LEADERSHIP AND POLICY 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 the leadership and policy factors that affect 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 B.O.M 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 lack of commitment to strategic plan by the school heads and lack of knowledge on strategic planning were some of the major challenges that affected the implementation of strategic plans in secondary school in Nandi Central Sub-County. 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 ensure that the school heads are sensitized on strategic planning to enable implementation of strategic plan.

Key Words: Leadership, Policy Challenges, Strategic Plan Implementation

Page: - 302 -

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INTRODUCTION

According to David (2009), Strategic management and strategic planning mean the same. The latter is more used in the business world while the former is used in the academic environment. According to the author, 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.

Strategy formulation involves deciding which business to pursue, how to allocate resources without hostile takeovers and whether to enter international markets. It 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.

Second phase is the implementation phase, this requires firms to establish objectives, devise policies, motivate employees, and allocate resources to execute formulated strategies. Certo and Peter (1991) stated that without the effective strategy implementation, organizations are unable to reap the benefits of performing an organizational analysis, establishing organizational direction, and formulating organizational strategy. Lastly, is the evaluation and control phase that requires information to be obtained on strategic performance and comparing it with existing standards.

In the US, the federal government does not control public education. Most of the public education is carried out by the local school boards acting under state laws. The boards carry out all the managerial roles to ensure that the schools attain their set goals. In Australia, the government has gone ahead and made a guideline of what the schools should include in their strategic plans (Government of Australia State of Victoria, 2010).

According to an international study in Ethiopia by Abebe (2012), academic and policy documents indicate that poor school management and decision making at local level are major challenges to good quality education in Ethiopia. According to the report school management and organization have not been given due attention in education policy formulation, education practice and academic research in Ethiopia, instead policy documents tend to focus mainly on education access and equity.

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

Page: - 303 -

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

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 leadership and policy challenges that affect the implementation of strategic plans in public secondary schools in Nandi central Sub-County.

Statement of the Problem

In the corporate sector those organizations that engage in strategic management generally outperform those that do not, (Wheelen and Hunger, 2008). If what is happening in the business sector can be replicated in schools, it therefore, means that those schools that engage in strategic management will outperform those that do not. According to Katsioloudes, (2002) strategic planning provides significantly better performance than unplanned, opportunistic adaptive approach.

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 has 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 is a mean grade of D+ and dropped to 33.9089 in KCSE 2013, (KNEC, 2014) which is a mean grade of D plain. This is worrying considering the number of students involved who may 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 include inadequate learning resources, understaffing, and lack of motivation of teachers,

large workloads and inadequate monitoring by head teachers.

In the last five years there has been an increased incidence of student riots which have been attributed to poor management of the institutions and continued poor performance. Some have been 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 have not sought to expand their present capacities despite the increasing number of students. These problems are 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.

Buluma, Keror and Bonuke (2013) did a study of Institutional related factors affecting the implementation of strategic plans in Local Authorities in Kenya and found out that inadequate technological resources, insufficient management systems and limited control over the implementation of strategic plans, insufficient management approaches and inadequate support from the Central government were some of the institutional related factors affecting the implementation of strategic plan. The study was conduct on the Municipal Council of Eldoret using a descriptive research design. This study is similar but was conducted on local authorities in

Page: - 304 -

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

Kenya. It is logical to assume that the challenges affecting strategic plans in public secondary schools may be different from those in Local Authorities. It was due to these assumptions that this study was undertaken. Thus, this study was set to establish the leadership and policy challenges affecting the implementation of strategic plans in public schools in Nandi Central Sub-County.
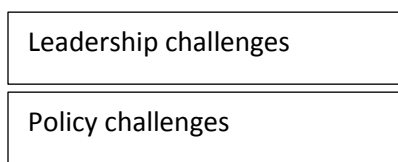
Theoretical Framework

This study is guided by systems theory. This theory was proposed by Ludwig Von Bertalenffy 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 Bertalenffy emphasized that real systems are open to and 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.

Conceptual Framework

Challenges of strategic plan implementation   **Indicators of non-implementation of strategic plans**
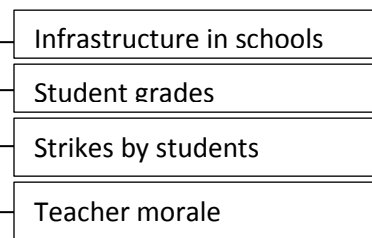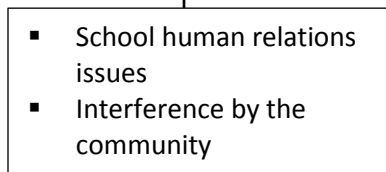
Independent Variable   **Intervening Variables**   **Dependent Variable**

Figure 1: Conceptual Framework
Source: Researcher (2014)

Page: - 305 -

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

LITERATURE REVIEW

Review of Theories

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.

