CHAPTER ONE
INTRODUCTION

1.1 Background of the study

Bryson (1995) defines strategic planning as an organization process of defining its strategy or direction and making decisions on allocating its resources to pursue this strategy. The strength of the entire process of strategic planning is tested by the efficacy of the strategy finally forged by the firm. The ultimate question is whether the strategy ironed out is the appropriate one and if it would take the firm to its objectives. Various business analysis techniques that can be used in strategic planning include:- SWOT analysis (strengths, Weaknesses, Opportunities and Threats), PESTLE analysis (Political, Economic, Social, Technological, Legal and Environmental analysis) and STEER analysis (Socio-cultural, Technological, Economic, Ecological and Regulatory factors).

According to Porter (2004) Strategic planning is the formal consideration of an organization's future course. Strategic planning deals with at least one of these three key questions: - "What do we do?'', "For whom do we do it?" and "How do we excel?". The success of modern organization requires the objective perspective of the leaders as well as maintaining focus on strategy of the organizations (Bolman, 1991). Strategic planning is increasingly considered as a process by which the organizations' management determines what it intends to be in future and how it will get there. This process leads to the development of a vision for the organization. Vision is a statement of hope, aspiration and wishes of the organization. The organization's future is determined and necessary priorities; procedures and operations to achieve that vision are established.

School strategic plan can help an institution to chart its future direction, to establish priorities, to diversify its products or services and deal effectively with rapidly changing circumstances (Schraeder, 2002). In the Kenya Education Master plan for Education Training 1997 to 2010 argued that quality education is not mere passing of examinations or certification but the development of independent, analytical, creative potential of the individual, critical imagination, spiritual and ethical values. The Master plan's that view states quality education should shift from merely passing examination to encompass the discovery of talents, development of analytical, cognitive and creative potential. This is

enhanced by efficient and effective management and prudent utilization of resources which can only be realized through development of strategic plans.

1.1.1 Secondary School Education in Kenya

The development of education after independence in 1963 was to fight ignorance, poverty and diseases. Since then, the education sector has been subjected to more than ten reviews by state funded special commissions and working parties. The reviews indicate the extent to which the government and other stakeholders have gone in search for a policy framework and laying strategies to make education serve the nation and meet the county's development needs.

In 2008 the government introduced plans to offer free secondary education to all Kenyans with a target of raising student enrolment to 1.4 million by the end of the year. More classrooms were needed to accommodate the 1.4 million pupils expected in public secondary schools during 2008. In 2008 Kenya had 4,478 public secondary schools. Most of these classes needed repair while others lacked essential facilities. Before introduction of free secondary school education, the whole of 2007 should have been used to prepare for the programme by building extra classes and hiring teachers but this was not done. The Teachers Service Commission had frozen recruitment of additional teachers at the time free primary education was being introduced. They were only employing staff to replace those leaving the service. Therefore, the experience of free primary education to certain teachers having to deal with large classes was to be repeated in Secondary schools. In 2008 the average teacher pupil ratio in Kenya's secondary schools already stood at one to forty five. The pupils needed to be given extra tuition in the evenings, over weekends and holidays. This was due to too large classes where teachers would not complete the syllabus within stipulated time frame. (Munyiri, 2008).

1.1.2 Secondary School Education in Mwingi Central District

Universal access to basic education and the achievement of primary education is one of the most important goals of the Millennium Development Goals. According to Nyamu (2011)   60 percent of secondary age children were in primary school, only 40 percent of secondary age children (14-17 years) were in secondary school in Mwingi Central District. As expected, the proportion of children in secondary school increases with increasing levels of the household wealth index. Children from high wealth index households are less likely to be in primary school when they should be in secondary

school. Education level of mothers is an important factor since mothers with higher education have most of their children attend the right school at the right age. (Kavii, 2010).

Challenges facing many secondary schools in Mwingi Central District include high dropout rates, poor performance, limited spaces in secondary schools, high cost of secondary education, rigidity of academic programs, poverty, impact of HIV/AIDS, Student/teacher ratio is high, textbooks and other complements inadequate, gender disparities and limited opportunities for handicapped population. Nyamu (2011) observes that like in the rest of country, school board of Management in Mwingi Central District are mandated by the Education Act to audit and regulate expenditure and ensure that all the income received by the school is well spend to achieve the objectives of the school. It is assumed that members of the Board and teachers are knowledgeable in law, Human resource management, supply chain management, accounting and project management.

Lack of facilities at schools and unmotivated teachers are some draw backs to quality education in Mwingi Central District Secondary Schools. Indications are that many public schools are ready struggling to perform well in national examinations, a situation that could be worsened by pupils entering institutions that are poorly equipped. Secondary education should properly prepare children for their careers and future life without mere passing in national examination.

Another problem facing schools in the district is poor management. Management organs such as Board of Management are constituted so as to include representatives of the communities served by the school, founder of the school or its successor and interest groups instead of having a team of professionals. This has created a managerial gap in most public schools in rural Kenya. These managers cannot cope up with the rapid social, technological, economic and cultural changes in our country. The managers lack skills in elementary law and cannot readily grasp the provisions of the Education Act or the basic concepts in management of public finance, human resource management and organizational management (Mwanza, 2011).

1.2 Statement of the Problem

In today's highly competitive environment a school must engage in strategic planning that clearly defines objectives and assesses both the internal and external situation to

formulate strategy, implement the strategy, evaluate the progress and make the adjustments as necessary to stay on track. The principal, nature and quality of leadership from the BOM (Board of Management) play a crucial role in the plan, design, development and implementation of the school strategic plan (Okumbe, 1999).

In Mwingi Central District, like in many other parts of Kenya, concerns has been raised by MOE officials, politicians and a big proportion of the public over what they perceive as poor planning and management practices. The problem is that there is an assumption that members of the boards of Management, principals and teachers have strategic planning skills. In order to achieve high academic performance the planners should bear in mind that it is important to have a well-qualified and highly motivated teaching force capable of understanding the needs of the learners and the curriculum. Most public secondary schools in Mwingi Central District today are not managed by professionals this imposes challenges in leadership and development of school strategic plans (Munyiri, 2008).

