FACTORS INFLUENCING IMPLEMENTATION OF SRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN KENYA: A SURVEY OF PUBLIC SECONDARY SCHOOLS IN THIKA WEST SUB-COUNTY

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ABSTRACT

Strategic plans are considered to be very important in the management and success of organizations. While institutions prepare strategic plans to chart the course of the direction they will take, secondary schools have been faced with the challenges in the implementation of their strategies thus affecting the quality of education. The purpose of this study was to investigate factors influencing implementation strategic plans in public secondary schools in Thika West Sub-County. The study aimed at determining the influence of resource allocation and organizational structure on implementation of strategic plans in public secondary schools in Thika West sub-county. Descriptive survey design was used for the study. The target population for the study was the 17 public secondary schools in Thika West Sub-County in Kiambu County. Stratified random sampling was used to sample 17 public secondary schools, 17 principals, 17 head of departments, 17 teachers, 17 BOG members and 17 PTA members. A total of 80 respondents participated in the study giving a response rate of 94 percent. Data was collected through questionnaires, interview schedules and observation. The instruments' validity was tested using supervisor's opinion and a pilot study in Thika East Sub-County. Descriptive statistics such as frequencies, percentages and means were used to analyze the data. The analyzed data was presented in the form of frequency tables, bar graphs and pie chart. The study revealed the following: first, 87.5 percent of the schools studied had formulated and were utilizing their strategic plans. Resource allocation contributed the most to the implementation of strategic plans; followed by organizational structure. Parents and government were the main financiers of all the school projects stated in strategic plans Based on the findings, it is recommended that for public secondary schools to improve on the implementation of their strategic plans there is need to enhance teamwork, communication and transparency. The study also recommends that resources need to be adequately availed to capacity building, implementation activities and tasks based on the organizational structure. Decision making process should also be made open and participatory to enhance teachers and other BOM employees' ownership of the implementation process. Research should be carried out on the effect of government policies on implementation of strategic plans in secondary schools in and influence of external environment on the implementation of strategic plans in public secondary schools.

Key Words: Strategic Plans, Public Secondary Schools

INTRODUCTION

Organizations today have increasingly become aware of the importance of strategic human resource management. This awareness in an organization is a very vital criterion in the performance of organizations (Rees, 2006). Provision of quality education is one of the main objectives of Kenya government through the ministry of education and guided by social pillar of vision 2030 whose aim is to make Kenya middle income country through the millennium development goals (MDG) whose deadline is 2015 (Gok vision 2030 proposal). Recent introduction of strategic planning in public secondary schools in Kenya has brought changes in school management. According to (DEMA, 2010) adoption of strategic planning in secondary schools would decentralize school management for improved performance. The decentralization requires involvement of all the key stake holders in developing and implementing the strategic plans.

According to Pearce and Robinson (2008), strategic planning process involves formulation of vision and mission statement, performance of situational analysis and finally strategy formulation and choice. Strategic decisions determine the organizational relations to its external environment, encompass the entire organization, depend on input from all of the functional areas in the organization and have a direct influence on the administrative and operational activities and are vitally important to the long term health of an organization. Strategic planning practices in Kenyan secondary schools were introduced by KESSP between 2006 and 2011. KESSP was a five year program of the government of Kenya's Ministry of Education (MOE) formed to improve the provision of education in Kenya as governance of education devolves to the county level under the new constitution.

The Decentralized Education Management Activity (DEMA) provided technical support to KESSP to strengthen the capacities of education personnel, particularly at the sub-county and school levels, for efficient delivery of education services. DEMA supports secondary schools in implementing the MOE's national strategic plan and the KESSP. This has been done by promoting decentralization in education through support to secondary schools to prepare county and sub-county strategic plans and secondary school strategic plans. It also assist in capacity building through training educators in strategic planning and performance -based management, empowering schools to collect, analyse and use data for improved decision making, planning and management.