Empirical Studies

Strategic planning in Schools

Strategy implementation is the third stage and it involves planning how the chosen strategy is to be implemented and managing the necessary changes. Strategy implementation is a critical stage where the school develops a plan to achieve the options which have been chosen. At this stage there should a clear balance between new developments and the maintenance of the existing activities to avoid work overload and lack of resources. It is important to consider the process of creating a strategic plan and the nature of the document itself. Davies and Ellison (1998) advise that at the strategy planning stage, a useful phrase to remember is "the thicker the plan the less it affects the classroom practice"

School strategic plan improves the quality of teaching and learning in the school. It helps to win the support of the staff and enables the community to understand the direction the school wants to take. It also enables the school to focus on learner progress and achievement. The plan helps the management team to have a coordinated approach in managing curriculum, staff and resources. This enables the management team to focus on common goals by providing learners and teachers with learning targets linking staff development and giving clear information

Page: - 306 -

The Strategic Journal of Business & Change Management. **ISSN** 2312-9492 (Online) 2414-8970 (Print). www.strategicjournals.com

about the strengths, weaknesses and priorities of the school (Makotsi, 2006).

Strategy implementation

Strategy implementation is mainly an administrative activity and its success depends on working through others, organizing, motivating, building of culture and creating strong fits between strategy and how the organization does things (Thomson and Strickland, 2003). In most organizations strategy implementation requires a shift in responsibility from strategists to divisional and functional managers (Kazmi, 2002). This may involve the alteration of existing policies and procedures and the implementers of the strategy should be fully involved to enable them own the process and to ensure successful implementation of the strategy. In school this would mean that the heads of departments, teachers and subordinate staff will need to be brought on board so that they can be part of the process and own it.

Leadership

The leadership in secondary schools according to Ngware et al includes the board of Governors, Parents Teachers Association and the school Principal. The authors suggest that they give the leadership and the vision of the school. They further assert that the principal has for a long time been expected to offer leadership on matters of quality improvement in schools (Ngware et al, 2006). However Bell differs from this view, according to Bell (2002) the Principal cannot offer leadership on the vision of the school since it is a collective responsibility of all the stakeholders.

Leggate and Thompson (1997) on the other hand assert that the Principal is regarded as a key player in strategy planning. They argue that when a school performs well the Principal as the leader is congratulated and also in cases of poor performance the Principal receives blame. According to the authors, the Principal is the most important person in the school. As the chief executive officer of the school, he or she is charged with the responsibility of managing the daily affairs of the school and ensuring that all the members of the organization are moving in the right direction. The authors further assert that the main task of the leadership in the school is to exercise leadership of the kind of results in a shared vision of the direction to be pursued by the school and to manage change in a manner that ensures that the school is successful in realizing the vision.

Organizational Policies

According to Githongo (2008), the importance of the organizational policies cannot be over emphasized. The author stresses the need of harmony between the various parts of the school leadership in the development and implementation of the school policies. According to the author, the role conflict between the principal and the BOM affects the implementation of the strategic plans. The differentiation of the role of the principal and the BOM is an important issue. The BOM is supposed to formulate the policies while the principal as the CEO of the school is supposed to implement them. The formulation of the policies is very important for the institutions but on closely examining the situation in most institutions the principal influences policy formulation and in some instances some members of the BOM have a hand in the administration of the school (Githongo, 2008). BOM and the principals are partners in the management the school with each having distinctive contributions to make and to balance these roles is very challenging. On the other hand the principal is expected to guide the teaching staff as their leader. The principal is expected to the vision carrier amongst the staff. The staff and the BOM hold different expectations on the principal. The principal is therefore caught in the middle and the principals' role is complicated by the fact that he or she is expected to assist each group to understand the position and the reasoning of the other on matters such as salary negotiations and other welfare matters (Githongo, 2008).

Inadequate decision making authority especially in countries with highly centralized education system affects strategic planning in schools. According to Verspoor (2008) decentralization of management responsibility for secondary schools and diversification of sources of funding for schools are ways of transforming the way public schools operate, making them more accountable to the students, parents and the community. The evolving approaches and management of secondary education are resulting in recognition of the school as the focal point for quality improvement, increasing autonomy and decision making power at the school and a new context of central and support.

