



RESOURCES AND STAKEHOLDER CHALLENGES AFFECTING STRATEGIC PLAN IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN NANDI CENTRAL SUB-COUNTY, KENYA

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ABSTRACT

This study was carried out to determine resources and stakeholder factors that affected the implementation of strategic plans in Nandi Central Sub-County in Nandi County. Nandi Central Sub-County had 52 public secondary schools. The study was conducted using descriptive survey design and data was collected from Principals, B.O.M (Board of Management) members and teachers from a sample of twelve schools within the sub-county. Data was collected using questionnaires and interview guide. The questionnaires that were returned for analysis were from 8 principals and the 72 teachers while an interview guide was used for 14 Board of Management members. The data was analyzed using SPSS (Statistical Package for Social Science) as both qualitative and quantitative data were collected. The data was then presented in the form of tables and bar graphs to enable interpretation of the findings. The findings of this study established that schools in Nandi Central Sub-County lacked enough financial resources. The study also revealed that most of the stakeholders did not participate in the implementation of the strategic plan. These findings were expected to provide useful information to policy makers on challenges affecting the implementation of strategic plan. Based on the findings of this study, the government should increase funding given to schools to enable implementation of strategic plan.

Key Words: Resources, stakeholder Challenges, Strategic Plan Implementation

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INTRODUCTION

Institutional preparation of strategic plans for their various advantages is a global practice. However, a variety of challenges as indicated by many studies undertaken the world over have been inevitable.

According to David, (2011) strategic management is the art and science of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its objectives. According to the author, strategic management focuses on integrating management, marketing, accounting, production, research and development, and information systems to achieve organizational success. Wheelen and Hunger (2008) defined strategic Management as a set of managerial decisions and actions that determine the long-run performance of a corporation

Strategic planning in the Education system is handled differently in different countries in the world. According to Bell (2002) the UK government put emphasis on the staff developing their own priorities and come up with the strategies to achieve them. Later the strategic plans are used by the government as focal point for inspection framework. This means that the teachers are required to show their achievements during routine inspections based on the parameters they had set in the strategic plans. Bell (2002) reports that the UK government has come up with a system of deriving targets for the schools from the national targets set for the different categories of schools.

According to a South Africa Country report on Progress on the implementation of regional Education and Training plan (2011), some of the challenges affecting the implementation strategies in the education system include; schools lacking the basic conditions for effective attainment of learning outcomes with key factors contributing to system failure being the socio-cultural environment within and outside schools, enabling policy context coupled

with a capable bureaucracy to support schools effective. Other challenges reported include the impact of high income and wealth inequality in the country which has created a huge differential in discretionary income use to supplement the education spending; fragmented legislative and policy framework resulting in uncoordinated service delivery. Teacher absenteeism is a problem in many schools.

In Kenya, the Kenya Education Sector has in the last decade embarked on plans to institute reforms at all levels of education. However, according to Lewa, Mutuku and Mutuku, (2009) “the planning has always been the traditional one” that followed the government’s five year planning circle. This planning was not strategic as it was never seriously focused on the long term. This was the case until the advent of performance contracting in 2003 that demanded that planning be strategic (GoK, 2003). Various studies have indicated that some of the challenges facing strategic planning in Kenya include inadequate resources, employee motivation, and support by top leadership, government policy, employee skills, insufficient management approaches and limited control over the process.

In Nandi Central Sub-County, schools have developed strategic plans as per the ministry of education requirement. However, academic performance in the Sub-County has remained low and the school infrastructure in many schools. In the last five years, there have been increased cases of student riots. The promise of strategic planning has been to increase the efficiency and effectiveness of the organizations by improving both current and future operations, (Baile, 1998). Strategic planning provides a framework for management’s vision of the future. This process determines how the organization will change to take advantage of the future opportunities that are likely to emerge. The strategic management process is utilized by management to establish

objectives, set goals and develop methods of measuring its progress.

This study therefore sought to establish the resources and stakeholder challenges that affect the implementation of strategic plans in public secondary schools in Nandi central Sub-County.

Statement of the Problem

The main function of a school is to ensure successful teaching and learning in order to develop socially responsible citizens, strategic planning in schools is geared towards improving teaching and learning. To ensure this the school should have sufficient physical facilities, human and financial resources in addition to a conducive environment for learning. It therefore means that schools which have successfully implemented their strategic plans should have better academic performance and better physical facilities.