According to DEMA report of 2011, education managers in all districts and 4000 schools across the country had acquired capacity to plan strategically and base management of education on performance and results. A total of 4,522 education stakeholders including teachers, principals and deputy principals, BOG members, and PTA members had received training in strategic planning and performance based management by 2011, (DEMA, 2011). School strategic planning and implementation is the key to success of a school with regard to achievement of its mission, goals and objectives. Recent studies carried out in various areas in Kenya have shown that large percentage of the secondary schools in Kenya has developed strategic plans. According to (Muriuki, 2010), in his study on strategic planning practices in Nairobi, many schools in Kenya were practicing strategic planning. However, unless the strategic plans are effectively implemented they can not cause any impact on the performance of the school. Recent studies by (Kitonga, 2012) in Webuye constituency in Bugoma County indicated that secondary school strategic plans have not been effectively implemented due to multiple of challenges. The main challenges identified were shortage of funds, government education policies, poor staffing and teacher motivation. These challenges emanate from the failure of the stake holders to play their role effectively in strategy implementation.

Statement of the problem

The success of every organization usually depends on the competences of the human resources to formulate and implement strategies which can help the organization to meet its objectives in efficient and effective manner (Bitange, Kipchumba & Magutu, 2010). However, recent reports from the Kenya national examinations council has shown that public secondary schools performance has really dropped compared to its counterparts in private schools (Wanjohi & Yara, 2011). Research has shown that strategic planning is one of the major steps that organizations such as schools can take to address the challenges they face in enhancing the quality of their programs in provision of Education (Bell, 2002). It is for this reason that the ministry of education through the Sessional Paper No.1 of 2005 mandated all school managers in Kenya to develop strategic plans for managing their institutions. Ideally these plans should provide direction in regard to resource targeting and program implementation (MOE, 2005). School strategic planning is a key to success of a school in terms of its mission, goals and objectives. It is, therefore, essential for schools to put in place mechanisms to ensure that strategic plans are in place and followed to guide daily actions.

Due to the ministerial requirement that public organizations including educational institution to develop strategic plans as a means of enhancing results based management and efficiency in their operations, many secondary schools started to get serious about strategic planning because they recognized the challenges they face today in terms of performance in final examinations (Ministry of Education, science & Technology, 2005). However, according to a study by Githua (2004), there have been concerns expressed by government bureaucrats, politicians and a big proportion of the public over what they perceive as lack of and/or inadequate planning practices in schools. There has been also escalation of public protests concerning poor performance in secondary schools which is a reflection of schools' inability to provide services that meet learners and stakeholders' expectations. This cast some doubts on the extent of implementation of strategic plans in secondary schools, especially in Thika West Sub-County which has a high number of secondary schools but students' performance is not satisfactory. It therefore follows that the main problem for school management is implementation of strategies. This is supported by recent research studies indicating that most big organizations have had problems in implementing their strategies and in many occasions have failed in service delivery (Lewa, Mutuku and Mutuku, 2009). While a number research studies on strategy implementation have been carried in various organizations (Wambui, 2010), none has been undertaken to determine the factors which influence implementation of strategic management plans in public secondary schools in Thika West sub-county. This study sought to fill the gap by trying to examine the factors that influence the implementation of strategic plans in public secondary schools in Thika West sub-county.

Objectives of the study

The general objective of this study was to investigate the factors influencing implementation of strategic plans in public secondary schools in Thika West sub-county. The specific objectives of this study included: - To establish the influence of resource allocation and organization structure in the implementation of strategic plans in public secondary schools in Thika West sub-county.

Research Questions

1. How do resource allocations influence the implementation of strategic plans in public secondary schools in Thika West sub-county?

2. How does organization structure influence the implementation of strategic plans in public secondary schools in Thika West sub-county?

Scope of the study

This study was limited to an analysis of factors influencing the implementation of strategic plans in 17 public secondary schools in Thika West sub-county specifically in Hospital ward, Township

ward and Kamenu ward, Kiambu County which had a population of 7658 students (TWME, 2014).