 Schools operate without a strategic plan which is an indication of lack of commitment to quality management. Lacks of quality planning may jeopardize the provision of quality education. There is no researcher who has researched on the challenges hindering development of strategic plans in Kenyan secondary schools in Mwingi Central District despite of the many benefits associated with the strategic planning (Mwingi Central DEO's report, 2012). The report indicate that in the whole District only one school has strategic plan and this could be the reason why most schools in the district are performing poorly in national examination. It further indicates that there is mismanagement of funds due to lack of well-structured plans. Based on this information, the researcher is therefore prompted to investigate on the challenges facing development of strategic plans in public secondary schools in Mwingi Central District, Kitui County, Kenya.

1.3 Research Objectives
1.3.1 General Objective
To find out challenges facing development of strategic plans in public secondary schools in Mwingi Central District, Kenya.

1.3.2 Specific Objectives

The specific objectives of the study were:-

i. To establish how commitment of schools' management influence development of strategic plans in public secondary schools in Mwingi Central District.

ii. To determine whether availability of adequate resources influence development of strategic plans in public secondary schools in Mwingi Central District.

iii. To find out how teachers' skills influence development of strategic plans in public secondary schools in Mwingi Central District.

iv. To establish whether adherence to government policies influence development of strategic plans in public secondary schools in Mwingi Central District.

1.4 Research Questions

i. Does commitment of schools' management influences development of strategic plans in public secondary schools in Mwingi Central District?

ii. How does availability of adequate resources influence development of strategic plans in public Secondary schools in Mwingi Central District?

iii. How do teachers' skills influence development of strategic plans in public secondary schools in Mwingi Central District?

iv. Does adherence to government policies influence development of strategic plans in public secondary schools in Mwingi Central District?

1.5 Scope of the Study

The study was carried out in Mwingi Central District, Kenya. It was targeting all public secondary schools in the district. The participants were teachers, BOM members and School principals. The researcher was concerned with development of strategic plans in public secondary schools in Mwingi Central District.

1.6 Significance of the Study

The study sought to establish the challenges hindering development of strategic plans in public secondary schools in Mwingi Central District. The study was to enlighten the ministry of education officials, politicians, school sponsors and general public on pivotal role played by the principals, teachers and BOM members in offering strategic leadership

in development of strategic plans in schools. This is to make them careful as they propose school headship and membership of BOM.

The researchers were also to benefit from this study as the findings of this study act as building block for future research in a similar area of study.

1.7 Limitations of the Study

The study was limited by the fact that only a questionnaire was used as a tool to collect the data. Some respondents over-rated or under-rated their schools in strategic plan. To overcome this, the respondents had been requested to be as honest as possible.

Secondly, the study could have been biased from the point of view that, not all teachers and BOM members got chance to air their views, but the researcher made the study as random as possible in distributing the questionnaire.

Another limitation was inadequate funds that would limit the study to a sample population as opposed to the whole population of teachers, BOM members and principals in the district. This sample population was taken to be a representative of the entire population.

1.8 Assumptions of the Study

It was assumed that all the respondents sampled responded honestly to the questionnaire and the sampled population represented the whole population.

It was also assumed that all schools sampled were accessible and the teachers, BOM members and principals were accorded the researcher the required co-operation.

 Lastly, the researcher assumed that the research instrument used were reliable to collect the required data on development of strategic plans.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of literature related to the study. It covers areas on school management, teacher skills, resources and government policies as the challenges hindering development of strategic plans.

2.2 Theoretical Framework

Strategic formulation as part of a strategic management process comprises three phases: diagnosis, formulation and implementation. Strategic management is an on-going process to develop and revise future oriented strategies that allow an organization to achieve its objectives, considering its capabilities, constraints and the environment in which it operates (Porter 1980). Diagnosis includes performing a situation analysis (analysis of the internal and external environment). Formulation is the second phase in the strategic management process. Williams (2002) produces a clear set of recommendations with supporting justification that revise the necessary mission and objectives of the organization and supply the strategies for accomplishing them. In formulation, we are trying to modify the current objectives and strategies in ways to make the organization more successful. This includes trying to create "sustainable" competitive advantage although most competitive advantages are eroded steadily by the efforts from competitors.

A good recommendation should be effective in solving the stated problem, feasible within a reasonable time frame, cost effective not overly disruptive and acceptable to key "stakeholders" in the organization (Porter, 1985). In organizations and in the practice of strategic management, strategies must be implemented to achieve the intent. The most wonderful strategy in the history of the world is useless if the strategy is not implemented successfully.

The third and final stage in the strategic management process involves developing an implementation plan and then doing whatever it takes to make the new strategy operational and effective in achieving the organization's objectives. The following three aspects of strategy formulation, each with a different focus need to be dealt with in the formulation phase of strategic management. The three sets of recommendations must be

internally consistent and fit together in a mutually supportive manner that forms an integrated hierarchy of strategy in the order given. Corporate Level Strategy is the aspect of strategy which is a broad decision about the total organizations scope and direction. Corporate level strategy is what should be our growth objective, ranging from retrenchment through stability to varying degrees of growth and how we accomplish that. Competitive strategy often called business level strategy involves deciding how the company will compete within each line of business or strategic business Unit (SBU). Functional strategy are more localized and shorter horizon strategies that deal with how much functional area and unit will carry out its functional activities to be effective and maximize resource productivity (Williams, 2002). The following are some of the theories.

