FACTORS INFLUENCING PREPARATION OF STRATEGIC PLANS
IN SECONDARY SCHOOLS IN KIKUYU DISTRICT, KENYA.

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A Research Project Submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Education in Educational Administration.

University of Nairobi

2013
DECLARATION

This research project report is my original work and has not been presented for a Degree in any other University.

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This research project is dedicated to my children Eliel and Njeri
ACKNOWLEDGEMENTS

My gratitude to God for providing for me intellectually and economically, providence that has made me get this far. Special thanks to my supervisors; Dr. Grace Nyagah and Dr. Phyllis Matula both of the department of educational administration and planning of the University of Nairobi. You both supported me patiently without lowering academic expectation that you expected me to meet. I am particularly grateful to my parents and siblings and relatives who urged be on and supported me morally and in other ways in my endavours. I also want to thank the principals and teachers for providing me with information for this research.
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<tr>
<td>B.O.G</td>
<td>Board of Governors</td>
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<td>HOD</td>
<td>Head of Departments</td>
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<td>MBO</td>
<td>Management by Objectives</td>
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<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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<tr>
<td>POSDCORB</td>
<td>Planning, Organizing, Staffing, Directing, controlling, Reporting and Budgeting</td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, Weakness, Opportunity, Threat.</td>
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<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>UNESCO</td>
<td>United National Education Scientific and cultural Organizations</td>
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ABSTRACT

The purpose of this study was to investigate the factors that influence preparation of the Strategic Plans in the Secondary Schools Kikuyu District. Five research questions were formulated to guide the study. The research objectives sought to; establish how school administration; cooperation of teachers, students’ involvement and lastly how cooperation by the Board of Governors influence preparation of strategic planning in Secondary Schools in Kikuyu District. The study employed descriptive survey design. The sample comprised on 19 principals and 190 teachers. Data were gathered by use of questionnaires. Data were analysed by use of qualitative and quantitative techniques. Findings revealed that the school administration facilitated the preparation of strategic plan through involvement of teachers, parents and BOM. Findings also revealed that preparation of strategic plan was enhanced by the cooperation of teachers and their willingness to participate in the process. Principals’ leadership styles had a high positive influence on the preparation of strategic plan. Teachers indicated that allocation of human resources had a positive influence. The role of B.O.G in school management had a high positive influence on the preparation of strategic plan. It was also revealed that there were several challenges that school faced in the preparation of strategic plan. Based on the findings the study concluded that school administration influenced the preparation of strategic plan. It was also concluded that there was cooperation from the BOM on preparation of strategic plan. The study also concluded that. The BOM members were ready to meet to discuss the strategic plan preparation. The study concluded that school culture and visionary leadership had contributed to effective strategic plan formulation in their school at a great extent, the same number of principals said that allocation of financial resources had contributed to a very great extent. The current school culture supported formulation of school Strategic Plan. The study recommended that the school administration should involve students in the formulation of the strategic plan. It was also recommended that the school administration should create a culture that supports strategic plan formulation and lastly that parents should be educated on the importance of strategic plan. The study suggested that a study on the institutional factors affecting formulation of strategic plan should be conducted. A study on influence of students’ involvement on the preparation of strategic plan should be conducted and lastly, since the study was carried out in one administrative district, similar studies should be conducted in other districts.
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

As organisations grow and become more complex the need for strategic planning becomes greater. There is a need for all people in the corporation to understand the direction and mission of the business. Planning helps assure that an organization remains relevant and responsive to the needs of its community, and contributes to organizational stability and growth. It provides a basis for monitoring progress, and for assessing results and impact. It facilitates new program development. It enables an organization to look into the future in an orderly and systematic way.

Companies consistently applying a disciplined approach to strategic planning are better prepared to evolve as the market changes and as different market segments require different needs for the products or services of the company. Strategic management is an organizational process designed to sustain, invigorate and direct the Organization’s human and other resources in the profitable fulfillment of the needs of customers and other principles Stakeholders. The process is guided by the organizations value system or culture which is manifested not only in the organizations Mission Statement, Policies and strategic goals but also in the behavior of top management and other few Managers in the Organization (Cole, 1995).
The dynamism in the environment destabilizes most Organizations that do not have formal strategic plans (Hannagan, 2002). Such Organizations employ tactics that are temporary and solve the issue at stake at the particular time. Organizations of such nature employ Emergent strategies on a daily basis to solve issues at stake. Most organization are running away from making emergent strategies to making long term deliberate strategies.

Strategic planning as a field of knowledge has been around for over four decades. In that time, much has been written in support of it, with well known organizations deeply in the Strategic planning process. A term borrowed from the military, the word strategy in the corporate world refers to the firms overall plan for dealing with and existing in its environment. It is the basic purpose and policies that define the firm and its business. (Hicks & Gullet, 1981).

A Strategic Plan is the intended relationship between the organization and its environment. The concept conveys the idea of proposed set of action or steps to achieve an organization future strategic posture. Hill Mcshane (2009) defines a Strategic Plan as an outline of the major goals of the organization and strategies for attaining those goals. He further postulates that most Strategic Plans are multi-years plans. They are meant to stay in place for several years, a three to five years horizon is typical. How far out a plan is meant to apply is known as planning horizon. Hicks & Gullet (1981) further argues that strategic plans are concerned with broad matters that vitally affect development of an organization. It pays
attention to economic and technological environment factors. Emphasis is placed upon predicting the future behavior of external variables and the formulation of alternative courses of action in light of expected events.

Strategic plans are prepared as part of the large process of strategic management. This process includes Environmental scanning, Strategy formulation, Strategy implementation and lastly Evaluation and control, (Wheelen & Hunger, 2008). Strategy formulation is the part of the Strategic Management process that brings about Strategic Plans. Strategy formulation is often referred to as Strategic planning or long range planning. It is concerned with developing a Corporations Mission, Objectives Strategies and Policies. The process starts with a statement of the Vision, Mission, Values and Goals of an Organization. It then moves on to an analysis of the External operating Environment and Internal environment of the Organization. Through the process of analysis, managers choose Strategies which ought to be consistent with Vision, Values and Goals of the Organization and thus exploit Environmental opportunities, counter threats, build on Organizational Strength and correct Weaknesses. Managers then draft Action Plans (Hill-Mcshane, 2009).

The concept of the Strategic Planning has been in the corporate world for decades. Learning institution as Organizations have also engaged in Strategic Management practices. This is particularly evident in the management process of Planning. In Kenya, strategic Plan Formulation and Implementation is a statutory requirement
for state corporations. Whether its merely an act of compliance to the law or for the benefits derived from adoption of Strategic Plans, Organizations are increasingly embracing them. In the sub-sector of Education, the Ministry of Education, Science and Technology (MoEST) has made it a requirement for all public Secondary Schools to come up with Strategic Plans. These Plans are supposed to be Formulated to run for a horizon of five years. (MoEST Sessional paper 1, 2005).

The practice of preparing Strategic Plans has been done largely in the business corporate world. Equally, a lot of Research on the same has been done with most of the Study being based on the corporate world. Such studies curried out by scholars like Okumus (2003), Aosa (1992), Koske (2003), Wambugu (2006), Kimithi (2006) were all on Business Organizations. Very few scholars have researched on Strategic Planning in Secondary Schools. Githire (2008) in her study on “Barriers of Strategic Planning in Thika Municipality, Kenya” notes that only fifteen percent of all the public schools in Thika Municipality had prepared Strategic Plans by the year 2008. Others who have done studies on Strategic Planning within Kenyan schools include Mwangi (2010), Kimemia (2006), Waititu (2006) and Wamucii (2008).

1.2 Statement of the problem

Conceptually, Strategic Plans Formulation is deceptively simple; Analyze the current and expected future situation, determine the direction of the firm and
develop means for achieving the mission. In reality, this is an extremely complex process that demand a systematic approach for identifying and analyzing factor external to the organization and matching them with the firm. Strategic planning is part of the requirements by MoEST for public schools. Studies done in the corporate world indicates that the process of strategy Formulation is influenced by various factors. Due to different Environmental conditions affecting Organization, it would not be enough to say that understanding Strategy Formulation in the corporate world will explain conclusively the situation of Strategic plan Formulation in the Secondary Schools. It is therefore necessary for Research to investigate factors that are influencing Strategic Plans Formulation in secondary schools. Despite being a requirement by the Ministry of Education, very few schools have prepared strategic plans in Kikuyu district. This study therefore aims at investigating the factors affecting the preparation of strategic plans in Kikuyu district.

1.3The purpose of the study

The purpose of this study was to investigate the factors that influence preparation of the Strategic Plans in the Secondary Schools Kikuyu District.