LITERATURE REVIEW

Theoretical review of literature

Impact of resource allocation in implementation of strategic plans

The quality of secondary school education is also impacted upon by financial and other resources. According to Ngware, Wamukuru and Odebero (2006) the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials, all have a direct bearing on quality as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quantity and quality. Saitoti, (2003) avers that the major determinants of quality education include curriculum content, relevant instructional materials and equipment, physical facilities, a conducive learning environment, the quality of teaching force, and assessment and monitoring of learning achievements. Githua (2004) views quality assurance in secondary school education in Kenya as a process with a set criteria ensuring that education offered is of the highest possible standard and is driven by individual, professional and social demands. The criteria include the quality of learning environment, educational experiences and learning outcomes.

Republic of Kenya (1998) in The Master Plan on Education and Training (1997 –2010) conceptualized planning in Kenya Secondary Schools in terms of human resources, curriculum and financial resources. On human resources, first, the plan argues that in order to enhance quality management in secondary schools, it is imperative to have a well-qualified and highly motivated teaching force capable of understanding the needs of the learners and the curriculum. Secondly, secondary school head teachers who are well versed in management are also essential for successful curriculum implementation, effective and efficient management and administration of schools. The study sought to establish the type of resources needed for formulation of strategic plans in Public Secondary Schools and whether such resources are available and adequate. The influence of finances and the capacity of the head teachers and teachers to lead the strategic planning process were especially interrogated.

Ngware et al. (2006) argues that if teachers are taken for training to increase their skills they will be motivated and especially if they are given a chance to put their skills to practice. This makes them they feel part of the decision making process when they are allowed to sit in committees to formulate the strategic plans. Funds should also be available to train the teams so that each can know the responsibilities and expectations (Jackson, 2005). Funds are critical during the data collection stage when collection of information from the environment is required. It may involve traveling, holding meetings, or publishing tools for communications such as pamphlets and fliers. Upon formulation, money is required for implementation. A plan should not be formulated if it cannot be implemented. Recklies (2008) is of the opinion that only the programs which yield highest returns should be funded after the key action areas have been identified. In a secondary school, the money comes from the government funding/ government grant, parents' contribution, income-generating projects within the school, donors, and bursary

Technological discontinuities and uncertainties, typical of the 1990s, explain the behaviour of firms and the creation of different products or ways of making products, beyond the external analysis of the environment in which a company operates. While previous approaches to strategy neglected, to a great extent, the influence of organizational resources in strategic management, now the resources and capabilities of the companies seemed to be the key element for explaining their success. In this context a new perspective was introduced the resource-based view (R.B.V) of the firm (Barney, 2001).

This approach affirms that the main sources of sustainable competitive advantage reside in the development and use of valuable firm's resources and capabilities. The argument is that if resources are valuable, rare and costly to emulate without any close substitutes, then they could become a source of sustained competitive advantage. This perspective complements the industry analysis framework. It is not possible to evaluate the attractiveness of an industry independently of the resources a firm brings to that industry (Barney, 2001). Resources become valuable because of social complexity, an element that was absent in more technical models like Porter's contribution (Grant, 2002).

Resources that resist imitations, such as culture and reputation, are intangibles, and the result of complex interactions. They become crucial to explaining present competitive advantage. Regardless of the limitations in measuring resources, some empirical studies have statistically tested the original postulates of RBV, confirming the importance of resource sharing among business, and especially the association of intangible resources with performance (Herrmann, 2005). During the 1990s as we have seen, the field of strategy focused its attention on those resources that are most likely to lead a competitive advantage. The organization should be set up to effectively deploy resources that are valuable, rare, and inimitable. This resource - based view of the firm (Barney, 2001), widely accepted today, maintains that the ability of a firm to perform better than its competitors depends on the unique interplay of human, organizational and physical resources overtime.

This strategic thought has been complemented with the dynamic aspect of resources ("dynamic capabilities approach"), focused on the drivers behind the creation, evolution and recombination of the resources into new sources of competitive advantage (Teece et al.,2002). Dynamic capabilities are described as the organizational and strategic routines by which managers acquire resources, modify them, integrate them, and recombine them to generate new value – creating strategies. When the analysis of the resources and capabilities is carried out at an institutional level, terms of the relationship of the organization with the rest of society, then the processes of perception, deliberation and responsiveness of the organization or its capacity for adaptation becomes another source of competitive advantage (Litz, 2006). This capacity for adaptation is directly related to the concept of corporate social responsiveness already developed in the earlier literature.