METHODOLOGY

This study used a survey research design to establish the resources and stakeholder 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

Leadership challenges affecting implementation of strategic plan

This research question sought to establish the leadership challenges affecting the implementation of the school strategic plan. To establish this, the principals and the teachers were given a list of statements about the school leadership and the implementation of strategic plan. They were required to give their agreement levels on a five point Likert scale ranging from strongly agree to strongly disagree. Table 1 showed the analysis of their responses.

Table 1: Effects of leadership on implementation of strategic plan

	A		U		D		M	SD
	F	%	F	%	F	%		
The principal always ensures that the teachers and students are aware of the school mission and vision	63	78.8	0	0.0	17	21.2	3.67	1.339
Practices of the principal demonstrate and demonstrate commitment to strategic plan	15	18.7	7	8.8	58	72.5	2.65	1.251
BOM chairperson utilizes strategic management principles in leading the school	22	27.4	13	16.3	45	56.3	2.79	1.258
We regularly measure performance outcomes as per the strategic plan	40	50.0	14	17.5	26	32.75	3.10	1.332
The principal regularly communicates to parents on the strategic plan	28	35.0	6	7.5	46	57.5	2.75	1.319

The table 1 showed that the majority, 78.8% of the respondents, agreed with the statement that the principal ensures that the teachers and students were aware of the school mission and vision. 50.0% of the respondents also agreed with the statement that the school regularly measures the performance outcomes as per the strategic plan while 32.75% disagreed with the same statement.

However, 72.5 % disagreed with the statement that the practices of the principal demonstrated commitment to strategic plan. Another 56.3% of the respondent disagreed with the statement that the BOM chairperson utilized strategic management principles in leading the school. On the other hand 57.5% of the respondents disagreed with the statement that the principal regularly communicated to parents on the strategic plan.

The respondents were also asked the ways in which leadership influenced the implantation of the school strategic plans in their school. From the analysis of their responses, 61.5% of the principals and teachers reported that leadership positively influenced the implementation of the strategic plans. While 26.9% were neutral on how leadership influenced the implementation of the school strategic plans. On the other hand 11.5% of them reported that leadership negatively influenced the implementation of the strategic plans.

Policy related challenges affecting the implementation of strategic plan

The research sought to find out the effect of policy related factors on the implementation of the strategic plans in schools in Nandi Central Sub-County. To evaluate the effect of these factors, the principals and teachers were given a list of items and they were asked to state the level in which they agreed with the statements on a Likert scale ranging from strongly agree to strongly disagree. The analysis of their responses was shown in the table 2 below.

Table 2: Policy related challenges affecting the implementation of strategic plan

	A		U		D		M	SD
	F	%	F	%	F	%		
We regularly measure performance outcomes as per the strategic plan	40	50.0	14	17.5	26	32.5	3.10	1.326
I feel free to take risks in an effort to improve the quality of my work performance	52	65.0	9	11.2	19	23.8	3.29	1.238
I feel the strategy is inconsistent with the organization's values	32	40.0	11	13.8	37	46.2	3.10	1.324
The implementation is not being handled properly by management	26	32.5	14	17.5	40	50.0	3.15	1.295
The new strategy will make it harder for the organization to achieve its objectives	23	28.8	7	8.8	50	62.4	3.15	1.334

Table 2 showed that 65.0% of the respondents agreed with the statement that they felt free to take risks in an effort to improve the quality of their work performance. On the other hand 62.4% of the respondents disagreed with the statement that the new strategy would make it harder for the organization to achieve its objectives; 50.0% disagreed with the statement that the implementation was not being handled properly by management. 46.2% of the respondents disagreed with the statement that they felt that the strategy was inconsistent with the organization's values. Only 50% of respondents agreed with the statement that they regularly measured performance as per the strategic plan.

Discussion of the findings

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 was also evident that many schools had not heeded the ministry of Education instructions on strategic planning. This finding differed from the findings of Ngware et al (2006) where they found out that most schools did not have strategic plans.

The results showed that the majority of the respondents agreed with the statement that the principal ensured that the teachers and students were aware of the school mission and vision. Majority of the respondents also agreed with the statement that the school regularly measured the performance outcomes as per the strategic plan. However, majority of the respondent disagreed with the statement that the BOM chairperson utilized strategic management principles in leading the school. On the other hand majority of the respondents disagreed with the statement that the principal regularly communicated to parents on the strategic plan. These findings indicated that majority of the respondents felt that the BOM chairperson lacked strategic management skills. It also indicated 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.