Schools in Nandi Central have developed strategic plans as per the Ministry's requirements. The schools' main function is to ensure that the students receive quality education. The academic performance in the Sub-County had been low with many schools posting below average mean scores in national examinations. A few schools such as Kapsabet Boys High School and Kapsabet Girls High School performed well fostering a performance of 79.062 (A-) and 66.513 (B) respectively in 2013 KCSE examination. The Sub-County mean mark in KCSE 2012 was 35.2397, (KNEC, 2013) which was a mean grade of D+ and dropped to 33.9089 in KCSE 2013, (KNEC, 2014) which was a mean grade of D plain. This was worrying considering the number of students involved who might not get opportunities in institutions of higher learning. According to a study by Reche *et al* (2012), some of the factors contributing to poor performance in schools included inadequate learning resources, understaffing, and lack of motivation of teachers, large workloads and inadequate monitoring by head teachers.

In the last five years there had been an increased incidence of student riots which had been attributed to poor management of the institutions and continued poor performance. Some had attributed to drug abuse by the students, which could be an indication of the institutions inability to assess its external environment and take necessary remedial action. Most schools had not sought to expand their present capacities despite the increasing number of students. These problems were indicators of lack of strategic planning or non-implementation of strategic plan.

Public Secondary school in Nandi Central Sub-County will continue to deteriorate both academically and in development unless action is taken to change the trend. The student performance will continue declining leading to loss of valuable investment by both the parents and the government. Also the existing infrastructure will continue to deteriorate and eventually lead to lack of basic conditions for effective teaching and learning in schools. If schools do not implement the strategic plans the stakeholders in the will not be striving for a common goal resulting in compromised academic achievement.

In a study by Njagi, Muathe and Muchemi (2013) on the analysis of factors influencing the formulation of strategic plans in Embu North District they found that employee motivation, availability of funds, support by top school leadership, government policy and employee skills affected the formulation of strategic plans in public secondary schools. This study may be similar but dealt with the factors affecting the formulation of strategic plans and was carried out in Embu North District. The factors affecting the formulation of strategic plans may not be the same factors affecting the implementation of the strategic plans. The two different locations could have different challenges. It was due to these assumptions that this study was undertaken. Thus, this study was set to establish the challenges affecting the

implementation of strategic plans in public schools in Nandi Central Sub-County.

Theoretical Framework

This study was guided by systems theory. This theory was proposed by Ludwig Von Bertalanffy in the 1940s and furthered by Ross Ashby. The theory is an interdisciplinary study of the organization of phenomena. It describes a system as abstract organizations independent of substance, type, time and space. A system is said to consist of a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts. The basic concept in systems theory is that of hierarchical relationships between systems. A system is composed of subsystems of a lower order and is part of a supra system. Thus there is a hierarchy of components of the system. Systems theory focuses on the arrangement of relations between parts which connect them into a whole.

The systems interactive nature of organizational analysis features continual stages of input, processing and output which demonstrates the concept of openness and closedness. A closed system does not interact with its environment since it has rigid impermeable boundaries. L. Von Bertalanffy emphasized that real systems are open to and

Conceptual Framework

Challenges of strategic plan implementation

interact with their environments and that they acquire qualitatively new properties through emergence, resulting in continual evolution. Closed systems move towards entropy and disorganization. On the other hand open systems exchange information, energy or materials with their environments. Open systems appear to move in the direction of greater differentiation, elaboration and a higher level of organization, Kast and Rosenzweig (1972).

A school system consists of subsystems such as departments such as administration, teachers, support staff, parent and BOM. These subsystems must work in harmony for the system to function effectively. In the process of strategy implementation, the various groups must contribute adequately. If one of the groups fails in its role then the process is affected. The school should adopt an open system where there is free flow of information between the subsystems. This facilitates process of strategic plan implementation as all the stakeholders are involved. According to systems theory, a closed system has a tendency to move towards entropy and disorganization. The school system which maintains a closed system tends to scuttle its success in the implementation of the strategic plan.