Conceptual Framework

The figure 2.1 below illustrates the conceptual framework that was used in the study, identifying the independent and dependent variables which formed the basis of the study.
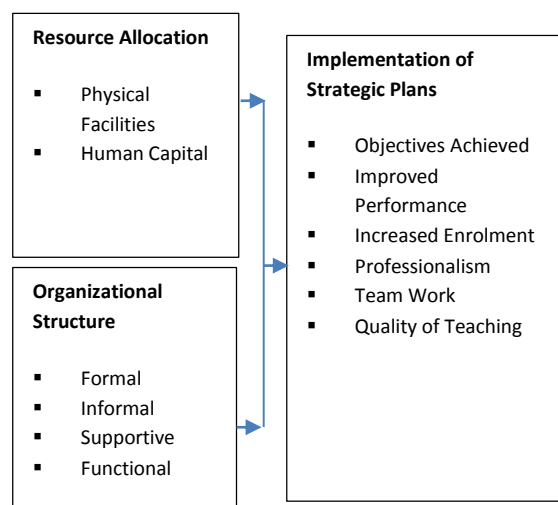
Independent Variables   Dependent Variables

Figure 2.1: Conceptual Framework

The conceptual framework of this study included independent variables i.e. resource allocation, organization structure, school leadership, parents role and the dependent variable was implantation of strategic plans.

Empirical review of literature

Organizations seem to have difficulties in implementing their strategies, however, researchers have revealed a number of problems in strategy implementation (Beer and Eisenstat, 2000) which include: weak management roles in implementation, lack of communication, lack of commitment to the strategy, unawareness or misunderstanding of the strategy, unaligned organizational systems and resources, poor coordination and sharing of responsibilities, inadequate capabilities, competing activities, and uncontrollable environmental factors (Lares-Mankki, 2000).

Aaltonen and Ikåvalko recognize the role of middle managers, arguing they are the "key actors" "who have a pivotal role in strategic communication". Meanwhile, Bartlett and Goshal (1996) talk about middle managers as threatened silent resistors whose role needs to change more towards that of a "coach", building capabilities, providing support and guidance through the encouragement of entrepreneurial attributes. So, if they are not committed to performing their roles the lower ranks employees will not be provided support and guidance through encouragement of entrepreneurial attributes. In addition to the above, another inhibitor to successful strategy implementation that has been receiving a considerable amount of attention is the impact of an organization's existing management controls (Langfield - Smith, 1997) and particularly its budgeting systems (Marginson, 2002).

Successful strategic plan implementation requires a large commitment from executives and senior managers. Therefore, planning requirement which may be done even at departmental levels requires executive support. Executives must lead, support, follow-up and live the results of strategic planning

implementation process. According to Susan M. Healthfield (2009), without commitment of senior executives, participants feel fooled and mislead. Accordingly, a vision or mission statement along with a year's goals not implemented but kept in a cabinet or computer is a serious source of negativity and poor employee morale.

These findings complement what Rap (2004) claims; that the commitment to the strategic direction is a prerequisite for strategy implementation, so top managers have to show their dedication to the effort. To implement strategy successfully, senior executives must not assume that lower level managers have the same perceptions of the strategic plan and its implementation, its underlying rationale, and its urgency. Instead, they must assume they don't, so executives must persuade employees of the validity of their ideas. This notwithstanding what Chris Ahoy (1998) argues; that upfront commitment by leaders include an adherence to the full and thorough process of strategic planning which must culminate in implementing programs and services and commit allocations to meet the objectives of the strategic plan at a level that is doable for the organization and the level of activity.

In addition, Ronald (2010) claims that for implementation to be successful, the organization and its culture must move from this sense of loss to one of commitment to the new behaviors, attitudes, values, and beliefs. He insists that at this stage motivation may assume an important role especially staff development. He underscores that the more deeply rooted and widespread the values, assumptions, and beliefs, the more resistant they are for the next stage (consensus) to be reached and finally to the final stage, institutionalization and this constitutes a new culture.