1.4 Objectives of the study

This study was guided by the following objectives

i. To establish how school administration influences preparation of strategic planning in Kikuyu District;
ii. To determine how cooperation of teachers influence the influence preparation of strategic planning in Kikuyu District;

iii. To establish students’ involvement influences preparation of strategic planning in Secondary Schools in Kikuyu District.

iv. To determine how cooperation by the Board of Governors influence preparation of strategic planning in Secondary Schools in Kikuyu District.

v. To identify challenges faced by schools in the preparation of Strategic Plans in Secondary Schools in Kikuyu District

1.5 Research questions

This study was guided by the following research questions;

i. How does school administration influences preparation of strategic planning in the Kikuyu District?

ii. In what ways does cooperation of teachers influence the influence preparation of strategic planning in the Kikuyu District?

iii. To what extent does students’ involvement influence preparation of strategic planning in Secondary Schools in Kikuyu District?

iv. How does cooperation by the Board of Governors influence preparation of strategic planning in Secondary Schools in Kikuyu District?

v. What challenges are faced by schools in the preparation of Strategic Plans in Secondary Schools in Kikuyu District?
1.6 Significance of the study

It is hoped that in establishing factors influencing preparation of Strategic Plans in Kikuyu District, this study will be an indicator for further research in other areas on the same topic. It is also hoped that this study will indicate possible gap in training on preparation of Strategic Plans. Hopefully it will also indicate gaps in involvement of Schools Stakeholders in preparation of Strategic Plans. Lastly, this study hopes to give useful recommendation to MoEST and other Stakeholders on preparation of Secondary Schools Strategic Plans.

1.7 Limitation of the study

Accessing the major respondents namely secondary schools posed a principals given that they operate on a busy schedules. The method of data collection to be used for this study was questionnaires.

1.8 Delimitations of the study

This study was carried out in Kikuyu District of Kiambu County. This study was carried out within public Secondary Schools. The respondents in this study were school Principals and Teachers. Schools Principals as members of Board of Governors (B.O.G) are directly involved in the process of preparation of Strategic Plans. Whereas there are other Stakeholders such as Parents and other members of B.O.G, it will not be possible to involve them giving that accessing them was hugely time consuming and financially overbearing. Whereas many factors could
influence preparation of Strategic Plans, it was not be possible to study all of them. This study is therefore limited to the study of only four of these factors that could influence preparation of Strategic plans.

1.9 Basic assumption of the study

The following were the assumptions of the study;

i. That Secondary Schools Administrators in Kikuyu District are in the process of preparing Schools Strategic Plans or are through with the process.

ii. That the process of preparation of Strategic Plans is influenced by certain factors.

iii. That in preparing Strategic Plan, Secondary Schools Administrators are involving other stake holders.

1.10 Definition of significant terms

**Strategies** refers to the means by which long terms objectives of an are organization are achieved.

**Strategic plan** is an outline of the major goals of an organizations strategies for attaining those goals.

**Emergent strategy** are strategies that emphasize on learning, coming to understand through the taking of action.
**Deliberate strategies** are strategies that focus on control, making sure that managerial intentions are realized in action.

**School administration** refers to theory and practice of managing school

**Strategic management** is that set of managerial decision and action that determines the long-run performance of a corporation.

**Strategic plan formulation** is the process by which long-range plans are made for the effective management of the environmental opportunities and threats, in light of corporate strength and weakness.

**Strategic fit** is a match between a company’s resources and activities to its external environment.

**Strategic gap** is the position of the company and its desired future position.

**Strategic posture** is the actual relationship between the firm and its environment.

1.11 **Organization of the study**

This study is organized into five Chapters. Chapter one is the introduction to the study. This consist of the Background of the study, Statement of the problem, Purpose of the study, Objectives of the study, Research questions, Significance of the study, Limitation of the study, Delimitation of the study, Basic assumption of the study and definitions of Significant terms. Chapter two which is Literature review gives a critical analysis of literature on the factors that influence preparation of School Strategic Plans. The factors to be analysed include leadership, Resources, Culture, Schools and human capital. Chapter three is the
methodology and defines the research design, target population, sample and sampling techniques, data collection instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques. Chapter four, data analysis will discuss the data analysis and interpretations while Chapter five will give a summary of this study, conclusions, recommendation and suggestions for further studies.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter critically reviews literature on concept of preparation of Strategic plans as well as factors that influence preparation of strategic plans. It also gives a summary of literature review as well as describe the theoretical and conceptual framework for the study.

2.2 Concept of Preparation of Strategic Plans

Strategic Plans are developed as an integral part of Strategic Management. Strategic management is the process of Formulation, Implementation and Evaluation of Strategy (Mintzberg, 1998). Strategic management enables managers to give direction and scope of the Organization over the long-term thereby achieving advantage for the firm through its configuration of resources within a changing environment (Johnson & Scholes 2002). Strategic management is that set of managerial decisions and actions that determines the long-run performance of a corporation. It includes environmental scanning, strategy formulation or long- range planning, Strategy implementation and Evaluation and control (Wheelen & Hunger 2008).

Preparation of Strategic Plans is done at the stage of Strategy Formulation. This stage is also referred to as Strategic planning or long-range planning (Hill-
Mcshane, 2009). According to Pearce & Robinson (2004), Strategy Formulation is designed to guide executives in defining the business company is in, the aim to seek and the means it will use to accomplish these aims.

In strategy formulation, firms do strategic analysis taking into account the Internal and External Environment. The Internal Environment encompasses the resources of the firm, policies, skills, culture among others (Gichobi, 2007). Pearce & Robinson (2003) assert that modern executives must respond to the challenges posed by the firm’s immediate and remote External Environment. They further note that the way Managers approach their Strategy development in organization differ and is determined by Organizational factors like size, Organizational complexity, culture and formality. A key concern in this process is to stay focused on to the mission and vision of the Organization to ensure these are relevant to the existing external Environmental situation.

Strategy Formulation is the development of long-range plans for the effective management of Environmental opportunities and threats, in light of corporate Strengths and Weaknesses. It includes defining the corporate Mission, specifying achievable Objectives, developing Strategies and setting Policy guidelines. Planning starts at the top of the Organization with a Strategic Plan which outlines the major goals of an Organization and the Strategies for attaining those goals. (Hill-Mcshane, 2009).
Strategy Formulation is concerned with developing a corporation Mission, Objectives, Strategies and Policies. The process starts with a Statement of the Mission, Vision, Values and Goals of an Organization. It then moves on to analysis of the External operating Environment and Internal Environment of the Organization. Through the process of analysis, Managers choose Strategies which ought to be consistent with Vision, Value and Goals of the Organization and that exploit Environmental opportunities, Counters threats, build on Organizational Strengths and correct Weaknesses.

Then managers draft action plans. These specify with precision how Strategies will be put into effect. These actions plans are what have come to be known as Strategic Plans (Hill- Mcshane 2009). Conceptually, strategic planning is deceptively simple; Analyze the current and expected future situation, determine of the direction firm and develop means for achieving the mission. In reality this is an extremely complex process that demands a systematic approach for identifying and analyzing factors external to the organization and matching them with the firms capabilities (Wheelen & Hunger2008).

Wamucii (2008) notes that the process of Strategy Formulation is not a one task event but rather it is carried out through several tasks. These include development of a Vision, Mission Statement, Situation analysis, establishing Objectives and finally crafting a Strategy. A Strategic Vision is a road map of an Organization future providing specifics about technology and customer focus, the geographic
and product markets to be pursued, the capability it plans to develop and the kind of Organization that Management is trying to create.

There are various views of Strategy development. The rational analytical view regards Strategy Formulation as a formal and disciplined process leading to a well defined organizational-wide effort aimed at the complete specification of Organizational Strategies (Hax & Majluf, 1996). In this view, also called the design school, strategy is regarded as a deliberate effort, which is formalized with the objective of defining the long term direction of an organization.

The emergent view of strategy also called the Process School considers Strategies as emerging from the Environmental conditions and circumstances. Thus, strategy is constantly adjusted with time in what Mintzberg & waters (1985) refer to as strategic learning. Mintzberg (1998) draw a distinction between planned or deliberate Strategies and Emergent strategies. They argue that deliberate strategy focuses and controls making sure that management intentions are realized in action while Emergent Strategy emphasizes on learning, coming to understand through the taking of actions. Thus the process of emergent strategy can continue until the Organization converges on the pattern that becomes its Strategy.

**2.3 The Process of Preparations of Strategic Plans**

So far literature indicates that the process of preparing a strategic plan involves several tasks. The major tasks include;
(a) **Statement of Vision**

The Vision of an Organization articulates a desired future state. It articulates what the Management of an Organization would like to achieve (Hill-Mcshane 2009). Good vision statements are meant to stretch a company by articulating some ambitious but attainable future state that will help to energize and motivate employees at all levels in the organization. A good vision can help employees make sense of the organization strategy.

(b) **Statement of mission**

The mission of an organization describes its purpose. A good mission is also referred to as The Corporate Purpose. Wheeleen & Hunger (2008) postulate that a company’s mission is the purpose or reason for the organization existence. A well-conceived mission statement defines the fundamental unique purpose that sets a company apart from other firms of its type.

(c) **Statement of values**

Values of an organization states the philosophical priorities on which managers are committed. Values outline how managers and employees should conduct themselves, how they should do business, and what kind of enterprise they should build to help the organization attain its mission and. Values can help determine the organization culture, and thus values are very important in an organization.
Koonz & Weihrich(2007) assert that the enterprise profile is shaped by people especially executives and their orientation and values are important for formulating the companies strategy. They set the organizational climate and they determine the direction of the firm through their values. Consequently, their values, preferences and attitudes toward risks have to be carefully examined because they have an impact on the strategy.

(d) Formulation of goals and objectives.

Massey (1987) defines goals of an organization as the ultimate ends toward which actions are aimed. Objectives are end results of planned activity. (Wheelen & Hunger, 2008). The purpose of goals is to specify exactly what must be done so the company can attain its mission and vision. They should be stated as action verbs and tell what is to be accomplished by when and quantified if possible.