Indicators of non-implementation of strategic plans

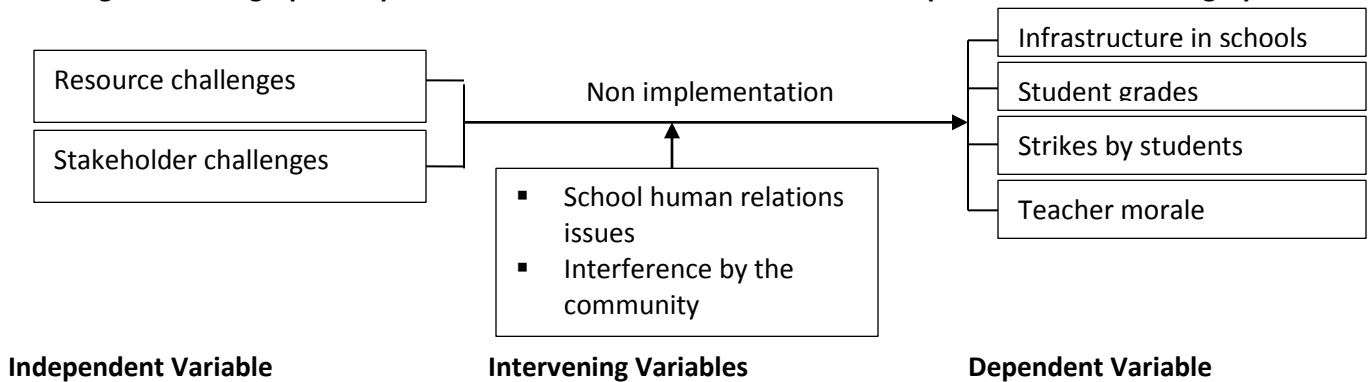


Figure 1: Conceptual Framework
Source: Researcher (2014)

LITERATURE REVIEW

Strategic Management Model

This study was based on the strategic management model of strategic management process. The strategic management model presents the strategic management process in to five phases: Defining the business and the company mission; setting strategic objectives and performance targets; formulating a strategy to achieve the target objective; implementing and executing the strategic plan; and lastly evaluating performance and reformulating the strategic plan. The first three components give direction to the business and this in effect constitutes the organization's strategic plan. The fourth component is the most complicated and challenging one because it involves not only deciding on but also undertaking administrative actions needed to convert the strategic plan in to results. The fifth component, evaluating strategic performance and making corrective adjustments is both the end and the beginning of the strategic management cycle.

Majority of authors have put strategy formulation, implementation of organizational strategy and strategic control focuses in their models. Planning strategy and environmental analysis phase are also important and most of the authors put this phase under formulation phase (David, 1997).

Wheelen and Hunger (2008) suggested that there are four phases involved in strategic management. These are environmental scanning, strategy formulation, strategy implementation and evaluation and control.

According to David (2009) strategic planning is sometimes confused with strategy formulation, because strategic plan is constructed in this stage. According to David (2011) the strategic management process consists of three stages. These are strategy formulation, implementation and strategy evaluation. The formulation phase is a strategy that aims at ensuring that organizations achieve their objectives (Certo and Peter, 1991). David (2011) stated that

strategy formulation include deciding which business to pursue, how to allocate resources without hostile takeovers and whether to enter international markets. He also added that strategy formulation phase comprises development of a mission statement, identification of external opportunities and threats, determination of internal strengths and weaknesses, establishing long-term objectives, generating alternative strategies, and choosing the best strategy to be implemented.

Resource Based Theory

The resource based theory is based on the concept of economic rent and the view of an organization as a collection of capabilities. The theory argues that the basis of a firm's competitive advantage lies mainly in the application of its valuable resources. To create a sustainable competitive advantage, a firm's resources should be heterogeneous and not perfectly mobile. It highlights the importance of a fit between the external market context in which the firm operates and its internal capabilities. The resource based theory is grounded in the perspective that the organization's internal environment in terms of its resources and capabilities is more critical in the determination of the strategic action than is the external environment. Instead of focusing on the accumulation of the resources necessary to implement the strategy, the resource based theory suggests that a firm's resources and capabilities provide the basis for the strategy.

