly influenced the implementation of strategic plans in public schools in Nakuru County. The results in Table 4.8 shows that the relationship between the variables was significant (r = 0.561, p ≤ 0.05). This means that the current configuration of the schools' organizational structure had a meaningful impact on the implementation of strategic plans. The findings disagree with Amukowa (2017) whose study on the Influence of School-Based Factors on Implementation of Strategic Plans in Public Secondary Schools in Khwisero Sub-County, Kenya revealed that; conflicting roles among school leadership, implementation procedures, communication of school's strategic decisions, vision and mission, organization support and coordination of implementation activities and involvement of implementers' in the strategic process are organizational structural

factors that greatly affected implementation of strategic plans in public secondary schools in Khwisero sub-county.

The study also sought to determine whether leadership significantly influenced the implementation of strategic plans in public schools in Rongai Sub County, Nakuru County. The correlation results in Table 4.8 indicates that a significant relationship (r = 0.403, p ≤ 0.05) existed between the variables. The Pearson's product moment coefficient of correlation further suggests that a moderate relationship existed between the variables. This implies that the while leadership in the schools was significant to strategic plan implementation, it was not being carried out in a manner that encouraged better implementation levels of the strategic plans. This finding supports that of Nakhumicha (2014) who found that leadership was an important factor of strategic plan implementation. The findings also supports the conclusions of other previous studies Quong & Walker 2010; Ugboro, Obeng, & Spann (2011) which showed that the complexity of strategic planning requires effective leadership that can motivate stakeholders to accomplish the required tasks associated with it.

It was also important to determine whether resource allocation significantly influenced the implementation of strategic plans in public schools in Rongai Sub County, Nakuru County. The correlation analysis in Table 4.8 indicates that there was indeed a significant relationship (r = 0.620, p ≤ 0.05) between the variables. The result suggests that there was a positive and strong significant relationship between the variables. This indicates that resource allocations in the schools were currently the most important determinants in strategic plan implementation. The results concur with David (2013) who argued that allocating resources to a particular divisions and department does not mean that strategies will be successfully implemented. Hill and Mcshane (2009) also observed that plans cannot work unless they are tied to budgets and this budget must strictly be adhered to.

Finally, the study sought to determine whether government policies significantly influenced the implementation of strategic plans in public schools in Rongai Sub County, Nakuru County. The correlation analysis in Table 4.8 indicates that there was indeed a significant relationship (r = 0.659, p ≤ 0.05) between the variables. This finding suggests that the relationship between the variables was strong, implying that government policies were important in determining the implementation of strategic plans in the schools in the

area. The finding agrees with Bell et al., (2017) who found that the kind of strategy that is developed and the actual process of strategy formulation, namely, how policy is developed significantly influences the implementation of the strategy.

4.6 Regression Analysis

Multivariate regression analysis was used to determine the multiple regression model hypothesized in chapter three held. It was also used to determine how the independent variables influenced the dependent variable collectively. The analysis was also meant to establish the extent to which each independent variable affected the dependent variable in such a collective set up and which were the more significant factors. The results are summarized in Table 4.9.

Table 4.9: Multiple Linear Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736a	0.542	0.517	3.17524

a Predictors: (Constant), Organizational Structure, Leadership, Resource Allocation, Government Policies

The regression analysis in Table 4.9 shows that the relationship between the dependent variable and all the independent variables pooled together had a model correlation coefficient = 0.736. The adjusted r-square (R^2_{Adj} = 0.517), further, indicates that the model could explain up to 51.7% variations in the implementation of strategic plans in public secondary schools in the area. It also suggests that the model could improve when more predictive variables were incorporated into the model. Further, to determine whether the model was appropriate for further inference, the model was subjected to the F-Test using the ANOVA as recommended by Sen and Srivastava (2011). The results are summarized in Table 4.10.

Table 4.10: Summary of ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	883.287	4	220.822	21.902	.000b
	Residual	746.08	74	10.082		
	Total	1629.367	78			

a. Dependent Variable: Implementation of strategic plans
b. Predictors: (Constant), Organizational Structure, Leadership, Resource Allocation, Government Policies

The results in Table 4.10 indicate that there is a significant difference between means of variables predicting Implementation of strategic plans in public secondary schools in

Rongai Sub County in Nakuru County ($F_{o'} = 21.902 > F_c = 2.53$; $\alpha < 0.05$; df = 4, 78; p = 0.000). This finding confirms the appropriateness of the multiple regression model predicted by Table 4.10 and shows it is indeed significant. The beta value was used in order to determine which of the factors influencing the implementation of strategic plans in public secondary schools in Rongai sub-county, Kenya. The results are given in Table 4.11.