(e) Choice of corporate strategies

Strategies form a comprehensive master plan that states how the corporation will achieve its mission and objectives. With a clear understanding of where it is headed(goals) and what scope of activities it will engage in(mission). Management need to select the routes and common threads of its approach for its decision (Massie, 1987). Strategy consists of common threads of thought for facing risks and uncertainty, seizing environment, and using the distinctive competences of the resources of the organization.
(f) **Drawing action plan**

Action plans specify precisely how at all levels strategies will be at effect. Action plans should include sub-goals, responsibilities, timelines and financial budgets. Actions plans turn broad statements of strategic intent into concrete actions that have to be undertaken within a given period. Action plans are where strategic planning gets practical. Once action plans have been drafted and agreed on, they are implemented.

**2.4 Factors that influence preparation of Strategic Plans.**

Formulating a Strategic Plan involves analysis of environment and matching the results to goals/aims of the organization so that a strategic choice can be made (Hill-Mcshane, 2009). Organizations do not exist in isolation, they interact with their Environment. Organizational environment refers to the forces that can make an impact. Strategic planning involves making organizational decisions in condition of considerable uncertainty. The results of such decisions can be failure. Hence, to reduce the uncertainty and risks attached to decision about the Organization, Environmental scanning should be done to enable forecasting. In order to identify the External and Internal Strategic factors of a firm, the management can employ Organizational Analysis techniques. Though many of these techniques are available, the most commonly used one is the SWOT analysis. This is an acronym for Strength, Weaknesses, Opportunities and
Threats. Some analysts may refer to it as TOWS or WOTS matrix (Koontz & Weihrich, 2007).

In order to identify factors that influence formulation of strategies and consequently the preparation of Strategic Plans, it is imperative to understand Organizational Environment. This environment is of two kinds; Internal Environment and External Environment. Hill- Mcshane(2009) defines Internal Environment as everything inside a firm that affects Managers ability to pursue action or Strategies. On the other hand, External Environment is everything outside a firm that might affect the ability of the enterprise to attain its goals. When managers analyze the Internal environment they typically look for Opportunities and Threats. Opportunities arise from circumstances or developments that if exploited through Strategies enable Managers to better attain the goals of their Enterprise. Threat arises from circumstances or developments in the External environment that may adversely affect the ability of Managers to attain the goals of their Enterprise.

Internal environment constitutes everything inside the firm that might affect the ability of managers to pursue certain actions or strategies. The Internal environment includes the Organization of the firm which touches on its Structure, culture, controls and incentives. It also includes the firm’s human resources and financial resources as well as the company image the organizational structure,
climate, the planning and control system as well as relations with customers (Koontz & Weihrich, 2007).

Internal environment has been referred to as Internal Strategic factors which are critical Strengths and Weaknesses that are likely to determine whether a firm will be able to take advantage of Opportunities while avoiding Threats. Factors included here are organizational structure (chain of command), culture (Beliefs and values) and resources (Assets, skills, competencies and knowledge). These factors have been referred to as strategic factors (Wheelen & Hunger, 2008). These Internal environment factors are the very factors that could influence the preparation of Strategic Plans.

External environment of an organization constitutes everything outside a firm that might affect the ability of the enterprise to attain its goals. The External environment of a firm can provide both Opportunities and threats. It is notable that the external environment cannot be easily changed by the firm. Therefore the task of Strategic decision-maker is to develop strategies based on what the firm can do to exploit opportunities and counter threats coming from the External environment. Successful strategy is, then, about matching the resources and activities of a firm to the external environment in which it operates. This is known as a strategic fit (Mellahi, 2005). The External environment consists of variables which according to Wheelen & Hunger (2008) are not typically within the short-run control of the top management. Literature indicate that management is in
control of internal environment variable (Strength and Weaknesses) more than external environment variables (Threats and opportunities). It is against this backdrop that this study chooses to research on the Internal environment variables also earlier referred to as Strategic factors.

Different scholars have categorized these factors in various ways. Wheelen and Hunger(2008) groups them broadly into organizational structure, culture and resources. Hill-Mcshane(2009) also categorizes them into three groups namely internal organization of the firms employees or Human capital and Resources. For the purposes of this study, these factors will be grouped into culture, resources, Human capital and Leadership. The administrative structure of public schools in Kenya has the school management composing of the B.O.G at the helm of the institution. This factor of school leadership is a factor that can influence preparation of strategic plans. Davies(2011) asserts that school leaders should be concerned with not just managing the now but setting up a frame work of where the organization needs to be in the future , and setting a direction for the organization. The four factors of interest here are discussed further;
(a) Culture

This refers to the basic pattern of values and assumptions shared by employees within an Organization (Hill Mcshane 2009). Also called the corporate culture, an organization’s culture refers to the dominant values at work in the organization and usually includes the dominant management style achieve in the organization (Cole, 1997).

Culture is important because the shared values and assumptions of an organization influence what a manager can and cannot do as well as what is encouraged or discouraged by the organization. It directs everyone in the organization towards the “rightway” of doing things. It frames and shapes the decisions that Managers and other Employees should make and the actions they take.

(b) Resources

The resources of a firm are the assets that managers have to work with in their quest to improve the performance of the Enterprise. They include both tangible and intangible resources (Hill-Mcshane, 2009). Mellahti(2005) Quotes Barney(1991) who defined a firm’s resources as all assets, capabilities, organizational processes, firm attributes, information, and knowledge controlled by a Firm that enable it to conceive and implement Strategies that improve its efficiency and effectiveness. Wheelen & Hunger (2008) asserts that resources are
organizations assets and are the basic building blocks of an organization. Tangible resources are physical assets such as land, Buildings, equipment, inventory, and money. Intangible resources are non-physical assets that are a creation of Managers and other employees, such as Brand names, reputation of the company, among others.

(c) **Human capital**

This has also been referred to as the human resource of an organization. This includes the knowledge, skills and capabilities embedded in individuals. Hill-Mcshane(2009) postulates that Human capital is crucial source of productivity gains and economic growth. People are the most important source of sustainable competitive advantage.

(d) **Leadership**

Bush and Glover (2003) quoted in Davies (2011) define leadership as a process of influence leading to the achievement of desired purposes. The process of leadership is the use of influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of the group objectives (Aldag, 1987). Strategic leadership define and translate the Vision and Moral purpose into action. It is a delivery mechanism for building the direction and the capacity for the Organization to achieve that directional shift or change (Davies, 2011)).
Bari (2009) observes that lack of strategic leadership in an organization would influence formulation of strategy because the CEO affects other critical factors such as resource allocation and culture among others. Okumus (2003) agrees with this view with his argument that leadership is crucial in manipulating the internal state of the organization that creates an environment that is receptive to change.

Davies (2011) argues that a strategic school leader involves themselves in five key activities. These are; setting the direction of the school, translating strategy into action; aligning the people, the organization and the strategy, determining effective strategic intervention points and develop strategic capabilities in the school.

2.5 Summary of literature review

The literature review has discussed the concept of preparation of strategic plans with an in depth discussion of the process of preparation of strategic plans as well as the factors that could influence preparation of strategic plans. This review has observed that the preparation of strategic plans could be influenced by factors coming from the environment in which an organization exists (External environment) as well as the environment in which it works (Internal environment). This review has further studied literature on internal environment variables which have also been referred to as strategic factors. Though the review has observed that these variables are numerous as indicated by various scholars, it
has further discussed four of these factors which are commonly discussed by various scholars. These four factors will be further investigated in this study.

2.6 Theoretical framework

This study will be guided by the Systems theory. This theory is based on the assumptions and ideas of Ludwig Von Bertalanffy (1951) who approached science from the perspective that each discipline studied forms systems that were composed of interrelated subsystems (Aldag, 1987). This theory further notes that there are two types of systems; open-systems that interact with their environment and closed-systems which for all practical purposes are completely self-supporting and thus do not interact with their environment (Cole, 2004). A key feature of open systems is their interdependence on the environment, which may be relatively stable or relatively uncertain at a particular point in time. A school is an open system because it interacts with its environment. Equally schools operate within an environment thus creating an internal environment.

This theory is relevant to this study because it indicates the significance of the environment for the survival of an open system. Schools are open systems and this study is based on schools as organizations. The interaction between a school and its environment is important in this study mainly because the major reason for the interest in Strategic planning is an increase in environmental uncertainty (Aldag, 1987). Secondly, the concept of an organizations environment is important in this study because as observed through literature review
Environmental variables are the factors that influence the process of strategic planning including preparation of Strategic plans.

2.8 Conceptual framework of the study

The conceptual framework for the study is presented in figure 2.1

Figure 2. Factors influencing preparation of strategic plans

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Presence of strategic leadership</td>
<td>a) Statement of vision</td>
</tr>
<tr>
<td>b) A strong organizational culture</td>
<td>b) Statement of mission</td>
</tr>
<tr>
<td>c) Adequate allocation of</td>
<td>c) Statement of values</td>
</tr>
<tr>
<td>d) Adequate supply of skilled human capital</td>
<td>d) Formulation of goals and objectives</td>
</tr>
<tr>
<td>a) Absence of strategic leadership</td>
<td>e) Choice of strategy</td>
</tr>
<tr>
<td>b) A weak organizational culture</td>
<td>f) Drawing of action plan</td>
</tr>
<tr>
<td>c) Inadequate resource allocation</td>
<td></td>
</tr>
<tr>
<td>d) Inadequate supply of skilled human capital</td>
<td></td>
</tr>
</tbody>
</table>

Process of preparation of strategic plans

Present of strategic plans in schools.