Critique of existing literature

From above literature review, it is clearly seen that strategy implementation has been the subject of increased study and search for solution; especially

since the process from strategy formulation to implementation is not efficient and is inadequate (Karami, 2007). In his study David (2001) noted that without understanding and commitment, strategy implementation efforts face major problems. Managers are prone to overlook implementation realities. Past local studies (Obare, 2006, Koske 2003, lumiti, 2007, Ateng, 2007) concurred that good strategies have been written but very little has been achieved in their implementation. However, these studies do not explain the factors that influence strategy implementation on in public secondary schools in Thika West sub-county.

Research Gaps

From the literature review, several gaps emerged which the study hoped to fill. First, though strategic management is widely practiced in Kenya secondary schools today, there are no documented study findings on the factors influencing implementation of strategic plans in secondary schools in Kenya and specifically Thika West Sub-county.

RESEARCH METHODOLOGY

Research Design

The study adopted descriptive survey design to investigate the factors influencing implementation of strategic plans in Thika West sub-county. The descriptive design was used in this study because it allowed the researcher to gather numerical and descriptive data to assess the relationship between the variables.

Target Population

The target population of the study was made up of all secondary public schools in Thika West sub-county specifically Hospital ward, Township ward and Kamenu ward. 17 principals, 17BOM members, 34 teachers/ head of departments and 17 PTA members were the target population adding up to 85. The choice of Thika West sub-county as the study area is influenced by various factors. First, Gay (1992) observed that factors

such as familiarity to an area, limitations of time, effort and money may influence the researchers' choice of locale. Therefore, Thika West sub-county is familiar to the researcher.

Sample and Sampling Technique

According to Mugenda & Mugenda, (2003), a sample that is representative of the entire population is one that is at least 10%. A sample size of 5 respondents; 1 principal, 1 head of departments, 1 teacher, 1 BOM members and 1 PTA members was chosen purposively from each school giving a total sample size of 85 respondents in the 17 schools in Thika West sub - county.

The study used both probability and non-probability sampling techniques to create a sampling frame for public secondary schools in Thika West sub-county. Stratified sampling was one of the probability techniques that were used in order to ensure that various public schools were distinguished from private secondary schools. Stratified sampling is a modification of random sampling in which the population is divided into two or more relevant and significant strata based on one or more attributes (Saunders, et. al., 2007). This sampling design was used because it deemed suitable for a highly concentrated geographical area with many secondary schools where face to face contact is required and also where the population can be divided into two or more sub units based on certain internal characteristics. (Mugenda & Mugenda, 2003).

Data collection instruments

This involves the method that was used to collect data from the respondents; the main technique applied by the study was use of questionnaires which was issued to the respondents and they were given one week to answer the questions.

Data collection procedure

Data was collected from both primary and secondary sources. Primary data was collected using structured questionnaires, unstructured interview guide and observation method. The

questionnaires were administered to the respondents directly by the researcher because most schools in the study area were in close proximity to each other. This enabled the researcher to have an opportunity to collect other information that was not captured in the questionnaire. Observation was carried out at the same day the questionnaires were being administered to the respondents at their schools. The secondary data was collected from Business text books, economic surveys, Government reports, journal and periodicals.

Data Processing and Analysis

After the data had been gathered, a variety of tools were used to analyze it in order to capture the relevant findings and also present it in a manner that would be understood by fellow researchers and other research users. This began with data cleaning through editing. Editing was done in order to discard unwanted and irrelevant information, verify the data and check for consistency. The data was then coded by grouping answers of a similar nature or with similar meaning into one set of answers and giving them a particular number called a code. The rules of data exhaustiveness and exclusiveness were applied based on recommendations from Kothari (2003). This means that for example answers with "yes" in a given questionnaire was coded as number one and answers with "no" was coded as zero for each questionnaire. The coding assisted the researcher to get the total number of responses for each of the questions. This also helped to tabulate the data using the figures and numbers.

After the coding was completed, the data was classified on the basis of common characteristics and attributes. Then the information was analyzed by use of descriptive statistics (frequencies and percentages) and inferential statistics. Descriptive statistics in form of frequencies, means and percentages was utilized to analyze data obtained from the school's observations schedule (pre-test and post-test results) through the aid of statistical package for social sciences (SPSS) version 22. The analyzed data was later used to establish comparisons as well as conclusions for the study.