Table 4.11: Multiple Linear Regression Results

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.954	2.372		-2.08853	0.040
	Organization Structure	-0.242	0.180	-0.144	-1.345	0.183
	Leadership	0.390	0.188	0.199	2.074	0.040
	Resource Allocation	0.448	0.183	0.309	2.452	0.017
	Government Policies	0.709	0.159	0.451	4.456	0.000

a. Dependent Variable: Implementation of strategic plans

It can be deduced from the findings in Table 4.11 that the most influential variable in the model as per the beta values was Government Policies ($\beta = 0.451$, $p < 0.05$). This was followed by Resource Allocation ($\beta = 0.309$, $p < 0.05$) and Leadership ($\beta = 0.199$, $p < 0.05$) respectively in that order. This indicates that the dependent variable, that is, the implementation of strategic plans public secondary schools in Rongai Sub County in Nakuru County, would change by a corresponding number of standard deviations when the respective independent variables changed by one standard deviation. However, Organization Structure was not found to be significant in the model ($\beta = -0.144$, $p = 0.183 > p = 0.05$). The study, therefore, establishes that except for Organizational Structure, the variables; Leadership, Resource Allocation and Government Policies were all factors influencing Implementation of strategic plans public secondary schools in Rongai Sub County in Nakuru County. This can then be modelled by the equation;

Implementation of strategic plans = -4.954 - 0.242 Organizational Structure + 0.390 Leadership + 0.448 Resource Allocation + 0.709 Government Policies + E(error term).

4.7 Hypothesis Testing

The first hypothesis was tested under the null hypothesis;

H0₁: There is no statistically significant influence of school organizational structure on the implementation of strategic plans.

From the beta values in Table 4.11, it was evident that there was no significant relationship between the variables (β = -0.144, p = 0.183 > p = 0.05). Therefore, we fail to reject the null hypothesis and accept the view that school organisational structure has no significant effect on the implementation of strategic plans. This could be attributed to the discordance of the implementing departments within the school organisation. The results agree with Nyandeje (2014) whose study on the implementation of strategic plans in public secondary schools in Homa Bay County found out that the schools' organ structures were restricted to fit the strategic plan, therefore, implementing the plans minimal. The study also found that 30% of the schools have all departments working together and they have meetings to review set structures while a whole 70% do not have meetings to review the set structures. Mcshane and Glinow, (2010) found that organizations whose structures are characterized by a high degree of standardization, formalization, centralization, rigid rules and tight procedures are reluctant to change, discourage creativity and innovation and hence undermine the atmosphere within which strategic plans can be implemented.

The second hypothesis was tested under the null hypothesis;

H0₂: There is no statistically significant influence of leadership on implementation of strategic plans.

The beta value from the multiple regression results in Table 4.11 indicates that there was a significant relationship between the two variables (β = 0.199, p < 0.05). Consequently, the null hypothesis was rejected and the view adopted that there was statistically significant influence between leadership and implementation of strategic plans. This finding suggests that leadership positively affected the implementation of the strategic plans. This finding, however, disagrees with Wanjala and Rarieya (2014) whose findings on strategic planning in schools in Kenya revealed that the leadership style in the schools may have hindered the schools from successfully engaging in strategic planning. The leadership practised in the schools was not favourable for strategic planning because it lacked the capacity to effectively communicate drive and passion for the school's vision.

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Aarons et al., (2014) visibly recognised the critical significance of leadership to the planning process by stating that leadership is consequential, and leaders are quite necessary, within an organisation to ensure that strategic planning is more than just an incremental process.

The third hypothesis was tested under the null hypothesis;

H0₃: There is no statistically significant influence of resource allocation on implementation of strategic plans.

It is evident from the results in Table 4.12 that there was indeed a significant relationship between the variables (β = 0.309, $p < 0.05$). This meant that the null hypothesis was rejected. Therefore, it can be inferred that resource allocation was an influential factor in the implementation of strategic plans. These findings support those of Kithuka (2016) who found that resources moderated the relationship between school stakeholders and implementation of public schools strategic plans' in Machakos Sub County. The results further agree with Wanjala and Rarieya's (2014) whose study revealed that financial resources play an essential role in ensuring the achievement of developed strategic plans. Yabs (2010) had previously noted that without adequate resources, the implementation of a strategy is almost impossible.