Lack of strategic plans in schools.

a) Lack of statement of vision
b) Lack of statement of mission
c) Lack of statement of values
d) Absence of goals and objectives
e) No choice of strategy
f) Action plan is not drawn
A conceptual framework of a study is a diagrammatic expression of the relationship between independent and dependent variables. In this study, preparation of strategic plans is dependent on variables such as culture of the school, strategic leadership, human capital and resource allocation. The relationship between these variables can be summarized as given in the following diagram.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a description of the methodology the researcher used in data collection and data analysis. It explains the research design, target population, sample size and sampling techniques, research instruments validity and reliability, data collection procedures and data analysis procedures.

3.2 Research design

A research design can be thought of as the structure of research (Kombo & Tromp 2009). It is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection measurement and analysis of data (Orodho 2003). This study takes the structure of a descriptive survey. According to Orodho (2003) descriptive survey is a design in which information is collected by interviewing or administering questionnaires to a sample of individuals. This research design is most suitable for this study because it determines and reports the way things are without manipulation of variables. It also allows the generalization of findings from a sample to a wider representation of the population.
3.3 Target Population

A population is a complete set of individual cases or objects with some common observable characteristics (Mugenda & Mugenda 2003). Population also refers to the larger group from which the sample is taken (Kombo & Tromp, 2009). The target population for this study was all public secondary schools in Kikuyu District which totals to twenty six schools. The respondents were the school principals and teachers. The target population also included 26 schools and teachers as stakeholders as respondents.

3.4 Sample size and Sampling procedures

A population sample is a set of respondents selected from a larger population for the purpose of a survey. (Kombo & Tromp, 2009). It is a small proportion of a population selected for observation and analysis. (Best & Kahn, 1998) In selecting a sample size the rule of the thumb should be obtain as big a sample as possible. Gay suggests that for descriptive studies, ten percent of the accessible population is enough. (Mugenda & Mugenda , 2003). In social science research, the following formula can be used to determine the sample size where the target population is less than 10,000.

\[
\frac{n}{(1+n)/N}
\]

Where \( nf \) = the final sample
n = the acceptable sample size

n = the estimate of the population size

In this study the sample size was computed using the above formula as follows;

\[
\frac{2.6}{(1+2.6)}
\]

\[
N_f = \frac{2.6}{0.1384}
\]

\[
N_f = 18.786
\]

Therefore \( n_f \) was Nineteen schools.

\( N_f = \) the sample size

n = the acceptable sample size of ten percent of the accessible population

\[
10 \times 26 = 2.6
\]

\[
100
\]

\( N = \) estimate of the population which is 26 schools

Thus in this study 19 schools was the sample size.

A sampling procedure is the procedure a researcher uses to gather people, places or things to study (Kombo & Tromp, 2009). It is a procedure of selecting the subjects or cases to be included in the sample. (Mugenda & Mugenda, 2003). This study proposes to use simple random sampling while picking out the schools to be included in the study. This will involve giving a number to every subject of the
accessible population; placing the numbers in a container and then picking any number at random. The subjects corresponding to the numbers picked are included in the sample. The suitability of this technique in this study is based on the fact that the population being targeted is relatively small and clearly defined. Also, it a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample (Kombo & Tromp, 2009).

3.5 Research Instruments

These are tools that are employed by a researcher in acquisition of data. The instrument of data collection to be used in this study is Questionnaires. According to Kombo & Tromp (2009) Questionnaire is a research instruments that gathers data over a large sample. It is used when factual information is desired (Best & Kahn, 1998). This makes it highly suitable for this study taking a design of descriptive survey. These Questionnaires were administered personally as this provided an opportunity to the researcher to establish rapport, explain the purpose of the study and explain the items that may not be clear.

3.6 Reliability of the research instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. (Mugenda & Mugenda, 2003). It is the degree of consistency that the instrument or procedure demonstrate (Kombo &
Reliability of the Research instruments to be used in this study will be done through test-retest technique. This involves administering the same instrument twice to the same group of subjects, with a time lapse between the first test and the second test.

3.7 Validity of the Research Instruments

Validity is the accuracy and meaningfulness of inferences, which are based on research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). The pilot study helps to improve face validity and content of the instruments. The researcher will use face validity to review and develop an informal opinion as to whether or not the test is measuring what it is supposed to measure. Content validity on the other hand was used by the researcher to check whether the items in the questionnaire answer the research the objectives. The supervisors who are experts in the area of study validated the instruments through expert judgment (Kirk & Miller, 1986).

3.8 Data Collection Procedure

A letter of introduction was sort from the University of Nairobi, Department of Educational Administration and Planning. This was taken to the National Council of Science and Technology in-order to get a Research permit. This permit together with a self introduction letter was presented to the relevant authorities of
the schools from which data was collected from. Once permission is granted in the school, the researcher visited the selected schools, create rapport with the respondents and explain the purpose of the study and then administer the questionnaire to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected once they had been filled.

3.9 Data analysis techniques

Data analysis refers to examining what has been collected in a research and making deductions and inferences (Kombo & Tromp, 2009). After the data has been collected there was cross-examination to ascertain their accuracy, competences and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data will then be entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 12.0. This generated the frequencies and percentages which were used to discuss the findings. Frequency distribution tables, pie charts and bar graphs were used to present the data while descriptive statistics such as percentages and frequencies were used to present the qualitative data (research questions). Qualitative data was analyzed according to the themes in the research objectives.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the data analysis, presentation and interpretation of finding. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented in both narrative and tabular forms. The chapter presents the questionnaire return rate, demographic information of the respondents and then presents data on the factors that influence preparation of the Strategic Plans in the Secondary Schools. These factors under study are presented according to the research questions.

4.2: Demographic data of the respondents

4.2.1: Demographic data of the principals

The demographic data of the principals was based on their gender, age, level of education and the years served as principal.

Gender of the principals

To establish the gender of the principals, they were asked to indicate the same. The data is presented in Figure 4.1.
Data on the gender of the principals indicated that majority (70.6%) of them were male while (29.4%) were female. This shows that most of the school in the district had male principals implying that the one third gender representation in school leadership has not been adhered to.

**Principals’ distribution by age**

The principals were further asked to indicate their age. The findings are presented in Table 4.1.
Table 4.1: Distribution of the principals according to age

<table>
<thead>
<tr>
<th>Age</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 - 35 years</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>41 - 45 years</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>46 - 50 years</td>
<td>8</td>
<td>47.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.1 shows that (47.1%) of principals were aged between 46 and 50 years, (41.2%) of principals were aged between 41 and 45 years. The data shows that most of the principals were above 41 years. The data implies that most of the principals had been headteachers for a relatively longer time hence are aware of the factors that influence preparation of strategic plans.

**Distribution of principals by level of education**

The researcher further sought to establish the highest level of education of the principals. When asked to indicate the same, they responded as presented in Figure 4.2.
Data on the principals distribution by level of education indicated that majority (58.8%) had a masters degree, (35.3%) had bachelors degree. The data shows that most of the principals had the minimum level of education as teachers hence are able provide information on the factors that influence preparation of strategic plans.

**Number of years as principals**

The principals were further asked to indicate the duration that they had been principals. The data in tabulated in table 4.2.
Table 4.2: Number of years as school principals

<table>
<thead>
<tr>
<th>Years</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>8</td>
<td>47.1</td>
</tr>
<tr>
<td>11-15 years</td>
<td>6</td>
<td>35.3</td>
</tr>
<tr>
<td>16-20 years</td>
<td>1</td>
<td>5.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Findings from the principals indicated that (47.1%) had been principals for between 6 and 10 years, (47.1%) of principals’ for between 11 and 15 years. The data implies that all the principals had been in the school for a relatively long time and hence could provide information on the factor influencing preparation of strategic plans.

**Distribution principals by number of years in the current school**

The principals were further asked to indicate the duration they had been in the current school as principals. Table 4.3 tabulates the findings.
Table 4.3: Number of years in the current school as a principal

<table>
<thead>
<tr>
<th>Years</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td>11- 15 years</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data indicated that majority (52.9%) of the principals had served their current school for between 6 and 10 years, (29.4%) of the principals for below 5 years, (11.8%) of principals for between 11 and 15 years. The data shows that the principals had been in the current school for a relatively long time adequate to have provided them with experience on the factors that affected preparation of strategic plans in their schools.

**Distribution of principals by number of streams in the schools**

The study sought from the principals the number of streams in their schools. This was sought due to the fact that the number of streams in a school implies how big or how small the school is. Their responses showed that there were more than 2 streams in the school of the study.
Gender of the students in the schools

Asked to indicate gender of their students, the principals responded as indicated in Figure 4.3.

Figure 4.3: Principals responses on the gender of the students

The findings indicated that majority of the principals (52.9%) had both boys and girls in their schools while (29.4%) had boys only and (17.6%) had girls only in their school. The data shows that all categories of schools were represented in the sample. The data represents the actual situation in the district where majority of the schools are mixed.
**Category of schools**

To establish the school category, the principals were asked to indicate the same. Figure 4.4 presents the findings.