The theory suggests that each organization is a collection of unique resources and capabilities that provides a basis for its strategy and the primary source of its returns. According Wenerfelt (1984) as cited by Mahoney and Pandian (1992), resource based theory suggests that the resources possessed by a firm are the primary determinants of its performance and these contribute to a sustainable competitive advantage. Barney (1991) asserts that resources include all assets, capabilities, organizational processes, firm attributes, information

and knowledge controlled by a firm that enables the firm to conceive of and implement strategies that improve its efficiency and effectiveness.

Resources are inputs into an organization's production process such as capital, equipment, the skills of individual employees, patents, finances and talented managers. Resources are either tangible or intangible in nature.

The firm's resources must be valuable. This means that the resources enable the firm to use a value-creating ability in reducing its weaknesses or outperforming its competitors. The resources should also be rare and inimitable. If a resource is controlled by only one organization it could be a source of competitive advantage. This is possible if the resource cannot be perfectly duplicated by competitors. The firm's resource should be non-substitutable. If competitors can counter the firm's value creating strategy by using a substitute resource then the firm's competitive advantage is lost. The organization should always seek to obtain and protect resource that have can improve its performance. A capability is the capacity for a set resource to integratively perform a stretch task or an activity. Through continued use, capabilities become stronger and more difficult for competitors to understand and imitate.

Empirical Studies

Strategic planning in Schools

Strategic planning is a business concept that has been imposed on the education sector over the last two decades. As schools become more managed there is a corresponding increase in the accountability of schools and this includes the way the schools are required to plan and report (Codd, 2005). According to Johnson and Scholes (1998) Strategic planning process encompasses three stages: strategic analysis, strategic choice, and strategic implementation. The Authors assert that the aim of strategic analysis is to get a view of the school's strategic position and the

key factors that will influence it both in the short and long term. These factors will also influence the choice of strategy. To have a clear understanding of the school strategic position it is important to understand how a wide range of stakeholders such as students, staff, employees, governors and the community view the situation which the school faces and its possible direction. The information is usually assembled by senior management team (Davies and Ellison, 1998).

Strategic choice according to Davies and Ellison (1998) involves the generation or identification of options, evaluation of these options and the selection of the appropriate strategy. At this stage three issues need to be addressed. The first issue is about the suitability of the proposed choice. We need to ask if the proposal overcomes the difficulties identified in strategic analysis, also if the proposal exploits the school's strengths and opportunities and integrates with the schools aims and objectives.

Stakeholder participation

Stakeholders' involvement in strategic planning according to Lichtenstein (2008) cannot be gainsaid especially when viewed optimistically. The author asserts that it is perceived as necessary and an inevitable change to organizational structures enhancing improved employee productivity and satisfaction. The involvement of stakeholders is important to ensure that the plan gain acceptability and support during the implementation phase. Stakeholder participation encourages everyone in the organization to work harder for the benefit of the organization.

Sisson (2000) on the other hand asserts that stakeholder involvement in the exercise of strategic planning is globally recognized. The author further asserts that from the 19970s, many organizations have implemented some form of stakeholder involvement to improve work place policies and effect operational changes which bring about benefits to both management and employees. These forms of

stakeholder involvement have been referred to using different terms such as managed work teams, quality of work life groups, action committees or worker manager committees. These typically provided a forum in which employees present their proposals to management concerning work place issues and obtain a management response. This type of management is highly beneficial to both parties and useful for the organization to compete in a global economy.

Resources

The availability and adequacy of resources forms the back bone of strategy implementation. According to Psacharopoulos and Woodhall (1985) in adequate funding and financial constrains prevent the execution of set priorities such as the construction of physical facilities and stalling of projects. According to the authors other resources that could affect the implementation of the strategic plans include teaching and learning materials, physical facilities and human resources. They assert that the availability and quantity of resources in the school determine the quality of the school. The authors argue that the provision of adequate and quality resources facilitates the effective implementation of the curriculum in the schools and results in improved achievement of the students (Psacharopoulos and woodhall, 1985). The availability of these resources has a great effect on the school's effectiveness.

David (2011) supports the view that availability of resources is very important to strategy implementation. The author argues that no organization has unlimited resources and therefore the organization may not pursue all the strategies that could benefit the firm. The author asserts that the organization may have to eliminate some courses of action and allocate resources to others.

According to Soberg (2011) all organizations have three critical resources that must be used effectively;

these resources include the technology that is used to create or produce the product or deliver the service, the finances the organization uses to pay for whatever it requires and the people whose skills, talents are utilized to do the work needed.