The fourth hypothesis was tested under the null hypothesis;

H0₄: There is no statistically significant influence of government policy on the implementation of strategic plans.

The results from the multiple regression analysis suggest that there was indeed a significant relationship between the two variables (β = 0.279, $p < 0.05$). Therefore, the null hypothesis was rejected and, subsequently, the view accepted that government policy significantly influenced the implementation of strategic plans. This finding concurs with Kithuka (2016) who found that Government policies have positively influenced the implementation of the school strategic plan to a moderate extent as it trains principals on strategic plan formulation. According to Wanyonyi et al., (2015), the total policy aim of the government was achieving Education for All (EFA), and the strategic implementation was an essential tool towards this end.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings and the conclusions drawn from them and makes recommendations for stakeholders that can be implemented to help address the problem identified in the study.

5.2 Summary of the Findings

Therefore, the present study sought to evaluate the factors influencing the implementation of strategic plans in public secondary schools in Rongai Sub-County, Nakuru County. The study, specifically, focused on four independent variables; organisational structure, leadership, resource allocation and government policies. A summary of the major findings arising from the analysis of these variables is presented in this section.

5.2.1 Organizational structure on the implementation of strategic plans in public schools

The findings revealed that most school members assigned to implement the strategic plan know their duties and responsibilities. However, the roles of the implementers of their school's strategic plans conflicted during the implementation of the strategic plans. There was also uncertainty on whether the management team has skills that ensure successful strategic plans implementation in the schools. The findings, however, suggested that there was an efficient upward flow of information from the staff to the top managers, which enhances the implementation of the strategic plan in the schools. The results also indicated that the organisation structure of their school supported good communication necessary for coordinating the strategic plan. Further, the schools' organisations supported the implementation activities outlined in the strategic plans and coordinate the implementation activities in the strategic plan.

The findings, however, revealed that there was uncertainty over clear communication of the school's strategic decisions, missions and vision at all the levels of the school's organisational structure. The scope of implementation of the strategic plan was not well communicated to all in the school. However, members of the organisation responsible for the implementation of the strategic plan were allowed to delegate their responsibilities. Findings from the correlation and multiple regression analysis, however,

suggest that the influence of current organisational structures of the schools on the implementation of strategic plans were only significant when a bivariate relationship was considered but could not hold when a joint model was tested. This, therefore, could not support the null hypothesis and consequently, the null hypothesis was rejected.

5.2.2 Leadership on the implementation of strategic plans in public schools

The results revealed that the schools' leadership had not instituted appropriate communication channels for coordinating the strategic plans. However, the results also suggested that the schools' leadership encourages transparent communication on the implementation of the strategic plan. The results also indicated that majority of the schools' leaderships encourages feedback during the implementation of the strategic plan. However, the schools' leaderships were not very consultative in the implementation of the strategic plan. Further, the school's strategic plan implementation usually demands the involvement of all relevant stakeholders. However, most of the respondents were not convinced that school leadership involves all the stakeholders in the decision-making process during the implementation of the strategic plan.

The findings also revealed that in most schools, the leadership provided necessary direction to staff and learners during the implementation of the strategic plan. However, there was uncertainty about whether the school leadership motivates staff members to achieve strategic plans milestones. Nevertheless, most of the respondents were of the view that the school leadership continually reviews the direction of the implementation of the strategic plan is taking. Further, the results from both the correlation and multiple regression analysis indicated that leadership was a significant variable in the implementation of the strategic plans in the schools. However, it was weakly applied in the implementation of the strategic plans and, therefore, did not have much effect. Therefore, the null hypothesis was rejected.

5.2.3 Resource allocation on the implementation of strategic plans in public schools

It is evident from the findings that most schools were not necessarily using their school's strategic plan to guide their budgeting activities. However, most schools budgeted for the implementation phases of the strategic plan. They sought to ensure there were enough financial resources required for the implementation of the school's Strategic Plan. Most schools, however, did not have the physical resources necessary for the implementation of their school's strategic plans. Consequently, most schools usually

lease physical resources where necessary for the implementation of the strategic plans. Further, most of the schools were trying to acquire better physical resources for the implementation of the school's strategic plan.