**Figure 4.4 Principals responses on the category of the school**

Data indicated that principals were from district schools while other were from provincials school while (11.8%) of the principals were from National schools. The finding implies that opinions about preparation of strategic planning are drawn from all categories of schools.

**Training in strategic planning**

Training in preparation of strategic planning will influence how the principals will prepare their strategic plans. The study therefore sought from the principals
whether they had received training on strategic planning. They responses indicated that all of them had received the training on strategic planning. Further responses indicated that (76.7%) of them had received training in strategic plan formulation as shown by Figure 4.5.

**Figure 4.5 Principals responses on whether they had received training in strategic plan formulation**

The study further sought to establish the principals’ understanding of strategic planning. Data shows that the principals viewed the plan as the process of laying down plans and strategies that are used to attain a specific objective and for the operations of the school.
4.2.2: Demographic data of the teachers

The demographic data of the teachers was based on their gender, age, level of education, the administrative position held and the years they had been a teacher.

Distribution of teachers by age

To establish the gender of the teachers, they were asked to indicate the same. Their responses are presented in 4.6.

Figure 4.6: Distribution of the teachers according to gender

Their responses as presented in figure 4.6 showed that majority (57.5%) of the teachers were male while (42.5%) were female. This implies that there is no gender parity among teachers in the district.
Distribution of teachers by age

To determine the age of the teachers, they were asked to indicate it. The data is presented in Table 4.4.

Table 4.4: Distribution of the teachers according to age

<table>
<thead>
<tr>
<th>Age</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 29 years</td>
<td>39</td>
<td>32.5</td>
</tr>
<tr>
<td>30 - 39 years</td>
<td>22</td>
<td>18.3</td>
</tr>
<tr>
<td>40 - 49 years</td>
<td>47</td>
<td>39.2</td>
</tr>
<tr>
<td>50 - 60 years</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data on teachers age indicates that majority of the teachers were relatively old. These may have been teachers for a relatively longer time.

Teachers’ distribution by years of service since appointment as teacher

The service of appointment as teacher is important since long duration of service will influence how the teachers have been involved in school administration. Asked to indicate the number of years they had served since their appointment as a teacher, they responded as Table 4.5.
Table 4.5: Distribution of the teachers according to duration as teacher

<table>
<thead>
<tr>
<th>Duration of service as teacher</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5 years</td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>20</td>
<td>16.6</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>23</td>
<td>19.2</td>
</tr>
<tr>
<td>16 - 20 years</td>
<td>50</td>
<td>41.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>120</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data presented in table 4.5 shows that (22.5%) of teachers had below 5 years in their teaching, (16.7%) of teachers had between and 10 years, (19.2%) of teachers had 11 and 15 years while (41.7%) of teachers had between 16 and 20 years.

**Teachers’ distribution by highest educational qualifications**

Highest educational qualifications of teachers is an important factor since teachers who are highly qualified are able to understand principals of school administration. The teachers were also asked to indicate their higher educational qualifications. Their response is presented in Figure 4.7.
As shown in Figure 4.7, Majority (79.2%) of teachers had degree, (11.7%) of teachers had masters while (9.2%) of teachers had diploma level of education. When asked whether they had held any administrative position, majority (65.8%) of teachers said that they had never held any position, while (34.2%) of teachers indicated that they had held positions such as deputies position, dean of studies, guidance and counseling head and as a class teacher. The data shows that a relatively small number had held positions of leadership in the schools hence could be aware of the factors influencing preparation of strategic plans.

The study further sought to determine teachers’ understanding of Strategic Plan. Teachers indicated that it is a description of development in an institution plan to attain and an idea that brings successful results. They further said that it is a prior planning for effective systems, and it involved down activities to be carried out to
achieve certain goals and it indicates all the steps involved to achieve the set goals. The data implies that teachers were aware of what the strategic plan was hence were in a position to explain the factors that influence its preparation.

4.3 Influence of school administration on preparation of strategic plan

The study examined the respondents’ responses on the influence of school administration on preparation of strategic plan. Different items were posed to the principals and teachers so as to establish the factors that influence preparation of strategic plan. For instance, the principals were asked whether they had strategic plan in their school. Majority (88.2%) of principals said they had. The fact that majority of the schools had a strategic planes could be attributed to as Wheelen & Hunger (2008) states that a strategic management is that set of managerial decisions and actions that determines the long-run performance of a corporation. It includes environmental scanning, strategy formulation or long-range planning, Strategy implementation and Evaluation and control. According to Pearce & Robinson (2004) Strategy Formulation is designed to guide executives in defining the business company is in, the aim to seek and the means it will use to accomplish these aims. Asked why they did not have a strategic plan, the principals who did not have it indicated that they lacked finance and personnel.

When the teachers were asked whether their school had an operational strategic plan, majority (85.8%) of teachers indicated that they had as shown by Figure 4.8.
Figure 4.8: Teachers responses on whether their school had an operational Strategic plan

As asked whether they were involved in the formulation of the strategic plan, majority of the teachers (53.3%) indicated that they were involved. The data suggests that principals did not involve teachers fully in the preparation of strategic plans which may hinder its preparation. When the principals were asked to indicate the position of the school as far as preparation of strategic plans was concerned, they responded as Table 4.6.
Table 4.6: Principals responses on the position of the school as far as preparation of strategic plans was concerned

<table>
<thead>
<tr>
<th>Position</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet started</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>In the process of strategic plan formulation</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Have finished formulation of the strategic plan</td>
<td>11</td>
<td>64.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data indicated that majority (64.7%) of principals indicated that their school had finished formulation of their strategic plan while (23.5%) of principals were in the process of developing one. This agreed with teachers responses where majority (64.2%) of teachers said that their school had finished formulation of their strategic plan. The data shows that principals in the district are positive towards enhancing their schools.

The study was also interested in investigating whether the school involved stakeholders during strategic plan formulation. Majority (88.2%) of the principals indicated that they involved them. Majority of the teachers (92.5%) indicated that the school administration involved the stakeholders as shown in Figure 4.9.
Teachers and principals further indicated that teachers, B.O.G and parents were the stakeholders involved the preparation of the strategic plan.

4.4 Influence of cooperation of teachers on preparation of strategic plan

Cooperation of teachers in the strategic planning preparation is an important factor since without their involvement, strategic planning cannot be prepared. The study sought to establish whether teachers cooperated in the preparation of the schools strategic plan. To determine the influence of cooperation of teachers on preparation of strategic plan, the study sought to investigate from the principals the frequency at which they involved teachers in the preparation of strategic plan. Data is tabulated in Table 4.7.
Table 4.7 Principals’ responses on the frequency at which they involved their teachers in the preparation of strategic plan

<table>
<thead>
<tr>
<th>Frequency</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>12</td>
<td>70.6</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As indicated in Table 4.7, majority (70.6%) of the principals indicated that they involved their teachers often while a significant number (29.4%) of principals never involved their teachers in the preparation of strategic plan. The teachers were asked to indicate the same. (40.8%) of teachers indicated that they were often involved in the preparation of strategic plan. Wamucii (2008) notes that the process of Strategy Formulation is not a one task event but rather it is carried out through several tasks in which teachers are part of. The principals were asked to rate the teachers’ involvement in strategic plan preparation. Data is presented in Figure 4.10.
Findings in table 4.10 shows that majority (70.6%) of principals reported that their teachers were highly involved in the strategic plan preparation. When the teachers were asked whether they were involved in strategic plan preparation, majority of teachers (56.7%) indicated that they were often invited to discuss on strategic plan preparation. This agreed with teachers responses as majority (50.0%) of teachers said that they were highly involved as shown by Table 4.8.
Table 4.8: Teachers responses on their involvement in strategic plan preparation.

<table>
<thead>
<tr>
<th>Involvement</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly involved</td>
<td>60</td>
<td>50.0</td>
</tr>
<tr>
<td>Less involved</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>Not involved at all</td>
<td>26</td>
<td>21.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The principals were further asked to indicate whether teachers cooperated in the preparation of strategic plan. Their responses indicated that majority (70.6%) of the principals said that teachers were cooperative. This shows that both the principals and teachers were aware of the importance of strategic planning.

The study further sought to investigate whether there was a committee among the teachers that was in-charge of strategic plan preparation. Majority (58.8%) of the principals indicated that there was such a committee. This was also in agreement with majority (75.0%) of teachers who indicated that they were involved in strategic planning committee. This information from the teachers is presented in Figure 4.11.
Figure 4.11: Teachers responses on whether there was a committee among the teachers that is in-charge of strategic plan preparation

The study further sought to investigate whether the principals invited other stakeholders to discuss on strategic plan preparation. The results are presented in Figure 4.12.
Data in figure 4.12 shows that majority (76.5%) of principals invited other stakeholders discuss on strategic plan preparation. These findings imply that other stakeholders were involved in preparation of strategic plan.

The researcher further sought to investigate whether teachers were willing to take up tasks on strategic plan preparation. Data is tabulated in Table 4.9.
Table 4.9: Teachers responses on whether they were willing to take up tasks on strategic plan preparation

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>109</td>
<td>90.8</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>9.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.10 shows that majority (90.8%) of teachers were willing to take up tasks on strategic plan preparation. This agreed with the principals responses who indicated that teachers were willing to take up tasks on strategic plan preparation. This data shows that teachers cooperated fully in the preparation of the strategic plan hence ensuring its success.