METHODOLOGY

This study used a survey research design to establish the factors that affect the implementation of strategic plans in schools. The target population for this study comprised 52 principals, 520 BOM members and 386 teachers in all the 52 public secondary schools in Nandi Central Sub County. Data was collected using questionnaires and interview guide. The researcher used interview schedule for the sampled BOM members and questionnaires for the Principals and the teachers. The data collected was coded for easy classification. Data analysis involved both qualitative and quantitative procedures as both qualitative and quantitative data were collected. Quantitative data was analyzed using descriptive statistics with use of SPSS as a tool. The tabulated data was analyzed quantitatively by calculating the various percentages where possible.

FINDINGS

To make the presentation easy, the following abbreviations were used in the tables:

A- Agree, U- Undecided, D- Disagree, M- Mean, SD Standard deviation, F- Frequency

Resource related challenges affecting implementation of strategic plan

The first research question sought to establish what resource related challenges that affected the implementation of the school strategic plans in Nandi Central Sub-County. The principals and teachers were given a list of items in a table and were asked to state their agreement levels on five-point Likert scale ranging from strongly agree to strongly disagree. The analysis of their responses is presented in the table 1 below.

Table 1: Resource related challenges affecting strategic plan implementation

	A		U		D		M	SD
	F	%	F	%	F	%		
We have adequate resources for implementation of SSP	23	28.7	9	11.3	48	60.0	3.35	1.128
Changing enrolment trends have forced us to change the school budget thus affecting the implementation of the strategic plan	42	52.5	9	11.2	29	36.3	3.65	1.251
The strategic plan cannot be implemented the way it was designed	32	40.0	10	12.5	38	47.5	2.98	1.291
Some projected sources of funds have changed necessitating changes in the strategic plan	46	57.5	12	15.0	22	27.5	3.37	1.121
We have adequate Human capacity to implement our strategic plan	42	52.5	9	11.3	29	36.2	3.19	1.299

The analysis on table 1 showed that 60% of respondents disagreed with the statement that there were adequate resources for the implementation of the strategic plans. 52.5% agreed with the statement that there was adequate human capacity to implement the school strategic plans. This analysis also indicated that 52.5% principals and teachers agreed that changing trends in the school while 57.5% agreed with the statement that changes in the projected sources of funding have necessitated changes in the school strategic plan. The table also showed that 47.5 % respondents disagreed with the statements that the schools strategic plan cannot be implemented the way it was designed

The respondents were also asked the ways in which the resources influenced the implantation of the school strategic plans in their school. From the

analysis, 32.7% agreed that that the resources had a positive influence on the implementation of the school strategic plans while 36.7% of them reported that resources negatively influenced the implementation of the strategic plans.

Stakeholder participation related challenges.

The second research question dealt with the stakeholder related challenges affecting the implementation of the strategic plan in Nandi Central Sub-County. To investigate this, the Principal and teachers were given a list of items regarding the stakeholder participation in implementation of the school strategic plans. They were required to rate their agreement levels with the items on a five-point Likert scale ranging from strongly agree to strongly disagree. The analysis of their responses was presented in the table 2 below.

Table 2: Effect of stakeholder participation on implementation of strategic plan

	A		U		D		M	SD
	F	%	F	%	F	%		
All members of staff are given an opportunity to participate in strategic planning	49	61.3	2	1.9	29	36.3	3.31	1.422
Inputs from teachers is always welcome relating to quality initiative and improvements	63	78.8	0	0.0	17	21.2	3.63	1.314
All members of staff are involved in strategic plan implementation	34	42.5	4	5.0	42	52.5	2.96	1.376
The school strategic plan was developed with all stakeholders contributing to it	55	68.8	3	3.7	22	27.5	3.60	1.317

The analysis on table 2, above showed that 61.3% of the respondents agreed with the statement the staff members were given an opportunity to participate in strategic planning while 78.8% agreed with the statement that inputs from teachers is always welcome relating to quality initiatives and improvements. 68.8% of the respondents also reported that the school strategic plan was developed with all stakeholders contributing to it. However, 52.5% of the respondents disagreed with the statement that all members of staff were involved in the implementation of the strategic plan implementation.