The findings further revealed that most schools had competent staff for the implementation of their strategic plans. In most schools, competency gaps in the implementation of the strategic plans were usually filled through training. Most schools ensured that they have the right people for the job to facilitate success for the implementation of the school's strategic plan. Other findings revealed that some projected sources necessary for the implementation of the strategic plans had changed necessitating changes in the strategic plan implementation as indicated by the majority of the respondents. The results from both the correlation and multiple regression analysis revealed that resource allocation significantly influenced the implementation of strategic plans in public schools thus the null hypothesis was rejected.

5.2.4 Government policies on the implementation of strategic plans in public schools

The findings revealed that Government policies have positively influenced the implementation of the school strategic plans. The results also indicate that the schools' policies go hand - in hand with the government policies. Majority of the respondents disagreed that the ministry of education liaises with the institution before the formulation of its policies. The funds provided by the Government were not sufficient to enable the schools to implement their strategic plans. Most respondents were also of the view that the Government has not posted enough teachers in the schools to enable implementation of the strategic plans. However, the Government trained principals and teachers on strategic plan formulation.

In addition, there was uncertainty on whether the government has structures in place that ensures implementation of strategic plans in schools. Findings from both the correlation and multiple regression analysis revealed that government policies had a significant and robust influence on the implementation of strategic plans in public schools, thus, leading to the rejection of the null hypothesis.

5.3 Conclusions

Based on the results of the study, it was therefore concluded that the current organisational structures of the schools did not have a significant influence on the

implementation of strategic plans in the secondary schools in the area. The organisation structures of the schools were not adequately serving their purpose in creating a facilitating matrix for the implementation of the strategic plans. The roles of the implementers of their school's strategic plans conflicted during the implementation of the strategic plans and the scope of implementation of the strategic plan was not well communicated to all in the school. All these were likely to impede the implementation of the strategic plans

It can also be concluded that leadership was a significant factor in the implementation of the strategic plans in the schools. However, it was weakly applied in the implementation of the strategic plans and, therefore, did not have much effect. This was evident when the schools' communication structures were considered and also in terms of the schools' leaderships consultative behaviour in the implementation of the strategic plan. The schools' leaderships were not keen on involving all the stakeholders in the decision making the process during the implementation of the strategic plan.

The study also concludes that that resource allocation significantly influenced the implementation of strategic plans in public schools. Most schools were practising financial prudence when making budgetary allocations for the implementation phases of the strategic plan. They sought to ensure there were enough financial resources required for the implementation of the school's Strategic Plan. Most schools, however, did not have the physical resources necessary for the implementation of their schools' strategic plans.

Finally, the study concludes that revealed that government policies had a significant and robust influence on the implementation of strategic plans in public schools. However, there was uncertainty on whether the government has structures in place that ensures implementation of strategic plans in schools. Apart from training the principals and teachers on strategic plan implementation, the funds provided by the Government were not enough to enable the schools to implement their strategic plans. In addition, the Government has not posted enough teachers in the schools to enable implementation of the strategic plans.

5.4 Recommendations

The study makes the following recommendations relative to the findings;

The findings revealed that roles of the implementers of their school's strategic plans conflicted during the implementation of the strategic plans and the scope of implementation of the strategic plan was not well communicated to all in the school. Therefore, the study recommends that the training for key stakeholders responsible for the implementation of the strategic plans in the schools be carried out and in addition, the schools should consult with ex-officio members on how to restructure their organisations' configuration to support the implementation of the strategic plans.

The study also found that the school's leadership was not good at communicating the strategic plan. Further, the schools' leadership's consultative behaviour in the implementation of the strategic plan was unsatisfactory as the schools' leaderships were not keen on involving all the stakeholders in the decision-making process during the implementation of the strategic plan. The study, therefore, recommends that the school's leadership improve their communication and stakeholder involvement practices right from the formulation of the strategic plans to the implementation phases in order to have a good rapport with all involved.

Most schools did not have adequate resources needed for a successful implementation of the strategic plans. These included finance, physical resources and human resources. The study, therefore, recommends that the schools develop strategies for acquiring resources to finance their strategic plans such as income-generating units and also raising funds and equipment from well-wishers such as NGOs and other charitable organisations.

Finally, there was uncertainty on whether the government has structures in place that ensures implementation of strategic plans in schools. Apart from training the principals and teachers on strategic plan implementation, the funds provided by the Government were not enough to enable the schools to implement their strategic plans. The study, therefore, recommends that the government review its policies on strategic planning in schools that can enable it to intervene appropriately in the actualisation of the strategic plans.