2.2.1 The classical approach to business strategy theory

It is common to trace the roots of business strategy theory and academic field back to the early sixties. The works of Ansoff (1965) and Selznick's (1957) were an early contribution to this strategy theory. Ansoff is recognized as the founder of the planning school, Porter (1985) of the position school and Selznick form the design school. These three schools form the classical strategy theory.   The above named schools have had a considerable impact on business life during the last four decades and they have in common some important underlying presuppositions. The CEO is recognized as sole responsible for strategy formation. Conventional wisdom and the strategy literature presume that strategic leadership of organizations is primarily provided by chief executives, presidents or general managers (Kotter, 1982). Strategic leadership of organizations remains an under-researched topic and a sacred cow restricted predominantly to upper echelons of organizations. The discretion of top managers and the C.E.O. varies widely from very little to great deal. They show that top management's discretion, latitude for action is a function of the task environment. Leadership, as defined in the organizational behaviour focuses primarily on the individual in relation to small work groups and provides knowledge of limited use towards understanding strategic leadership (Tope, 2001). In contrast, the strategic management literature assumes that strategic leadership is provided by chief executives, general managers or presidents.

However, these accounts do not explain how these managers provide the strategic leadership that co aligns organization to their environment. Strategic leadership emerges in the process of strategic decision making process by which such decisions are made to become vehicles for individual and groups to shape organizational decisions. Sometimes they are made by top management then supported by analysis from subordinate specialists. At other times they emerge out of complex negotiation between external and internal shareholders.

2.2.2 The Resource Based View to business strategy theory

The resource-based view (RBV) is a business management tool used to determine the strategic resources available to a company. The fundamental principle of the RBV is that the basis for a competitive advantage of a firm lies primarily in the application of the bundle of valuable resources at the firm's disposal (Barney, 2001). To transform a short-run competitive advantage into a sustained competitive advantage requires that these resources are heterogeneous in nature and not perfectly mobile. According to Barney (2001) resources include all assets, capabilities, organizational processes, firm attributes and knowledge controlled by a firm that enable the firm to conceive and implement strategies that improve its efficiency and effectiveness. A subsequent distinction made by Amit & Sschoemaker (2003) is that encompassing so called "resources" which can be divided into resources and capabilities. In this respect, resources are tradable and non-specific to the firm while capabilities are firm-specific and are to engage the resources within the firm such as implicit processes to transfer knowledge within the firm.

Based on empirical writing stated above, RBV provides the understanding that certain existing resources will result in superior performance and build a competitive advantage. Sustainability of such an advantage will be determined by ability of competitors to imitate such resources. However the existing resources of a firm may not be adequate to facilitate the future market requirement. Due to polarity of contemporary market there is a vital need to modify and develop resources in order to encounter the future market competition. An organization should exploit existing business opportunities using the present resources while generating and developing a new set of resources to sustain its competitiveness in the future market environment. An organisation should be engaged in resource management and development. Therefore competitive advantage is crucial to

development of resources that will strengthen the firm ability to continue with performance (Barney, 2001)

2.3 Empirical Review

2.3.1 School management in development of strategic plans

Board of Management typically deal with strategic decision making in an organizations. Despite the fact that board have been subject of considerable scrutiny in both scholarly research and the popular press, there is surprisingly little agreement regarding how boards behave and how they may affect development of an organizations strategy (Mowday, 2004). Some people view boards as "rubber stamps" to approve any activity the principal decides to implement. Any firm relies on top management for leadership, direction and information. This line of research is inspired by scholars emphasizing power in organization. prahalad (1990) emphasize how powerful C.E.Os, through a variety of behaviours ensure that boards have essentially no effect on a firms strategy or changes in strategy. The boards play an active role in shaping the strategic direction of their organizations. Such high levels of board interest in strategy could of course be directed toward either changes in an organizations strategy or the preservation of the status quo. Interestingly this view of active extreme divides conceptualizations of boards as passive versus active. It has led to very different conclusions regarding both prescriptions of board behaviour (Jackson, 2003).

The increased scrutiny of board activities have come from not only academic research but also government regulators and the business press. It has led to overall conclusion ranging from commending boards for their achievements to condemning them for their shortcoming (Loeb, 2003). Most of the recommendations emerging from this corporate governance debate tend to revolve in board structure. They include increasing the proportion of outside directors that are aimed at increasing the independence of board decision making. Given that boards can be conceptualized as a group of individual, one important issue is that can affect the working of that group is its size. Some prior research Dalton (1999) has argued that board size is positively associated with breadth of perspectives in the planning process. Similarly, Lorsch and maclver (1989) have claimed that large boards are able to draw on large pool of experts.

According to Lorsch and MacIver (1989) on average, the insufficient breadth of expertise in smaller boards has several obligations including inadequate recognition of the need to

initiate or support the strategic change, lack of clear understanding of alternatives or lack of confidence in recommending strategic change. All of these consequences imply a lower inclination for strategic change for relative small boards. Perhaps not surprisingly, economists have devoted considerable attention to the fundamental problem of "free riders" in groups involved in common efforts (Sergiovanni, 1984). Research on the diffusion of responsibility and free rider problem in small groups also suggests that at high levels of group size, there may actually be a collective problem that reduces the group level inclination for strategic change. Large boards are prone to creation of different functions and in-fighting.

Goodstein (1994) discuss two centrally views and conclude that the logic against large groups generating change is more compelling. Researchers who have observed a positive relationship between group size and some decision making variable may have examined groups which are not so large as to diminish their decision making capabilities. Likewise, researchers who have observed the opposite finding may have examined groups that in general are sufficiently large so as to have a negative impact on their decision-making capabilities. Another factor that is likely to indicate differential inclination for strategic is board tenure. The greater tenure is associated with greater rigidity, increased commitment to established practices and procedures and increased insulation towards the new ideas. Devies & Brighouse (2008) also suggests that for change or adaptations to occur, there must be some infusion of new blood into the organizational context.

These suggestions are consisted with the empirical findings of Finkelstein and Hambrick (1990), who found a positive relationship between top management team tenure and strategic persistence. Similarly, Boeker (1997) reports a negative relationship between the top management team tenure and strategic change and that this relationship becomes increasingly negative under conditions of poor organizational performance. Psychologists also suggest that once individuals are committed to a course of action they are reluctant to change.