To establish whether the school had the required resources for preparation of strategic plan, the principals were asked to indicate the same. Figure 4.13 presents the finding.
As presented in table 4.13, majority (58.8%) of principals indicated that they had the required resources for preparation of strategic plan while (41.2%) of the principals lacked the required resources. The data shows that even though most of the principals had the required resource for strategic plan preparation, a significant number (41.2%) did not have such resources which hindered the strategic plan preparation. Wheelen & Hunger (2008) asserts that resources are organizations assets and are the basic building blocks of an organization. Tangible resources are physical assets such as land, buildings, equipment, inventory, and money. Intangible resources are non-physical assets that are a creation of Managers and other employees, such as Brand names, reputation of the company, among others.
The researcher further sought to examine the frequency at which teachers met to discuss strategic planning preparation. Data is tabulated in Table 4.10.

**Table 4.10: Principals response on the frequency at which teachers met to discuss strategic planning preparation**

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>10</td>
<td>58.8</td>
</tr>
<tr>
<td>Rarely</td>
<td>4</td>
<td>23.6</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As presented in Table 4.10, majority (58.8%) of principals indicated that teachers met often, (23.5%) of principals said that teachers rarely met while (17.6%) of principals indicated that their teachers never met to discuss strategic planning preparation. The data implies that most of the teachers were involved in strategic plan preparation with only a few that were not involve or did not involve themselves in strategic plan preparation.

The study further sought to investigate the teacher related factors that hindered preparation of strategic planning. Data shows that there was lack of training, commitment and motivation, time was limited to study the plan, inadequate funds, poor remuneration, work load, attitudes of stakeholders which hindered
preparation of strategic planning. The data implies that there were some hindrances from the teachers’ side on the preparation of strategic plan. Hill-Mcshane(2009) postulates that Human capital is crucial source of productivity gains and economic growth. People are the most important source of sustainable competitive advantage.

4.5 Influence of students’ involvement on preparation of strategic plan

The study further sought to establish the influence of students’ involvement on preparation of strategic plan. This is because it takes all the important stakeholders in the school for the school to come up with a school plan. Involvement of the students ensures ownership of the strategic plan. The respondents in the study were asked to respond to the items that sought to investigate the extent to which students were involved in the preparation of strategic plan. For example, the principals were asked whether the students were involved in strategic planning preparation. Findings are shown by Figure 4.14.
Figure 4.14: Principals responses on whether students were involved in strategic planning preparation.

Data in Figure 4.14 shows that slightly more than half the number of principals, (52.9%), reported that students were not involved in strategic planning preparation. The data shows that students were not fully involved in the preparation of strategic plan. When teachers were asked to respond to the same item, half (50.8%) the number of teachers said that their students were not involved. The findings from the teachers and the principals imply that student were not involved in the preparation of strategic plan.

Data further indicated that there were no students committees that were involved in strategic plan preparation as indicated by majority (70.6%) of principals and majority (59.2%) of teachers in Figure 4.15 and Figure 4.16 respectively.
Figure 4.15: Principals responses on whether there were students committees that were involved in strategic plan preparation

Figure 4.16: Teachers responses on whether there were students committees that were involved in strategic plan preparation
The study sought from the principals on the level of awareness of the students of school strategic plan. They were therefore asked to indicate the extent to which students were aware of the strategic plan. The data is presented in Table 4.11.

**Table 4.11: Principals rate on the awareness of the student on strategic plan.**

<table>
<thead>
<tr>
<th>Rate</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly aware</td>
<td>7</td>
<td>41.2</td>
</tr>
<tr>
<td>Less aware</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Not aware</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Findings shows that (41.2%) of principals said that the students were highly aware of the strategic plan, while (29.4%) of the principals said that there were less aware and the same number of principals said there were not aware. Table 4.12 shows teachers responses on the same item.
Table 4.12: Teachers rate on the awareness of the student on strategic plan.

<table>
<thead>
<tr>
<th>Awareness</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly aware</td>
<td>38</td>
<td>31.7</td>
</tr>
<tr>
<td>Less aware</td>
<td>50</td>
<td>41.7</td>
</tr>
<tr>
<td>Not aware</td>
<td>32</td>
<td>26.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.12 shows that (31.7%) of teachers said that the students were highly aware of the strategic plan, (41.7%) of teachers said that there were less aware while (26.6%) of the teachers said that the students were not aware of the strategic plan. The principals were asked to whether the students should be involved in strategic planning preparation. Majority (82.4%) of principals and majority 108(90.0%) of teachers said that students’ should be involved strategic planning preparation. Hill-Mcshane (2009) also categorizes them into three groups namely internal organization of the firms employees or Human capital and Resources. For the purposes of this study, these factors will be grouped into culture, resources, Human capital and Leadership.
4.6 Influence of cooperation by the B.O.G on preparation of strategic plan.

The study sought also to establish from the respondent’s the influence of cooperation by the B.O.G on preparation of strategic plan. Data is presented in the Table 4.13.

Table 4.13: Respondents’ responses on influence of cooperation by the B.O.G on preparation of strategic plan

<table>
<thead>
<tr>
<th>Statement</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Largely involved</td>
<td>Less involved</td>
</tr>
<tr>
<td>B.O.G involvement in the preparation of strategic plan</td>
<td>15</td>
<td>88.2%</td>
</tr>
<tr>
<td>The awareness of the B.O.G members in strategic planning in the school</td>
<td>12</td>
<td>70.6%</td>
</tr>
</tbody>
</table>

Table 4.13 shows that majority (88.2%) of principals indicated that the B.O.G were largely involved in the preparation of strategic plan while majority (90.0%) of teachers indicated that the B.O.G were largely involved. Data further shows
that majority (70.6%) of principals indicated that the B.O.G members were highly aware of the in strategic planning in the school while majority (77.5%) of teachers also indicated that the B.O.G were highly aware. Bari (2009) observes that lack of strategic leadership in an organization would influence formulation of strategy because the CEO affects other critical factors such as resource allocation and culture among others. Okumus(2003) agrees with this view with his argument that leadership is crucial in manipulating the internal state of the organization that creates an environment that is receptive to change.

The study further sought to investigate whether the B.O.G members were ready to meet to discuss the strategic plan preparation. This is because the B.O.G adb part of the school management and hence should be involved. Majority (86.7%) of teachers and all principals indicated that the B.O.G member were ready to meet to discuss the strategic planning. This is indicated by Figure 4.17.
Figure 4.17: Teachers responses on whether the B.O.G members were ready to meet to discuss strategic plan preparation

As asked whether there was a committee among the B.O.G members for strategic plan preparation, majority (82.4%) of principals indicated that there were there as shown by Table 4.14.

Table 4.14: Principals responses on whether there was a committee among the B.O.G members for strategic plan preparation

<table>
<thead>
<tr>
<th>Response</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>82.4</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Data presented in Table 4.14 shows that majority (67.5%) of teachers indicated that there was a committee among the B.O.G members for strategic plan preparation. Table shows principals’ responses on extent to which the organizational factors had contributed to effective Strategic Plan formulation in their school.

The researcher was interested in establishing how organizational factors had contributed to effective strategic plan formulation in their school. The principals were presented with a number of factors that influenced effective strategic planning formulation. The data is presented in Table 4.15.
Table 4.15: Principals responses on the extent to which the organizational factors had contributed to effective Strategic Plan formulation in their school.

<table>
<thead>
<tr>
<th>Organizational factors</th>
<th>Little extent</th>
<th>Average extent</th>
<th>Great extent</th>
<th>Very great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School culture</td>
<td>3 17.6</td>
<td>2 11.8</td>
<td>7 41.2</td>
<td>5 29.4</td>
</tr>
<tr>
<td>Visionary leadership</td>
<td>0 00</td>
<td>4 25.5</td>
<td>7 41.2</td>
<td>3 35.3</td>
</tr>
<tr>
<td>Human resources</td>
<td>2 11.8</td>
<td>4 23.5</td>
<td>3 17.6</td>
<td>8 47.1</td>
</tr>
<tr>
<td>Allocation of financial</td>
<td>0 00</td>
<td>7 41.2</td>
<td>3 17.6</td>
<td>7 41.2</td>
</tr>
</tbody>
</table>

Table 4.15 shows that (41.2%) of principals indicated that school culture and visionary leadership had contributed to effective strategic plan formulation in their school at a great extent, the same number of principals said that allocation of financial resources had contributed to a very great extent while (47.1%) of principals indicated that human resources had contributed at a very great extent.

The principals were also asked to indicate how difference factors affected the formulation of strategic planning. Their responses are presented in Table 4.16.
Table 4.16: Principals views on the formulation of school Strategic Plan

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>The current school culture support formulation of school Strategic Plan</td>
<td>7 41.2</td>
<td>8 47.1</td>
<td>1 5.9</td>
<td>1 5.9</td>
<td></td>
</tr>
<tr>
<td>The school leadership has been in the forefront in providing leadership</td>
<td>5 29.4</td>
<td>7 41.2</td>
<td>3 17.6</td>
<td>1 5.9</td>
<td>1 5.9</td>
</tr>
<tr>
<td>The management team has skills that ensure successful strategy</td>
<td>11 64.7</td>
<td>3 17.6</td>
<td>2 11.8</td>
<td>1 5.9</td>
<td></td>
</tr>
<tr>
<td>Enought financial resources required for formulation of Strategic Plan in</td>
<td>8 47.1</td>
<td>1 5.9</td>
<td>8 47.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the school has been unavailable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.16 shows that (47.1%) of principals agreed that the current school culture support formulation of school Strategic Plan, the same number of principals strongly agreed that enough financial resources required for formulation of strategic plan in their school has been unavailable, (41.2%) of principals agreed that the school leadership has been in the forefront in providing leadership to ensure strategy formulation while majority (44.7%) of the principals strongly agreed that the management team has skills that ensured successful strategy
formulation. Teachers were also asked to indicate how various factors influenced formulation of strategic planning. Their responses are presented in Table 4.1.