5.5 Recommendations for Further Studies

The study recommends that future studies should be done on the effect of resource mobilisation strategies on the implementation of strategic plans in public secondary schools. Future studies should also be done on the effect of monitoring and evaluation on the implementation of the school's strategic plans.

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APPENDICES

Appendix I: Letter of Introduction

Dear sir/madam

This questionnaire is meant to aid data collection of information required to undertake a Masters of Business Administration study titled, "The factors influencing the implementation of strategic plans in public secondary schools in Kenya. Rongai sub-county has been selected as a case study area. The information you will give will be treated with confidentiality it deserves. Since this research is an academic exercise, findings from this study will purely be for academic purposes and at no instant will your name or institution feature anywhere as a source of specific data.

Please kindly answer the questions below by either ticking and/or writing a brief statement in the boxes/spaces provided as will be applicable.

Yours Sincerely,

Serah Ngetich

The questions below are for the purpose of **establishing the factors influencing the implementation of strategic plans in public secondary schools in Rongai sub-county, Nakuru County**. Therefore, you are requested to fill this questionnaire in a free and honest way possible. Please tick (√) the appropriate answers in the boxes provided or write down the appropriate answers in the spaces provided. Do not write your name on the questionnaire. Thank you for your time and cooperation.

Section A: General information

Tick where appropriate

1. Position in school; Tick one

   Principal (   )   Deputy Principal (   )   Head of department (   ) Teacher (   )

2. School status; Tick one   Day (   ) Boarding (   ) Mixed day & Boarding (   )

3. Indicate your gender Tick one   Male (   )   Female   (   )

4. What is your Age

21 -30   (   )

31 – 40   (   )

41 – 50   (   )

Above 50   (   )

5. What is your highest education level?

Diploma   (   )

Bachelors degree   (   )

Masters Degree   (   )

Doctorate Degree   (   )

6. How long have you been working for the school?

Below 1 year   (   )

1 – 3   (   )

4 – 6   (   )

7-10   (   )

10 and above   (   )

7. Does your school develop strategic plans?   Yes: (   )   No: (   )

   If yes, what's the time frame for your organization's strategic plan?

   Short-term (   )   Medium-term (   )   Long-term (   )

Please specify the time period(s) covered: ……..Years/months

8. How often are these plans reviewed? Every year ( ) Every month ( )
Other…………………………………………………………………………

Section B: Organizational Structures

1. Indicate in your response the extent to which you agree with the following statements using the scale shown below by ticking the appropriate response.

Strongly Agree (SA), 4. Agree (A), 3. Undecided (N), 2. Disagree (D), 1 Strongly Disagree (SD)

Organization structures	5	4	3	2	1
The members assigned to implement the strategic plan know their duties and responsibilities					
The roles of the implementers of our school's strategic plans do not conflict during implementation					
The management team has skills that ensure successful strategic plans implementation					
There is an efficient upward flow of information from the staff to the top managers which enhances implementation of the strategic plan in the school.					
The organisation structure of our school supports excellent communication necessary for coordinating the strategic plan					
The organisation supports the implementation activities outlined in the strategic plan.					
The organisation coordinates the implementation activities in the strategic plan.					
There is clear communication of the school's strategic decisions, missions and vision at all the levels of the school's organisational structure.					
The scope of implementation of the strategic plan is communicated to all					
Members of the organisation responsible for the implementation of the strategic plan are allowed to delegate their responsibilities					

Section C: Leadership

1. Kindly indicate your level of agreement with the following statements relating to leadership and strategic planning.

(5- Strongly agree, 4- Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree)

Statements	1	2	3	4	5
The school leadership has instituted appropriate communication channels for coordinating the strategic plan					
The school's leadership encourages transparent communication on the implementation of the strategic plan					
The school's leadership encourages feedback during the implementation of the strategic plan					
The school leadership is very consultative in the implementation of the strategic plan.					
The school's strategic plan implementation usually demands the involvement of all relevant stakeholders					
The school leadership involves all the stakeholders in the decision-making process during the implementation of the strategic plan					
The school's leadership provides necessary direction to staff and learners during the implementation of the strategic plan					
The school leadership motivates staff members to achieve strategic plans milestone					
The school leadership regularly reviews the direction of the implementation of the strategic plans is taking					

Section D: Resource Allocation

2. Kindly indicate your level of agreement with the following statements relating to the influence of resource allocation on strategic plan implementation in your school.