In contrast, others have made more positive arguments regarding organizational tenure. Greater experiences provide individuals with a much more comprehensive access to a richer stock of remembered information. Davies & Brighouse (2008) argue that too much change in organization membership disrupts communication networks. Davies (2006) combines these two streams of thought in this discussion of administrative turnover,

arguing that turnover may be related to change. He suggests that he mixed the findings and the alternative logics found in literature, highlightened the potential relationship between board tenure and the strategic change. With respect to boards inclination for strategic change a board with very low average tenure would have a much less rich information base from which to draw suggestions.

In a school set up Bolman and Deal (2003) assert that leadership plays a key role in providing symbolism for what the organizational culture values. Whether in terms of providing symbols, mission and vision statements, sharing organizational stories and myths, maintaining rituals or in other symbolic ways. Leaders help craft a shared perspective on what matters most in the school and help build a culture that supports those articulated values. Devies (2007) and others have articulated that school leadership has a responsibility of not only establishing a shared vision but that they are to create a shared ethical vision on behaviour among all constituents in the learning community. That is to say that an effective leader helps others know how interaction among teachers, parents and students is to occur. It helps others to know what to do in moments of confrontation and crisis and helps others know how to engage each other in matters relevant to student concerns, whether academic, emotional or physical in nature.

Davies (2006) acknowledged that leaders create culture and that they have a responsibility to change it. When leaders are in a high state of stress, their leadership styles necessarily create culture that is under stress as well. Schools that function in an atmosphere of unmanaged stress regularly begin to be dysfunctional and unhealthy. Nanus (1992) holds that school leaders articulate the definition of the organizations moral purpose, which can be considered as "why we do what we do". The values that underpin this moral purpose are linked to the vision, considering "where we want to be and what sort of organization we want to be in the future". Strategic leadership is the means of linking this broad activity to short-term operational planning, thereby responding to immediate events with elements of the value system and the longer-term strategic direction.

Strategic leadership is therefore, defining the vision and moral purpose and translating them in action. It is a means of building the direction and the capacity for the organization to achieve directional shift or change. This translation requires proactive

transformational mind-set which strives for something better rather than the maintenance approach of transactional leadership (Davies &Brighouse, 2008).

In attempting to define a strategic leadership perspective it is useful to build a broad understanding of strategy. Strategic leaders can use the following ideas to frame an initial understanding of strategy which can be considered to encompass the following concept: Vision and direction setting, a broad organizational-wide perspective, a three-to five-year perspective, a template for short-term action, considerable organizational change and strategic thinking more than strategic planning (Davies, 2006). Strategic leaders are involved in taking their organizations from their current situation to a changed and improved state in the future. According to Davies (2007) strategic leaders are often "change champions", building coalitions of staff to create conditions for change and embedding new ways of working. In personal terms, this often involves leaders in managing conflict and living with the ambiguity of knowing what they want to achieve but not being able to move towards it as quickly as they would like.

Ngware (2006) holds view that headteacher and the B.O.M. chairman should ensure that the schools have a quality strategic plan which should be reviewed periodically with the involvement of all employees. The head teacher and B.O.M. must ensure that the strategic plans are prepared and followed based on quality data. Collecting and utilizing data on service quality and getting feedback from service consumers is an important process in ensuring that the quality plans continuously benefit from the client level of satisfaction.

2.3.2 Resources in development of strategic plans

Development of strategic plans will highly be depended on resources available in a firm. These strategic resources include funds, people, infrastructure and information. Funds will have to be allocated in order to carry out a strategic decision. The chief executive officer (C.E.O.) and his senior management of divisions of company may be faced with the possibilities of whether to make a major commitment to expansion within a particular existing division or within another (Goodstein, 1994). Alternatively according to Bryson, (1995) Management should be making a somewhat more evenly split resource commitment to both divisions. Another alternative might be to invest in an acquisition instead of continual pursuance of one's present businesses. Decisions of this type, taken explicitly or not, will represent an option of senior management to redistribute the

balance between the emphases on the firm's different businesses. As such, the discretionary resource allocation tool might have a profound impact on a company's strategic direction. Another example of strategic resource allocation might be faced by a division manager who might make a choice with regard to how much of the discretionary funds generated from his "leading" product line should be placed back in the same product line in order to protect its future position versus how much funds he should want to divert into the development of new product lines.

Bryson (1995) has resource allocation pattern choice, this time with regard to the allocation of scarce resources between the various product directions, might have a profound impact on the strategic direction of a division. Even when it comes to a particular product line there might be different alternative for how to allocate resources to build up a competitive strength, ranging from a heavy "investment" in Research and Development (R & D) to taking over a competitor who clearly has the skill from establishing a strong competitive position in one market to invest in a more diversified distribution system and so on. The allocation of strategic funds will again shape the strategy, this time for this particular product line.

Strategic resource does only need funds, but any resource that can be used by the firm's management to create value to the firm. Kotter (1982) a list of such strategic resources could be as follows: - Funds – these will have to be available and free for discretionary use. Thus, funds accumulated in a company from which they cannot be transferred but will have to be reinvested internally and are not in a strategic resource. The funds flows generated might typically not be disposed off at any of the owners' free discretion.

Management skills – Managers are also scarce resources to the extent that they can be transferred from one area to another and that they represent a scarce output factor for a particular company (Cheng, 2002). This is often accomplished by a capital budgeting process. Proposals are assessed using financial criteria such as return on investment or cost-benefit analysis. These proposals are approved from the substance of a new strategy, all of which is done without a grand strategic design or a strategic architect. The top-down approach is the most common by far. In it, the C.E.O possibly with the assistance of a strategic planning team decides on the overall direction the company should take. Some organizations are starting to experiment with collaborative strategic planning techniques that recognize the emergent nature of strategic decisions (Jackson, 2003).