Table 4.17: Teachers responses on factors that influenced formulation of Strategic Plan

<table>
<thead>
<tr>
<th>Factors</th>
<th>High positive influence</th>
<th>Positive influence</th>
<th>No influence</th>
<th>High negative influence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Principals leadership styles</td>
<td>74</td>
<td>61.7</td>
<td>44</td>
<td>36.7</td>
</tr>
<tr>
<td>Principals level of training</td>
<td>63</td>
<td>52.5</td>
<td>40</td>
<td>33.3</td>
</tr>
<tr>
<td>Allocation of human resources</td>
<td>48</td>
<td>40.0</td>
<td>54</td>
<td>45.0</td>
</tr>
<tr>
<td>Allocation of financial resources</td>
<td>55</td>
<td>45.8</td>
<td>44</td>
<td>36.7</td>
</tr>
<tr>
<td>School culture</td>
<td>42</td>
<td>35.0</td>
<td>52</td>
<td>43.3</td>
</tr>
<tr>
<td>Structure of school administration</td>
<td>45</td>
<td>37.5</td>
<td>56</td>
<td>46.7</td>
</tr>
<tr>
<td>Role of B.O.G in school management</td>
<td>59</td>
<td>49.2</td>
<td>50</td>
<td>41.7</td>
</tr>
<tr>
<td>Use of motivation rewards to students</td>
<td>47</td>
<td>39.2</td>
<td>54</td>
<td>45.0</td>
</tr>
<tr>
<td>Use of motivation rewards to staff</td>
<td>44</td>
<td>36.7</td>
<td>57</td>
<td>47.5</td>
</tr>
</tbody>
</table>
Findings from teachers’ responses as presented in Table 4.17 shows that principals’ level of training had a high positive influence in the formulation of strategic plan as indicated by majority (52.5%) of the teachers, majority (61.7%) of teachers reported that principals leadership styles had a high positive influence, (45.0%) of teachers indicated that allocation of human resources had a positive influence, (45.8%) of teachers indicated that allocation of financial resources had a high positive influence, (49.2%) of teachers indicated that the role of B.O.G in school management had a high positive influence while (47.5%) of teachers indicated that use of motivation rewards to staff had a positive influence in the formulation of strategic plans.

The study further sought to establish the challenges that the school faced in the preparation of strategic plan. Findings from teachers indicated that there was inadequate finance for proper facilities, the entry behavior was poor, there stakeholders were not hardworking and there was a challenge of inadequate time for preparation and formulation of the strategic plan. Principals indicated there was lack of resources to prepare the strategic plan, there personnel were not adequately trained and some of the stakeholders were very busy people.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, summary of findings, conclusions, recommendations and suggestions for further study.

5.2 Summary of the study

The purpose of this study was to investigate the factors that influence preparation of the Strategic Plans in the Secondary Schools Kikuyu District. Five research questions were formulated to guide the study. The research objectives one sought to establish how school administration influences preparation of strategic planning in Kikuyu District. Research objective two sought to determine how cooperation of teachers influence the influence preparation of strategic planning in Kikuyu District. Research objective three establish students’ involvement influences preparation of strategic planning in Secondary Schools in Kikuyu District.

Research objective four determine how cooperation by the Board of Governors influence preparation of strategic planning in Secondary Schools in Kikuyu District and lastly identify challenges faced by schools in the preparation of Strategic Plans in Secondary Schools in Kikuyu District. The study employed
descriptive survey design. The sample comprised 19 principals and 190 teachers. Data were gathered by use of questionnaires. Data were analysed by use of qualitative and quantitative techniques.

Findings revealed that majority (88.2%) of schools had a strategic plan which was operational. Majority of the teachers (53.3%) indicated that they were involved in the development of the strategic plan. The school administration involved the teachers, B.O.G and parents were involved the preparation of the strategic plan. Findings on the influence of cooperation of teachers on preparation of strategic plan indicated that teachers were involved in the preparation of majority (70.6%) of the principals.

Majority (76.5%) of principals invited other stakeholders discuss on strategic plan preparation. Majority (90.8%) of teachers were willing to take up tasks on strategic plan preparation. Findings on the influence of students’ involvement on preparation of strategic plan revealed that students were not involved in strategic planning preparation. Students were also not aware of the strategic plan. Findings on the influence of cooperation by the B.O.G on preparation of strategic plan revealed that majority (88.2%) of principals and majority (90.0%) of teachers indicated that the B.O.G were largely involved in the preparation of strategic plan. The B.O.G members were ready to meet to discuss the strategic plan preparation. Majority (67.5%) of teachers indicated that there was a committee among the B.O.G members for strategic plan preparation. Majority (41.2%) of principals
indicated that school culture and visionary leadership had contributed to effective strategic plan formulation in their school at a great extent, the same number of principals said that allocation of financial resources had contributed to a very great extent while (47.1%) of principals indicated that human resources had contributed at a very great extent.

The principals indicated that the current school culture support formulation of school Strategic Plan, the same number of principals strongly agreed that enough financial resources required for majority (61.7%) of teachers reported that principals leadership styles had a high positive influence, (45.0%) of teachers indicated that allocation of human resources had a positive influence, (45.8%) of teachers indicated that allocation of financial resources had a high positive influence, (49.2%) of teachers indicated that the role of B.O.G in school management had a high positive influence while (47.5%) of teachers indicated that use of motivation rewards to staff had a positive influence in the formulation of strategic plans. It was also revealed that there were several challenges that school faced in the preparation of strategic plan.

5.3 Conclusions

Based on the findings the study concluded that school principals influenced the preparation of strategic plan. For example, the school administration involved the teachers, the BOM and the parents in the strategic plan preparation. The teachers, BOM and parents cooperated in the preparation of the strategic plan. The study
also concluded that students were not involved in the strategic plan preparation. It was also concluded that there was cooperation from the BOM on preparation of strategic plan. The study also concluded that. The BOM members were ready to meet to discuss the strategic plan preparation. The study concluded that school culture and visionary leadership had contributed to effective strategic plan formulation in their school at a great extent, the same number of principals said that allocation of financial resources had contributed to a very great extent. However, there were several challenges that school faced in the preparation of strategic plan. These included inadequate finance for proper facilities, poor students’ entry behavior, reluctance on the part of the stakeholders and inadequate time for preparation and formulation of the strategic plan.

5.4 Recommendations

The following were the recommendations for the study

i. That the school administration should involve students in the formulation of the strategic plan

ii. That the school administration should create a culture that supports strategic plan formulation

iii. Parents should be educated on the importance of strategic plan
5.5 Suggestions for further research

The following were the suggestions for further research

i. A study on the institutional factors affecting formulation of strategic plan should be conducted

ii. A study on influence of students involvement on the preparation of strategic plan should conducted

iii. Since the study was carried out in one administrative district, similar studies should be conducted in other districts.
REFERENCES


Dear Principal,

30th October 2012

RE: FACTORS INFLUENCING IMPLEMENTATION OF STRATEGIC PLANS IN SECONDARY SCHOOLS IN KIKUYU DISTRICT

I am a postgraduate student in the University of Nairobi pursuing a Master of Education Degree in Educational Administration and Planning. I am carrying out a Research on the above named topic. I kindly request for your assistance by responding honestly to all the items in the Questionnaire given to you. I also ask for your permission to collect data from members of your teaching staff.

The findings will not be used for any other purpose other than for this study.

Your cooperation and contribution will be highly appreciated.

Yours faithfully,

Njoroge Rose Wambui
APPENDIX II

QUESTIONNAIRE FOR SCHOOL PRINCIPALS

This Research is meant for academic purposes. Kindly answer all questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name or that of your school anywhere on this Questionnaire. Put a tick (✓) where appropriate or fill in the required information in the spaces provided.