The BOM in the interview schedule were asked how the school leadership influenced the implementation of the school strategic plan. One member said that good leadership helps to focus the organization towards the achievement of its objectives. Another member responded that good leadership provides a sense of direction. Another member reported that good leadership ensures accountability. One member responded that a good leader instills a sense purpose in the school. Another member reported that good leadership provides awareness needs and facilities for better performance. Another member said that a good leader helps define the mission and vision of the school. One member said that good leadership ensures proper allocation resources towards the achievement of school objectives. Another member

responded that good leadership ensures effective staffing levels. Three members agreed that good leaders put the right people in strategic positions to ensure high standards of performance.

The results showed that majority of the principals and teachers reported that leadership influenced the implementation of the strategic plans. This finding concurs with the findings of Koma (2013) that incompetent school management and inadequate teacher skills affected the development of strategic plans. According to Ngeny (2012) the leadership style adopted by the school head teacher affects the implementation of the strategic plan. According to Kirui (2012) there are varied styles of leadership. Some head teachers find it fashionable to use coercive leadership which makes those being led to have very little say or no say at all. Others use democratic leadership style which derives it power from the governed. While others prefer *Laissez-faire* leadership which allows the people do what they want and the leader is just symbolic.

Results showed that majority of the respondents agreed with the statement that staff felt free to take risks in an effort to improve the quality of their work performance. On the other hand majority of the respondents disagreed with the statement that the new strategy would make it harder for the organization to achieve its objectives; 50.0% disagreed with the statement that the implementation was not being handled properly by management. 46.2% of the respondents disagreed with the statement that they felt that the strategy was inconsistent with the organization's values. Only 50% of respondents agreed with the statement that they regularly measured performance as per the strategic plan. According to Koech Report on education (1999), most school head teachers had not been trained on administrative skills and this made them to be ineffective, inefficient and lack accountability. The findings indicate that the management of schools needs to be trained in

strategic planning to ensure effective implementation.

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 indicated that many schools had not complied with the ministry of education requirements on strategic plans in schools. This also indicated that there were a proportion of schools which had 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 indicated that many schools in Nandi Central Sub-County were slow in implementing the instructions by the ministry of education on strategic planning.

The study established that the leadership of the school affected the implementation of the strategic plans. 61.5% of the principals and teachers reported that good leadership positively influenced the implementation of the strategic plans while 11.5% reported that poor leadership negatively influenced the implementation of the strategic plans.

The study established that most principals ensured that the teachers and students were aware of the school mission and vision. 50.0% of the respondents reported that the schools regularly measured the performance outcomes as per the strategic plan. Similarly, 56.3% of the respondent reported that the BOM chairperson utilized strategic management principles in leading the school while 57.5% of the respondents reported that the principal did not communicate regularly to parents on the strategic plan.

The BOM reported that leadership influenced the implementation of the school strategic plan. They argued that good leadership helps to focus the organization towards the achievement of its objectives, providing a sense of direction and accountability and purpose in the school.

The study established that the organizational policies of the school affected the implementation of the strategic plans. 65.0% of the respondents reported that they felt free to take risks in an effort to improve the quality of their work performance. On the other hand 62.4% of the respondents reported that the new strategy will make it easier for the organization to achieve its objectives; 50.0% reported that the implementation was not being handled properly by management. This means that the respondents supported the strategies adopted by the organization meaning there would be little resistance to change. These findings were in agreement with the findings by Kiprop and Kanyiri (2012) where they found out that organizational policy was a challenge that affected the adoption of strategic planning in schools.

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 also established that there was lack of commitment to strategic plan by school principals. This negatively affected the implementation of the strategic plan as the principal was supposed to inspire the subordinates towards the achievement of the vision of the school. It also emerged that majority of the schools did not measure the performance as per the strategic plan. Without measurement of performance it was difficult for the organization to tell whether the objectives have been achieved or not. The

study also showed that most of the BOM lack knowledge on strategic management and hence could not lead the school based on strategic management principles.

RECOMMENDATIONS

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 principals should encourage the teachers to play a leading role in the implementation of the strategic plan. The principal should also provide management and professional training for teachers and support staff to support the in the implementation of strategic plans. This could be done through short seminars to expose the staff to the basics of strategic planning. The principals should also organize training opportunities for student representatives and parents representatives to ensure that they are able to contribute effectively to strategy implementation.

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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Page: - 312 -

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Page: - 313 -

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