In a school set up, infrastructure in terms of building greatly influence the strategic decision making of the planning team. Some empirical literature show that there is possible relationship between the attitudes, teachers have about the condition of their classrooms when the classrooms were independently assessed (Eacott, 2008). One of the earliest studies was conducted in USA schools by Sergiovanni (1984) and Eacott (2008), who investigated the possible relationship between school building quality and student and teacher attitudes in a large metropolitan area in Louisiana.

Poor teacher morale in turn can have a negative impact on their effectiveness in the classroom, as well as the learning environment overall. Poor building conditions also can encroach upon the teachers' sense of personal safety. The possible negative effects of poor working conditions for teachers included absenteeism, lower levels of effort, less effectiveness in the classroom, low morale and lower job satisfaction. Teachers in two large urban areas were asked to respond to how the school building influenced their well-being Sergiovanni (1984) and Eatcott (2008), teachers in the Chicago and Washington DC public Schools were asked about their perceptions regarding their classrooms. Teachers rated their buildings and then responded to a series of questions relating to how they felt about them. Some teachers (40 per cent) felt the classrooms were not conducive for learning.

Approximately, 60 per cent of the teachers reported that their schools were somewhat or very inadequate in meeting curriculum standards with regard to science laboratory; some schools had no available science laboratory. Design characteristics constituted another factor addressed by teachers. Over 40 percent of the teachers considered their classrooms to be the wrong size, whereas over 25 percent reported teaching in spaces not designed to be classrooms. A number of teachers stipulated that they would either transfer to a different school at the end of the term or leave the teaching profession because of the condition of the school building Sergiovanni (1984) and Eacott (2008). Successful development of strategic planning mechanisms and initiatives require resources to be actualized. Schools that are committed to quality goals must allocate adequate resources to quality assurance initiatives. Resources should be availed so as to facilitate departments to meet regularly and discuss the content of schemes of work and tests, organizing open days for parents and teachers to discuss student performance and putting

in places to lay down schemes to reward (sometimes monetary) departments that record the highest improvement in national examination performance (Ngware, 2006).

2.3.3 Teachers skills in development of strategic plans.

The new world of technology and communication with its increased level of competition demands enhanced human capital in order to achieve sustainable growth, stability and even survival, the same as for enterprises, communities, nations and the global society (Davies & Brighouse 2008). The development of human capital to sustain growth, maximize the economic opportunities and meet social goals is the critical challenge of the twenty-first century. Investment in knowledge is gaining equal priority to capital investment. Davies (2006) holds view that, before embarking on formulation of any strategy an organization must ensure it has skilled manpower of the quality and in the numbers needed by the labour market. As the knowledge is a key factor of competitive advantage and job security, it is also creating a new dimension in the relationship between workers and employers. Traditionally management has assumed the responsibility for the success of the enterprise with workers carrying out the tasks assigned to them by management.

Workers gained employment security and improved conditions of work in return for loyalty and obedience to company rules. Intensified competition, rapid change and the emergence of new work process and new forms of work organization are changing the traditional role of management and are empowering core workers. A company's competitive advantage is now based on knowledge, with the core workers taking the major share of the responsibility for enterprise performance (Beckman and Rosenfield, 2008).

For enterprises, competitive and growth in the new environment largely depend in the investment in the continuous training of their workers, who become a valuable asset. The enterprise must retain and protect this asset by creating a supportive environment which satisfies the economic and social objectives of employees and gains their loyalty and commitment to company purpose (Prahalad and Hamel, 1990). According to Porter, (2004) "learning organizations" are those in which workers are integrated and the focus is in human capital and acquisition of world-class skill standards. These organizations treat workers as assets, invest heavily in continuous learning, equip their workers with the knowledge, attitudes and skills to produce high quality goods and services and

encourage them to be problem solvers and self-managers. In these organizations, learning is an integral part of job content. For workers, the new work environment often means the erosion of social protection and of the stability which came from life-time employment. It requires them to strive from continuous learning and personal development to increase their mobility (porter, 2004).

Organizations need to have the right number of people at the right place at the right time. This classic adage of human resource planning is a fundamental component of "employee assignments". A critical part of the employee assignment task is deciding where to find the people needed e.g. internally, externally, from the local area, or from other regions. Additionally, there is the decision of whether to outsource the recruitment and selection process. Helping employees make the transition into the organization is also included in this task. Employees entering the firm need to be aware of the vision, mission, values and general strategy of the organization (porter, 2004). To fully utilize the competencies, behaviors and motivation levels of these employees, organizations need to provide opportunities for interaction, learning, sharing of knowledge and information and the chance to work together effectively. Some of the questions that must be addressed to be effective in this task are:- what number and type of employees are needed, with what qualifications? Where are they needed, and when? Where will they come from? What opportunities for growth, development and rewards will attract them to the organization (Williams, 2002)

Human resources (HR) task is to ensure that individuals have the needed skills, knowledge and abilities to perform successfully. Systematic selection based upon job analyses linked with an organizational analysis, helps ensure that the appropriate skills, knowledge and abilities for all jobs and roles is known. Anticipating and planning for future jobs and organizational roles are also necessary to help ensure that employees in the future will be positioned (adequately trained) to have the appropriate competencies (Davies, 2007). Ensuring that the needed competencies are available requires answering questions such as:- what competencies do employees have now? What new competencies will be needed in the future? What competencies will be less important in the future? Which specific employees need which specific competencies? (Davies, 2005).

Organization- based capabilities are derived from superior organization wide skills developed through learning and knowledge management in adopting and mastering new

processes, new technologies and new product designs across the entire organization (Beckman and Rosenfield, 2008). Network – based capabilities refer to the capabilities that are derived from a firm's ability to transcend its formal boundaries and reach out to the other players in the value or supply chain to improve the efficiency. Network – based capabilities include supply network flexibility and logistics flexibility. For example, Dell's ability to integrate product design with suppliers and to coordinate internal assembly operations with sales information enables it to efficiently design, assemble and deliver customized computers (Leithwood and Jantzi 2006).   In a school set up, Leithwood and Jantzi (2006) argued that school leaders need to create and sustain a competitive school, empower others to make significant decisions, provide instructional guidance and develop and implement strategic school improvement plans. Leithwood and jantzi's argument highlights the place for the organizational context which is characterized by the geographical location, size and level of the school. All these determine what constitutes effective leadership.