Part A: Demographic data

1. What is the category of your school?
   - National school [ ]
   - Provincial [ ]
   - District school [ ]
   - National [ ]

2. How many streams does your school have?
   - 1 stream [ ]
   - 2 streams [ ]
   - 3 streams [ ]
   - 4 streams [ ]
   - 5 and more streams [ ]

3. What is the category of your school in terms of gender?
   - Boys only [ ]
   - Girls only [ ]
   - Mixed [ ]

4. What is your gender
   - Male [ ]
   - Female [ ]

5. What is your age in years?
6. What is your highest level of education?

- Diploma [ ]
- Masters [ ]
- Degree [ ]
- Others (specify) ________________________________

7. How many years have you served as a headteacher in this school?

- Below 5 years [ ]
- 6 – 10 years [ ]
- 11 – 15 years [ ]
- 16 – 20 years [ ]
- Over 20 years [ ]

8. How many years have you been a school principal

- Below 5 years [ ]
- 6 – 10 years [ ]
- 11 – 15 years [ ]
- 16 – 20 years [ ]
- Over 20 years [ ]

9. Have you received any training in management?

- Yes [ ]
- No [ ]

10. Have you received training in strategic plan formulation?

- Yes [ ]
- No [ ]

11. What is your understanding of strategic planning?
Section B: Influence of school administration on preparation of strategic plan

12. Do you have a strategic plan in your school?

Yes [ ]  
No [ ]

13. If there is none, what are the reasons?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Where is school as far as preparation of strategic plans concerned?

i. Not yet started [ ]

ii. In the process of Strategic Plan formulation [ ]

iii. Have finished formulation of our strategic plan [ ]

14. Does your school involve stakeholders during Strategic plan formulation?

Yes [ ]  
No [ ]

If yes indicate the stakeholders involved

Teachers [ ]

B.O.G [ ]
Parents [ ]
Others (specify) [ ]

15. How often have you involved your teachers in the preparation of strategic plan?
Often [ ] Rarely [ ]
Never [ ]

16. Have you invited other stakeholders to discuss on strategic plan preparation?
Yes [ ] No [ ]

17. Do you have the required resources for preparation of strategic plan?
Yes [ ] No [ ]

18. If there is no strategic plan, when do you intend to have one in place?
________________________________________
________________________________________
________________________________________
________________________________________

Section C: Influence of cooperation of teachers on preparation of strategic plan

19. How often have you invited your teachers to discuss on strategic plan preparation?
Often [ ] Rarely [ ]

20. Are teachers cooperative in the preparation of strategic plan?

Yes [ ] No [ ]

21. Is there a committee among the teachers that is incharge of strategic plan preparation?

Yes [ ] No [ ]

22. How do you rate teachers involvement in strategic plan preparation?

Highly involved [ ] less involved

Not involved at all [ ]

23. Are teachers willing to take up tasks on strategic plan preparation?

Yes [ ] No [ ]

24. How often do teachers meet to discuss strategic planning preparation?

Often [ ] Rarely [ ]

Never [ ]

25. What teacher factors hinder preparation of strategic planning?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Section D: Influence of students’ involvement on preparation of strategic plan

26. Are students involved in strategic planning preparation?
27. Are there students committees that are involved in strategic plan preparation?

Yes [ ] No [ ]

28. How would you rate the awareness of the student on strategic plan?

Highly aware [ ] Less aware [ ]
Not aware [ ]

29. In your opinion should students be involved in strategic planning preparation?

Yes [ ] No [ ]

Section E: Influence of cooperation by the B.O.G on preparation of strategic plan

30. To what extent is the B.O.G involved in the preparation of strategic plan/

Largely involved [ ] Less involved [ ]
Not involved at all [ ]

31. How would you rate the awareness of the B.O.G members in strategic planning in your school?

Highly aware [ ] Less aware [ ] not aware[ ]

32. Are the B.O.G members ready to meet to discuss strategic plan preparation?

Yes [ ] No [ ]
33. Is there a committee among the B.O.G members for strategic plan preparation?
Yes [ ] No [ ]

34. Please answer the following questions by circling the number that best describes the extent to which each of the stated organizational factors has contributed to effective Strategic Plan Formulation in your school.

School culture 1 2 3 4 5
Visionary leadership 1 2 3 4 5
Human resources 1 2 3 4 5
Allocation of Financial Resources 1 2 3 4 5
Any other factor .................................................................

35. Please answer the following questions by ticking in the box that best describes your level of agreement or disagreement with each statement.

Use the following key

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The current school culture</td>
<td></td>
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<tr>
<td>2 Support formulation of school Strategic Plan</td>
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<td>3 The school leadership has been in the forefront in</td>
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<td>4</td>
<td>The management team has skills that ensure successful strategy formulation</td>
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<td>5</td>
<td>Enough financial resources required for formulation of Strategic Plan in my school has been unavailable</td>
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**Section F: Challenges faced in the preparation of Strategic plan**

36. What challenges does your school face in the preparation of strategic plan?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

*I wish to thank you sincerely for taking your time to complete this Questionnaire. Your cooperation is highly appreciated.*
APPENDIX III

TEACHERS QUESTIONNAIRE

You have been chosen to participate in a study on the Factors influencing formulation of Strategic Plans in Secondary schools in Kikuyu District. This Questionnaire is designed to explore how to perceive the leadership and culture of your school. The information you give is confidential and will be used for Research purposes only. Do not therefore indicate your name or the name of your school in the Questionnaire.

PART A: Demographic data

What is your age in years?

20 – 29 years [ ] 30 – 39 years [ ]
40 – 49 years [ ] 50 – 60 years [ ]

Please indicate your gender.

Male [ ] Female [ ]

What number of years have you served since your appointment as a teacher?

0 – 5 years [ ] 6-10 years [ ]
11-15 years [ ] 16-20 years [ ]

What is your highest Educational qualification?

Diploma [ ] Degree [ ]
Masters [ ] PHD [ ]

Have you held any administrative position?
ii) If yes, indicate this position…………………………

What is your understanding of a “Strategic Plan”?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Does your school have an operational Strategic plan?

Yes [ ] No [ ]

If yes, were you involved in it’s formulation?

Yes [ ] No [ ]

If yes, how were you involved?

Yes [ ] No [ ]

Section B: Influence of school administration on preparation of strategic plan

1. Where is school as far as preparation of strategic plans concerned?

   iv. Not yet started [ ]

   v. In the process of Strategic Plan formulation [ ]

   vi. Have finished formulation of our strategic plan [ ]

2. Does your school involve stakeholders during Strategic plan formulation?

Yes [ ] No [ ]
If yes indicate the stakeholders involved
Teachers [ ]
B.O.G [ ]
Parents [ ]
Others (specify) [ ]

3. How often are you involved in the preparation of strategic plan?
   Often [ ] Rarely [ ]
   Never [ ]

4. Have you been invited to discuss on strategic plan preparation?
   Yes [ ] No [ ]

Section C: Influence of cooperation of teachers on preparation of strategic plan

5. How often have you been invited by the school administration to discuss on strategic plan preparation?
   Often [ ] Rarely [ ]
   Never [ ]

6. Is there a committee among the teachers that is incharge of strategic plan preparation?
   Yes [ ] No [ ]

7. How do you rate your involvement in strategic plan preparation?
   Highly involved [ ] less involved
   Not involved at all [ ]
8. Are you willing to take up tasks on strategic plan preparation?
   Yes [ ]  No [ ]

9. How often do teachers meet to discuss strategic planning preparation/
   Often [ ]  Rarely [ ]  Never [ ]

10. What teacher factors hinder preparation of strategic planning?
    ______________________________________________________________
    ______________________________________________________________
    ______________________________________________________________
    ______________________________________________________________

Section D: Influence of students’ involvement on preparation of strategic plan

11. Are students involved in strategic planning preparation?
    Yes [ ]  No [ ]

12. Are there students committees that are involved in strategic plan preparation?
    Yes [ ]  No [ ]

13. How would you rate the awareness of the student on strategic plan?
    Highly aware [ ]  Less aware [ ]  Not aware [ ]

14. In your opinion should students be involved in strategic planning preparation?
Section E: Influence of cooperation by the B.O.G on preparation of strategic plan

15. To what extent is the B.O.G involved in the preparation of strategic plan/
   Largely involved [    ] Less involved [    ]
   Not involved at all [    ]

16. How would you rate the awareness of the B.O.G members in strategic planning in your school?
   Highly aware [    ] Less aware [    ] not aware [    ]

17. Are the B.O.G members ready to meet to discuss strategic plan preparation?
   Yes [    ] No [    ]

18. Is there a committee among the B.O.G members for strategic plan preparation?
   Yes [    ] No [    ]

19. The purpose of this section is to get your view on factors that influence formulation of Strategic Plans. Please tick the level of influence for each of the following as follows:
   1. High positive influence  4. High negative influence
   2. Positive influence
   3. No influence
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<tbody>
<tr>
<td>a.</td>
<td>Principals leadership styles</td>
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<td>b.</td>
<td>Principals level of training</td>
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<td>c.</td>
<td>Allocation of human resources</td>
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<td>d.</td>
<td>Allocation of financial resources</td>
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<td>e.</td>
<td>School culture</td>
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<td>f.</td>
<td>Structure of school administration</td>
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<td>g.</td>
<td>Role of B.O.G in school management</td>
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<td>h.</td>
<td>Use of motivation rewards to students</td>
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<tr>
<td>i.</td>
<td>Use of motivation rewards to staff</td>
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</tbody>
</table>

20. What challenges does your school face in the preparation of strategic plan?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

*I wish to thank you sincerely for taking your time to complete this Questionnaire.*

*Your cooperation is highly appreciated.*
APPENDIX IV

RESEARCH PERMIT

THIS IS TO CERTIFY THAT
Prof./Dr./Mr./Mrs./Miss/Institution
Rose Wambui Njoroge
of (Address) University of Nairobi
P.O. Box 92, Kikuyu, K.C.P.O. 992, Kikuyu
has been permitted to conduct research in
Location
Kikuyu
District
Central
Province
on the topic: Factors influencing preparation of strategic plans in secondary schools in
Kikuyu District, Kenya.

for a period ending: 31st December, 2013

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

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

Applicant’s Signature
Joyce Njeri

Secretary
National Council for
Science & Technology