(5- Strongly agree, 4- Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree)

Statement	1	2	3	4	5
The school's strategic plan guides our budgeting activities					
budget for the implementation phases of the strategic plan					
The school ensures there are enough financial resources required for the implementation of its Strategic Plan					
The school has the physical resources necessary for the implementation of its strategic plan					
The school usually leases physical resources where necessary for the implementation of its strategic plan					
The school is trying to acquire better physical resources for the implementation of its strategic plan					
The school has competent staff for the implementation of its strategic plan					
Competency gaps in the implementation of the school's strategic plan are usually filled through training					
The school ensures that it has the right people for the job to facilitate the successful implementation of its strategic plan					
Some projected sources have changed necessitating changes in the strategic plan implementation					

Section E: Government Policies

4. Indicate in your response the extent to which you agree with the following statements using the scale shown below by ticking the appropriate response.

Strongly Agree (SA), 4. Agree (A), 3. Undecided (N), 2. Disagree (D), 1 Strongly Disagree (SD)

Government policies	5	4	3	2	1
Government policies have positively influenced the implementation of the school strategic plan.					
The institution's policies go hand -in hand with the government policies.					
The ministry of education liaises with the institution before the formulation of its policies					
The funds provided by the Government are enough to enable the school to implement its strategic plans.					
The Government has posted enough teachers in the school to enable implementation of the strategic plan.					
The Government trains principals and teachers on strategic plan formulation.					
The government has structures in place that ensures implementation of strategic plans in schools.					

Section F: Implementation of Strategic Plans

3. To what extent do you agree with the following statement concerning the implementation of strategic plans in your school (5- Strongly agree, 4- Agree, 3- Neutral, 2-Disagree, 1- Strongly Disagree)

Statements	1	2	3	4	5
Through the implementation of strategic planning, the school is able to successfully adapt to changes in the environment					
Through the implementation of strategic planning, the school has been able to do the timely implementation of its projects					
Through the implementation of the strategic plan, the school has built and completed more buildings in the last five years					
The implementation of the strategic plan has enabled the school has been able to run well on its budget in the last five years					
The implementation of strategic plans influences the timely completion of the syllabus in the school.					
The adoption of the strategic plan by our school has enabled it to be very competitive in the area compared to other public schools in the area					
Through the implementation of the strategic plan, the school is able to allocate teaching time equally for effective teaching					
Adverse politics has reduced considerably in our schools in the last five years as a result of the adoption of the strategic plan.					
The performance of the school has improved as a result of the implementation of the strategic plan in the school					
Through the implementation of the strategic plan, there has been a considerable improvement in the management approach in the school in the last few years					

Appendix III: Letter of Approval from University

KABARAK   **UNIVERSITY**

Private Bag - 20157
KABARAK, KENYA
http://kabarak.ac.ke/institute-postgraduate-studies/

Tel: 0773 265 999
E-mail: directorpostgraduate@kabarak.ac.ke

BOARD OF POSTGRADUATE STUDIES

11th Oct, 2019

The Director General
National Commission for Science, Technology & Innovation (NACOSTI)
P.O. Box 30623 – 00100
NAIROBI

Dear Sir/Madam,

RE: SERAH WANJIRU NGETICH- REG. NO. GMB/NE/1396/09/16

The above named is a Masters student at Kabarak University in the School of Business and Economics. She is carrying out research entitled: *"Factors Influencing the Implementation of Strategic Plans in Public Secondary Schools in Rongai Sub-County, Kenya".* She has defended her proposal and has been authorized to proceed with field research.

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide her with a research permit to enable her to undertake her research.

Thank you.

Yours faithfully,

Dr. Betty Jeruto Tikoko
DIRECTOR, POSTGRADUATE STUDIES

KABARAK UNIVERSITY
DIRECTOR
POST GRADUATE STUDIES
1 1 OCT 2019
PRIVATE BAG -20157, KABARAK

Kabarak University Moral Code
As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)

Appendix IV: Research Permit from NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 890400

Date of Issue: **23/October/2019**

RESEARCH LICENSE

This is to Certify that Ms.. Serah Ngetich of Kabarak University, has been licensed to conduct research in Nakuru on the topic: Factors Influencing the Implementation of Strategic Plans in Public Secondary Schools in Rongai Sub-county, Kenya for the period ending : 23/October/2020.

License No: **NACOSTI/P/19/2338**

890400

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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