Normally head teachers are expected to oversee the organization of departments and the allocation of resources within the units in the school, facilitate professional development and in service training of teachers as well as monitor how teaching and assessment of students is conducted and effectively manage the outcomes. Studies on the training needs of school managers in Kenya (Okumbe, 1999) found that most teachers take up management positions without formal training in leadership. Lack of confidence in their work especially in handling personnel in their schools are some of the common challenges experienced by head teachers. The above named researchers have pointed out that generally head teachers have shortcomings in the following areas: - general administrative duties, planning and financial management, keeping of school records, personnel management, curriculum implementation and evaluation and in areas pertaining to teamwork in the school (Ogembo, 2005).

According to Eacott (2008) institutions should commit adequate resources to finance short course, in-service training for teachers, purchase of adequate and quality teaching and learning materials among others. Training needs assessment is a critical necessity in identifying skill gaps among employees in an organization. Such an analysis should form the basis on teacher skills. Teachers and other school employees require a systematic upgrading of their skills in order to keep pace with the changing cultural, institutional,

legal, technological and environmental dynamics. Such upgrading is best done through pre-service training, in-service training, seminars, workshops and other short organized courses among others. Equally, schools need mechanics to encourage, recognize, reward and therefore motivate workers. One such activity in human resource development is provision of time and other resources to develop continuous quality improvement initiatives (Ngware, 2006).

### 2.3.4 Government policies in development of strategic plans

Development of strategic plans in world all over should be in line with government regulatory policy frame work. These policies limit the discretion of individuals and agencies or otherwise compel certain types of behaviour that can be easily defined and bad behaviour that can be easily regulated and punished through fines or sanctions (Gene, 1993). In education sector education policy refers to the collection of laws and rules that govern the operation of education systems. Examples of areas subject to debate in education policy specifically from the field of schools, include school size, class size, school choice, school privatization, teacher education and certification, teacher pay, teaching methods, curricular content, graduation requirements, school infrastructure, investment and the values that schools are expected to uphold and model (Gene, 1993).

In British Columbia if a board of education no longer requires property for educational purposes, it must seek the approval of the minister prior to disposing of the property by sale and transfer or by lease of 10 years or more, unless the board is selling or leasing land or buildings to another board or independent school for educational purposes. Boards of education must engage in broad consultation and in enhanced planning regarding underutilized school buildings and other property owned by boards prior to property disposition.

School closures and disposal of school board property are guided by two Ministerial orders. The school opening and closure order and the disposal of land or improvement order. These Orders are made under the authority of the Schools Act, sections 73, 168 (2) (p) (t) and 96 (3). The policy outlines the terms and conditions that the Minister will consider in the approval of a board of education's request to dispose of real property. The disposal of real property includes the sale, exchange or lease of 10 years or more of land or improvement or both (Gene, 1993). Gene holds that available school space will be needed to accommodate other programs. With respect to surplus or underutilized

school space, the board must consult with local government, community organizations and the public on alternative community uses. This consultation process must include: consideration of future enrolment growth in the district, including Kindergarten, adult programs and early childhood learning; Consideration of alternative community use of surplus space in school buildings and other facilities and a fair consideration of the community's input and adequate opportunity for the community to respond to the board's plans for the school (Gene, 1993).

2.4 Conceptual Framework

Independent variables   Dependent variable
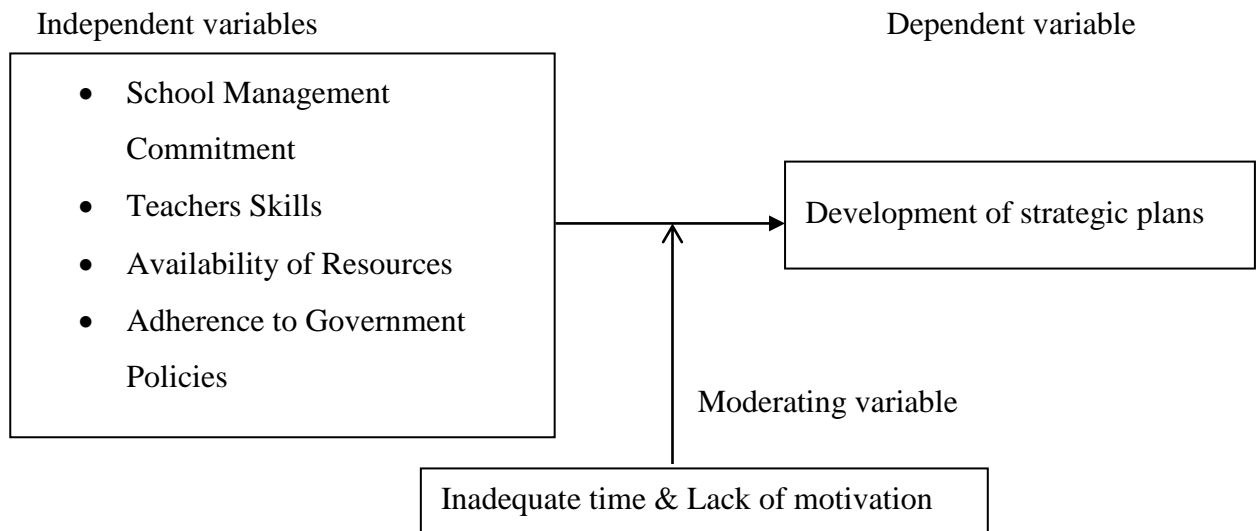
Source: Researcher's own model 2013

Figure 2.1 Conceptual framework

The development of strategic plans in public secondary schools was influenced by independent variables that include school management commitment, teacher skills, availability of resources and adherence to government policies. School management plays a pivotal role in the design, development and market of school plans. It sets the direction and tone of working in the school. Without a model on commitment at this senior most level of school administration, success is likely to be stifled. A key component of leadership is a willingness to change things and take informed risk.