The respondents were also asked the ways in which the participation of stakeholders influenced the implantation of the school strategic plans in their school. From the analysis of their responses, 69.2% of the principals and teachers reported that stakeholder participation influenced the implementation of the strategic plans. 28.8% were neutral on the influence of stakeholder participation on the implementation of the school strategic plans while 1.9% of them reported that stakeholder participation negatively influenced the implementation of the strategic plans.

Discussion of the findings

The analysis of the respondents indicated that the majority of teachers in Nandi Central Sub-County were aged between 26 and 50 years meaning they were able to carry out their responsibilities adequately. The results showed that the principals and the teachers had a high level of academic qualification and would have the necessary qualification to identify and deal with the challenges affecting the implementation of strategic plans.

Results showed that the school performance in KCSE examinations was low in majority of the schools. Only 18.75% of the respondents indicated that their schools had a mean score of 7.50 and above in KCSE examination while 60% of them reported that their schools had a mean score of between 2.50 and 4.99.

This poor performance could be attributed to challenges in school management system. This brings to question whether the targets set in the school strategic plans are being implemented. This indicated that there was challenges implementation of strategic plans in schools. With proper implementation of the strategic plan, the school should realize improved governance, student and staff welfare, quality management, improved academic performance, infrastructure and good school image.

The results indicated that majority of the respondents indicated that their schools had formulated a strategic plan. While 32.5 % indicated that their schools had not formulated a strategic plan. This indicated that many schools had not complied with the ministry of education requirements on strategic plans in schools. Majority of the respondents who indicated that their schools had developed strategic plans reported that they were at the implementation stage of the strategic planning process. This indicated that many schools had embraced strategic planning. However it is also evident that many schools have not heeded the ministry of Education instructions on strategic planning. This finding differs from the findings of Ngware et al (2006) where they found out that most schools did not have strategic plans.

The analysis showed that majority of respondents disagreed with the statement that there were adequate resources for the implementation of the strategic plans. This indicated that majority of the schools lacked adequate resources needed to implement strategic plans. This findings was in agreement with the findings of Kiprop and Kanyiri (2012) where they found out that resources was a major challenge that hindered the adoption of strategic plans in schools. It also agreed with the assertion by David (2011) that availability of resources is very important to strategy implementation Majority of the respondents agreed with the statement that there was adequate human

capacity to implement the school strategic plans. The table also showed that most respondents disagreed with the statements that the schools strategic plan cannot be implemented the way it was designed.

The Boards of management in an interview schedule were asked the effect of financial, physical and human resources on the implementation of the strategic plan in schools. One BOM member reported that lack of adequate finances made it difficult for the schools to acquire required materials needed to perform well in their studies. Another member said that lack of resources made it difficult for the principals to run the schools effectively. Four of the Board members reported that lack of enough teachers lead to poor performance in schools. One member argued that shortage of teachers led to students not getting adequate attention from the few teachers in the schools. Two members argued that lack of adequate resources lead to increased cases of student indiscipline and riots due to inadequate services provided by the schools.

The analysis showed that majority of the respondents agreed with the statement the staff members were given an opportunity to participate in strategic planning. This indicated that majority of the staff were involved in strategic planning. The majority also agreed with the statement that inputs from teachers were always welcome relating to quality initiatives and improvements. Majority of the respondents also reported that the school strategic plan was developed with all stakeholders contributing to it. However, majority of the respondents disagreed with the statement that all members of staff were involved in the implementation of the strategic plan implementation. This indicates that in most of the schools sampled in this study the staff were involved in the development of the strategic plans but were not adequately involved in the implementation process. This should not be the case because for the

strategic plan to gain acceptance, all stakeholders must be involved in the process.

Results showed that majority of the principals and teachers reported that stakeholder participation influenced the implementation of the strategic plans. According to Chapman et al (1993) teachers are one of the key stakeholders who play a central role in implementing the designed curriculum to achieve the desired goals. The author argues that the teachers should be involved in strategy implementation to ensure its success. It is therefore critical that for successful strategic planning the principal, BOM and the staff must pull in the same direction. The staff should therefore be involved in the implementation to ensure that they are focused on a common goal.