4.2 Respondents and schools Background

A total of 16 out of 17 public secondary schools targeted participated in the study after 1 school principals said they did not have a strategic plan in their school. The 16 schools formed 100% of the analyzed data. 16 principals, 16 BOM members, 16 PTA members, 16 head of departments and 16 teachers a total of 80 formed the respondents in the study giving a response rate of 94%.

Gender ratio of the respondents

Gender ratio of the total respondents was 56 % females while 44% were male.

The respondents were also asked to state their professional qualifications and the findings that 4.3 58% of the respondents had attained Bachelor degree, while 23% of the respondents had attained Master degree qualification and lastly 19% of the respondents had attained a Diploma certificate. Worthy of note is that most respondents had a bachelor degree which implied that they were expected to have a good grasp of the educational needs of their schools and also be able to adopt best practices in educational management.

The principals and HODs/Teachers were asked to state number of years served in the current school because the researcher felt that the length of stay would impact on the respondents' ability to give direction to the process of strategic management due to insights gained from experience in the school. The findings are that 56 % had served as principals in current school for 4-7 years, while 38% served between 1 and 3 years. Those who had served over 7 years translated to 6%. This implied that the respondents had stayed long enough to effectively participate in school planning with a good understanding of school needs.

It was also clear that majority of the HOD/Teachers (41%) had served in current school between 4 and 7 years, while 31% served for 1-3 years in current school. Lastly, 16% and 12% had served in current school for above 11 years and 8-11 years respectively. From the findings of the study, it can be said that most of the respondents had been principals and teachers for a period of more than two years and therefore were considered to understand the strategic plans for the schools in which they were serving.

To establish the category of schools, the principals were asked to indicate the category of their schools. The study found that 68% of the respondents indicated that their schools were in the sub-county category, 19% indicated they were in county category, while 13% indicated that their schools were in national school category.

The principals were further asked to indicate the type of their schools. The finding showed that 43.8% of the schools were mixed day. The study also found that 31.3% of the schools were boys boarding, while 12.5% of the schools were mixed day and boarding. Lastly, 6.3% of the schools were both boys' day and girls boarding respectively. From the findings of the study, it can be said that most of the secondary schools in Thika West Sub-county are mixed day schools. This data helped in assessing the nature of facilities developed and those being developed. It also had an implication on the financial resources.

The finding also showed that majority of the schools (37.5%) were double stream, 25% of the schools were triple stream, while 18.75% of the schools were both single stream and four streams respectively. The results reflect high enrolment of students in these schools. Also the study observed that due to the high enrolment the schools were engaged in many other activities which were not related to their strategic plans.

Estimate of the annual school fees collection showed that majority (56.3%) of the school's annual fees collection is between 50%-75%, 25% of the school's annual fees collection is below 50%

and only 18.8% of the school's annual fees collection is above 75%. This result indicates the problem of fees defaulting was largely experienced in the mixed day school. Parents' attitude towards free day secondary education was erroneously perceived by parents.

Main sources of funding other than parents showed the main source of funding in the schools was bursary with 56.3% support from the respondents, 37.5% of the respondents think it is government funding and lastly, 6.3% of the respondents indicated houses for rent. The above results indicates that majority of the schools depend on bursary fund to support their operations which is inconsistent source of fund due to delays sometimes experienced in allocation.

The school principals were asked to indicate whether they had developed strategic plans in their schools. The study found that all the 87.5% of the respondents indicated that they had developed strategic plans for their schools. Only 12.5% indicated that they were still developing their plan. From the findings of the study, it can be said that most of the schools had developed their strategic plans. The findings indicate that most schools in Thika West Sub-county have adopted the modern trend in strategic management by developing SSPs. The development can be attributed to mandatory expectation of MOE for public institutions to develop the strategic plans a means of enhancing result-based management and efficiency in their operations (MOE, 2007).

The researcher wanted to know who are involved in strategy formulation in those schools and the findings showed that majority of the respondents (82.5%) indicated strategy formulation is done by all stakeholders in the school, 7.5% indicated strategy formulation is done by principals while 5% of respondents both think strategy formulation is done by BOG and PTA members respectively.