Teachers are key players in the teaching and learning process and therefore being at the centre of such services their quality initiatives should not only be welcomed but encouraged. Teachers need to continuously upgrade their skills and knowledge on the

content, pedagogy and school management for them to continue making improvements at their work place. This is done through access to education and in job training.

School planning mechanism and initiative require adequate resources to be available. Schools that are committed to realization of school strategic goals must allocate adequate resources to quality assurance initiatives. In drawing school plans the management should be guided by government policy framework. These policies offer guidance on curriculum delivery, development of schools infrastructure, health and safety standards among other issues. The moderating variables that might set a draw back in development of strategic plan are inadequate time and motivation. Unless the stakeholders create time to develop school strategic plans these ideas on development school strategic plans will be futile. To brainstorm on the idea and bring it into realization motivation should be the key driving force.

2.5 Summary and Gap to be filled

This chapter on development of strategic plans is generally centred on two strategy formulation theories i.e. resource based theory and classical approach to business strategy theory. The two theories emphasized on strategic considerations that influence development of strategic plans in organizations. The empirical literature review was given indicating how school management, skills, resources and government policies are challenges hindering development of strategic plans. While conducting literature review so many gaps were noted which this proposed study will try to fill despite the overriding payback on formulation of strategic plans. The researcher did not find any research work on development of strategic plans in public secondary schools in Mwingi Central District, Kitui County, Kenya.

The principals who should give leadership in development of the school plans are not offered proper training on the same. BOM members and teachers do not have the necessary skills and expertise in formulating schools plans. More often government policy guidelines are flouted when developing school strategic plans. This research study is aimed at filling these gaps by finding out challenges facing development of strategic plans in public secondary schools in Mwingi Central District.

CHAPTER THREE
RESEARCH METHOLODOGY

3.1 Introduction

This chapter entails the research design, target population, sampling strategy, and data collection tools and instruments then data analysis presentation.

3.2 Research Design

A descriptive research survey was used in this study. Research is all the studies concerned with specific prediction, narration and characteristics concerning individual groups or situations (Orodho, 2004). A descriptive survey designs allows researchers to gather information, summarize, interpret and present the data. The method was appropriate since it allowed the collection of qualitative information such as those aimed at measuring attitudes, opinions or habits, which this study was aimed at (Mugenda and Mugenda, 1999).

3.3 Target Population

The target population was all the 27 public secondary schools in Mwingi Central District. Singleton (1993) advises that the ideal setting for any study should be easily accessible to the researcher and that permits instant rapport with the respondents. This area was chosen because it was within reach by the researcher. These secondary schools comprised of girls boarding schools, boys boarding schools, mixed boarding schools, mixed day and boarding schools and mixed day schools. These schools had 27 principals, 324 BOM Members and 236 teachers. The total target population was therefore 587.

Table 3.1: Target Population

S/N	Name of School	Principal	BOM	Teachers
1.	Enziu	1	12	13
2.	Itendeu	1	12	10
3.	Kaela	1	12	8
5.	Kairungu	1	12	5
4.	Karunga	1	12	7
6.	Kalisasi	1	12	8
7.	Katalwa	1	12	5
8.	Kathonzwe	1	12	6
9.	Kiio	1	12	8
10.	Kiomo	1	12	9
11.	Kisovo	1	12	8

12.	Kivou	1	12	7
13.	Kyethani	1	12	6
14.	Kyulungwa	1	12	8
15.	Mbondoni	1	12	7
16.	Mumbuni	1	12	10
17.	Munyange	1	12	5
18.	Muthukya	1	12	5
19.	Mutwangombe	1	12	8
20.	Mwingi Boys	1	12	24
21.	Nyaanyaa	1	12	6
22.	Pb Tyaa	1	12	13
23.	Syomikuku	1	12	9
24.	Syungii	1	12	5
25.	Waita	1	12	16
26.	Wikithuki	1	12	6
27.	Yambyu	1	12	14
Target Population		**27**	**324**	**236**
Total target population				**587**

Source: Researcher's own model 2013

3.4 Sampling Strategy

Simple random sampling was used to select 9 schools, from which 27 teachers (3 teachers per school) and 27 BOM Members (3 BOM Members per School) who were randomly selected to participate in the study. According to Kathuri and Pals (1993) simple random sampling ensures that each individual has the same probability of being chosen at any given stage of sampling process to avoid bias. Purposive sampling was used to select 9 principals from the selected schools. Mugenda and Mugenda (1999) observed that purposive sampling technique allows the researcher to use cases that have the required information with respect to the objectives of the study. Thus the study comprised of 27 teachers, 27 BOM members and 9 principals from 9 public secondary schools in Mwingi Central District. Total sample population was 63 respondents. The sample was more than 10% which is the minimum sample size for descriptive analysis as proposed by Gay (Gay, 1992). In this case the sample selected was deemed to be representative enough of the whole population and therefore valid and genuine for generalizations to be made. According to Mugenda and Mugenda (1999) the sample should be small enough to be economical in terms of expenses on time, money and data analysis.

Table 3.2: Sample Population

S/N.	Name of School	Principal	BOM	Teachers
4.	Enziu	1	3	3
7.	Kairungu	1	3	3
9.	Kalisasi	1	3	3
1.	Kiio	1	3	3
3.	Kiomo	1	3	3
2.	Mbondoni	1	3	3
8.	Mumbuni	1	3	3
6.	Syomikuku	1	3	3
5.	Waita	1	3	3
Sample Population		**9**	**27**	**27**
Total Sample Population			**63 Respondents**	

Source: Researcher's own model 2013

3.5 Data Collection Tools and Instrument

The data was collected using questionnaires. The questionnaire were organized into sections one capturing demographic details whereas the rest focused on the objectives of the study. A likert scale was used to gauge the degree of response in terms of strength or weakness on scale of one to four. The questionnaires were self- administered through drop and collect method so as to ensure higher response rate. To ensure that the data collection instrument captured the desired data, the questionnaire was pilot tested in two public secondary schools in Mwingi East District and then the necessary amendments were made.