The results showed that the majority of the respondents agreed with the statement that the principal ensures that the teachers and students are aware of the school mission and vision. Majority of the respondents also agreed with the statement that the school regularly measures the performance outcomes as per the strategic plan. However, majority of the respondent disagreed with the statement that the BOM chairperson utilizes strategic management principles in leading the school. On the other hand majority of the respondents disagreed with the statement that the principal regularly communicates to parents on the strategic plan. These findings indicates that majority of the respondents felt that the BOM chairperson lacked strategic management skills. It also indicates that the principals did not keep all stakeholders focused on the strategic plan as they do not regularly communicate to parent on the strategic plan.

SUMMARY

The study established that 67.5 % of the respondents indicated that their schools had formulated a strategic plan. While 32.5 % indicated that their schools had not formulated a strategic plan. This indicates that many schools have not complied with

the ministry of education requirements on strategic plans in schools. This also indicates that there a proportion of schools which have not formulated strategic plans in Nandi Central Sub-County.

The study revealed that 77.7% of the respondents who indicated that their schools had developed strategic plans reported that they were at the implementation stage of the strategic planning process. 22.3% reported that they were at the formulation stage. This indicates that many schools in Nandi Central Sub-County are slow in implementing the instructions by the ministry of education on strategic planning.

The analysis of the data showed that there were inadequate resources for the implementation of the strategic plans. This analysis indicates that most school principals and teachers reported that inadequate resources; changing trends in the school; change in the projected sources of funding hindered the implementation of the school strategic plans.

69.2% of the teachers reported that the lack or the availability of resource affected the implementation of the strategic plans. This finding is in agreement with the findings of Njagi et al (2013) where they found out that availability of resources affected the formulation of strategic plans.

The boards of management were asked the effect of financial, physical and human resources on the implementation of the strategic plan in schools and they reported that lack of adequate finances made it difficult for the schools to acquire required materials needed to perform well in their studies. The lack of enough teachers lead to poor performance in schools as the students does not get adequate attention from the few teachers in the schools.

The analysis of data showed that 78.8% of the respondents agreed that the staff members were given an opportunity to participate in strategic planning and inputs from teachers is always welcome relating to quality initiatives and improvements.

However, 52.5% of the respondents reported that all members of staff not were involved in the implementation of the strategic plan implementation.

The analysis of data showed that 71.1% of the principals and teachers reported that stakeholder participation influenced the implementation of the strategic plans. This shows that stakeholder participation is one of the major factors affecting the implementation of the strategic plans.

CONCLUSION

Based on the findings of the study, it was concluded that performance in schools in Nandi Central Sub-County was poor. The schools had qualified teachers who could adequately management the implementation of the strategic plan. Strategic plans if implemented properly would lead to better performance of the schools.

The study however established that most schools lacked enough financial resources hence negatively affecting the implementation of the strategic plan. It emerged that in most schools stakeholders were involved in strategic planning process but when implementing the strategic plan a few of them were involved.

RECOMMENDATIONS

The government through the ministry of education should ensure that all school heads and BOM members should be sensitized on the importance of strategic planning to schools. The BOM Chairmen should be trained on strategic management since they are more involved more in the monitoring of the implementation of strategic plans.

The government through the ministry of education should organize training programs for principals on administration and strategic planning. The ministry of education through the inspectorate department should follow up on poor performing schools. This is to find out whether there are other factors that could be affecting performance other than strategic planning. The ministry of education should follow up

on schools that have not developed their strategic plans and also come up with modalities to ensure that implementation of strategic plans in schools is monitored.

The government should also increase the amount of funding given to schools to enable them implement the strategic plans. This could be done setting aside money to be given to school for strategic plan. The funds being given to schools should also disbursed on time. The government should also encourage schools to come up with income generating activities so as to raise funds to support the implementation of strategic plans. The government should also employ more qualified teachers to ensure that schools have adequate staff and to enable schools meet their objectives as set out in the strategic plan.

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Suggestions for further research

There is need to carry out research on the challenges affecting the implementation of strategic plans in other counties in Kenya.

A research should also be carried on the effect of school leadership on strategic planning in Kenyan secondary schools.

A study should be carried out to determine effect of stakeholder participation on the implementation of strategic plan in Kenyan secondary schools

There is also need to carry out a research to determine the factors affecting academic performance in Kenyan secondary schools.

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