The study found that 87.5% of the schools studied were in the process of implementing their strategic plans. The period in which the schools

had been implementing the strategic existing strategic plans was as summarized in the table 4.11. Table 4.11 shows majority of schools (50%) have been implementing their strategic plans for a period of 3-5years, 31% of the schools has been implementing for a period of 5-10 years and19% of the schools have been implementing for over 10 years. The above result indicates that there must be some factors which are influencing implementation of strategic plans which this study intended to find.

Study Variables

a)   Influence Resource Allocation in Implementation of Strategic Plan

The first research question sought to find out the influence of resource allocation on the implementation of strategic planning in public secondary schools in Thika West Sub-county. The respondents were given a list of items in a table and were asked to state their agreement levels on a five-point Likert scale ranging from strongly agree to strongly disagree. The percentages of their combined responses are shown in table 1.

Table: 1: Influence Resource Allocation in Implementation of Strategic Plan

Resource allocation	SA	A	U	D	SD
	%	%	%	%	%
There is Limited budgetary allocation	40.5	54.1	0	5.4	0
Lack of finances has hindered implementation of our Strategic plan	51.4	35.1	0	8.1	5.4
We do have adequate human capacity to implement our strategic plan	35.1	16.2	5.4	29.7	13.5
Inadequate skills and training	22.2	50.0	2.8	16.7	8.3
We have adequate resources to facilitate effective implementation of the strategic plan	19.4	25.0	2.8	44.4	8.3
Some projected sources of funds have changed Necessitating changes in the strategic plan	43.2	24.3	16.2	13.5	2.7

Table 1 showed that majority of the respondents agreed on almost all the factors affecting the schools' strategy implementation. Limited budgetary allocation was cited by most of the respondents as the key constraint impeding on the implementation of strategy in the schools. Out of the total respondents, 94.6 % agreed that limited budgetary allocation stood in the way of the schools in implementing their strategies effectively. Only 5.4% disagreed. The other constraint that was cited by most respondents is lack of finances has hindered implementation of our strategic plan with 86.4% of respondents agreeing. Only 13.5% disagreed. On the aspect of inadequate skills and training as a constraint to strategy implementation, 72.2% of the respondents agreed. 25% disagreed, while 2.8%

were undecided. The fact that some projected sources of funds have changed necessitating changes in the strategic plan attracted 67.5% respondents who agreed, 16.2% who disagreed and another 16.2% were undecided about this issue. At the same time, on the statement we do have adequate human capacity to implement our strategic plan, 51.3% of the respondents agreed, while 43.2 disagreed and 5.4% were undecided.

On the other hand, on the statement we have adequate resources to facilitate effective implementation of the strategic plan attracted the lowest number of respondents who agreed. This comprised 44.4 % of the total respondents involved in the study. 52.7 % disagreed, whereas

2.8% were undecided, that indeed the schools had adequate resources to facilitate effective strategy implementation in schools. This shows that most of the schools lacked enough finances to implement the strategic plans. Lack of resources has been shown to be one of the main factors affecting school development and education quality in developing countries (Verspoor, 2008).

b) Influence of Organization Structure in Implementation of Strategic Plan

The respondents were required to indicate their degree of agreement on how organizational structural factors constrained the success of their school's strategy implementation. Research findings on the specific information regarding organizational structure in relation to the school's strategy implementation shows that the key constraint to the successful implementation of the schools' strategy was skills, knowledge and abilities of staff (75.6%), unclear school vision to implementers (72.2%) and political interference in organization (63.9%). Lastly, organizational structure does not fit strategy Implementation was agreed by 56.7% of the respondents. Generally, the respondents felt that any plan to implement the strategy should be supported with skillful workforce which was not there in the schools involved in the study.

Table 2: Influence of Organization Structure in Implementation of Strategic Plan

Organization structure	SA	A	U	D	SD
	%	%	%	%	%
Organizational structured as not fit strategy Implementation	13.5	43.2	13.5	24.3	5.4
Skills, knowledge and abilities of staff in fluencies strategy Implementation	40.5	35.1	5.4	16.2	2.7
Political interference in organization influences strategy Implementation	16.7	47.2	2.8	22.2	11.1
Unclear school vision to implementers influences strategy Implementation	27.8	44.4	2.8	19.4	5.6

Discussions of findings

It was noted that implementation of strategic plans in public secondary schools is adversely affected by scarcity of resources which led to limited budgetary allocation due to poor flow of resources and inadequate funding of capacity building. In this study, resources included time, human capital and budgetary allocations. Inadequate skills and training was also noted as a major constraint in implementation of strategic plans in public schools. Alexander (1991) points out that "strategy implementation addresses the issue of how to put a formulated strategy into effect – within the defined time constraint, within budget and human resource and its capabilities". Budgeting was found to be a fundamental part of any action planning especially where the school had capital intensive strategy. However some schools were noted to incorporate financial considerations within their draft strategic plan which makes a lot of sense. The findings are consistent with MOE report (2009) which indicated that finances are the life-blood of all institutions. Sufficient funds are required both in creating SPPs and implementing it (MOE, 2009).

It was noted that organization structure in public secondary schools was not statistically significant in regards to the implementation of strategic plans. However any organizational strategy should quite often than not determine the choice of organizational structure hence the assertions that "structure follows strategy". It was noted that schools with inconsistent organizational structure were not able to achieve their goals as efficiently as those with well aligned, practical and acceptable structure. The researcher noted very

clearly that organizational structure can help or hinder, support or block strategic change and that a good fit – for – purpose structure will enable changes, continuous or discontinuous, small or large, to be made effectively and efficiently. Kroon (1995) suggested that the organizational structure that is developed must be practical and acceptable and must follow the business strategy.

SUMMARY OF THE STUDY FINDINGS

a) To establish the Influence Resource Allocation in Implementation of Strategic Plan

It was noted that implementation of strategic plans in public secondary schools is adversely affected by scarcity of resources, presence of idle capacity due to poor flow of resources and inadequate funding of capacity building. In this study, resources included time, human capital and budgetary allocations. Limited budgetary allocation was cited by most of the respondents as the key constraint impeding on the implementation of strategy in the schools. Lack of finances and inadequate skills and training were the other factors cited by the respondents as other factors hindering implementation strategic plan.

b) To Determine the Influence of Organization Structure in Implementation of Strategic Plan

From the study, the key organizational constraint that influence successful implementation of the schools' strategic plans include skills, knowledge and abilities of staff, unclear school vision to implementers and political interference in organization. Lastly, organizational structure does not fit strategy Implementation. Generally, the respondents felt that any plan to implement the strategy should be supported with skillful workforce which was not there in the schools involved in the study.

Conclusion

From the findings the following conclusions were made; The success of the strategic implementation process in public secondary schools was found to depend on the availability of resources in adequate quantities and in a timely manner. Finances are critical to the process since several activities in strategic implementation can only be successful if they are funded. The human resource was as importance as the finances to the process. The human resources represented by head teacher, teachers, B.O.M and P.T.A needs to be properly trained so as to be effective to the strategic planning process in public secondary schools. It was noted that organization structure in public secondary schools was not statistically significant in regards to the implementation of strategic plans. However, organizational structure should fit strategy Implementation which should be supported with skillful workforce.

Recommendations

There is need for more resources to be allocated to strategic plans implementation. Such resources could be sourced from sponsors or government that would help fund key strategic plans in public secondary schools. Therefore, the ministry of education in Kenya should increase its allocation to schools to curb the problem of budgetary constraints impeding strategy implementation in the schools. Also for an organization to successfully implement its strategy, the organization culture should fit strategy Implementation which should be supported with skillful workforce.

Areas for Further Research

A research should be carried out on the effect of government policies on implementation of strategic plans in secondary schools in Kenya. A research should be carried out on influence of external environment on the implementation of strategic plans in public secondary schools. Lastly, this study focused on influence of school leadership, organization structure, resource allocation and parents in implementation of strategic plans in public secondary school hence there is need to carry out study in private schools to shed more light in the area.

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