3.5.1 Validity

Validity deals with the accuracy and meaning of inferences, which are based on the research results. According to Mugenda and Mugenda (1999) this is the degree to which an instrument measures what it is supposed to measure for a particular group. The instruments for this study i.e. questionnaire was validated by the supervisor and judgment done by an expert. The expectation was that the content and validity of items in the questionnaire were as per the researcher's constant consultation with the supervisor and reference books used in the study. Those collaborative efforts yielded an instrument which would stand validity test.

3.5.2 Reliability

Before the collection of the data, a pilot study was conducted in the two public secondary schools from the neighbouring Mwingi East District. The choice of Mwingi East District was because the two districts shared similar conditions with regard to physical facilities

and resources and to prevent contamination of the sample population (Gay, 1992). The pilot study helped to improve reliability of the instruments. The reason behind pre-testing was to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability (Kathuri and Pals, 1993).

3.6 Data Analysis and Presentation

Data analysis involves looking for patterns in the data, segmentation of data and critical scrutiny of the data to make conclusion from the data after comparison. The collected data from the field was coded and entered in the computer Using Statistical package for the Social Scientists (SPSS). This was because the program helped in organizing the data (Mugenda and Mugenda, 1999). The researcher in this study quantitatively and qualitatively analysed the data. Descriptive statistics was used to analyse quantitative data. Qualitative data which included any information that was captured and not numerical in nature for example, the open-ended responses from questionnaires were first reviewed and key themes categorised together. The data was then coded and the themes within documents that related to the research questions in the study were identified. The qualitative data was interpreted by attaching significance to the themes and the patterns observed. Alternative explanation was also considered by looking at differences in responses recorded in data collected. The results of the data were presented using tables, pie charts and graphs (Kathuri and Pals, 1993).

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1   Introduction

This chapter presented the results of a study, whose purpose was to find out the challenges hindering development of strategic plans in public secondary schools in Mwingi Central District. The chapter was organized into five sections; the first one covered the background data of the respondents and the other four sections answering questions that address the research objectives. These were to establish the influence of commitment of school management in development of strategic plans in Mwingi Central District, to determine whether public secondary schools in Mwingi Central District have allocated adequate resources for development of strategic plans, to establish the influence of teacher skills in development of strategic plans in public secondary schools in Mwingi Central District and to determine the influence of adherence to government policies in development of strategic plan in Mwingi Central District to government policies in development of strategic plans.

4.2   Background Information

Data for the study was collected from 63 respondents from 27 public secondary schools in Mwingi Central District. Of the 63 respondents 37 (59%) were male and 26 (41%) female.

Table 4.1: Gender

Gender	Frequency	Percentage
Male	37	58.7
Female	26	41.3
TOTAL	**63**	**100**

Source: Researcher's own model 2013

Age bracket of the respondents was categorized into four age brackets. Those who are 30 years and below were 21 (33.3%), 31 – 35 years were 26 (41.3%), 36 – 40 years 11 (17.5%) and over 40 years 5 (7.9%). This revealed that majority of the public secondary school teachers and BOM members in Mwingi Central District were aged between 31 – 35 years.

Table 4.2: Age

Age	Frequency	Percentage
30 years and below	21	33.3
31 – 35 years	26	41.3
36 – 40 years	11	17.5
Over 40 years	5	7.9
TOTAL	**63**	**100**

Source: Researcher's own model 2013

The teaching experience or work experience of the respondents was distributed as follows: - 5 years and below 13 (20.6%), between 6 – 10 years 15 (23.8%), between 11 – 15 years 16 (25.4%), and over 15 years 19 (30.2%). Based on this data most of the teachers in in public secondary schools in Mwingi Central District had over 15 years teaching experience.

Table 4.3: Teaching / work experience

Teaching Experience	Frequency	Percentage
5 years and below	13	20.6
Between 6 – 10 years	15	23.8
Between 11 – 15 years	16	25.4
Over 15 years	19	30.2
TOTAL	**63**	**100**

Source: Researcher's own model 2013

Academic qualifications of the respondents were distributed as follows: - 7 (11.1%) had Masters degree, 30 (47.6%) had Bachelors degree, 22 (34.9%) were Diploma holders and 4 (6.4%) had other qualifications. Based on this data most of the respondents in public secondary schools Mwingi Central District had bachelors' degree.

Table 4.4: Academic Qualification

Academic Qualification	Frequency	Percentage
Master degree	7	11.1
Bachelor degree	30	47.6
Diploma holder	22	34.9
Other (Specify)	4	6.4
TOTAL	**63**	**100**

Source: Researcher's own model 2013

4.3 Commitment of School Management in Development of Strategic Plans

The first objective of the study was to establish the influence of commitment of school management in development of startegic plan in public secondary schools in Mwingi Central District. This covered the school, length of time respondent had served in the school, training on education management course by the the respondents, the course that the respondents had done and the year they attended the courses and the respondents' extent to which they agreed or disagreed with some statements asked in regard to the school management in development of schools' strategic plans.

Table 4.5: School Category

Category	Frequency	Percent
Girls' Boarding	8	12.7
Boys' Boarding	8	12.7
Mixed Day	38	60.3
Mixed Day and Boarding	9	14.3
TOTAL	**63**	**100**

Source: Researcher's own model 2013

Table 4.5 above indicates that 60.3% of the schools were mixed day, 14.3% were mixed day and boarding while the rest (12.7%) were either girls' boarding or boys' boarding schools.

Figure 4.1: Education Management Course
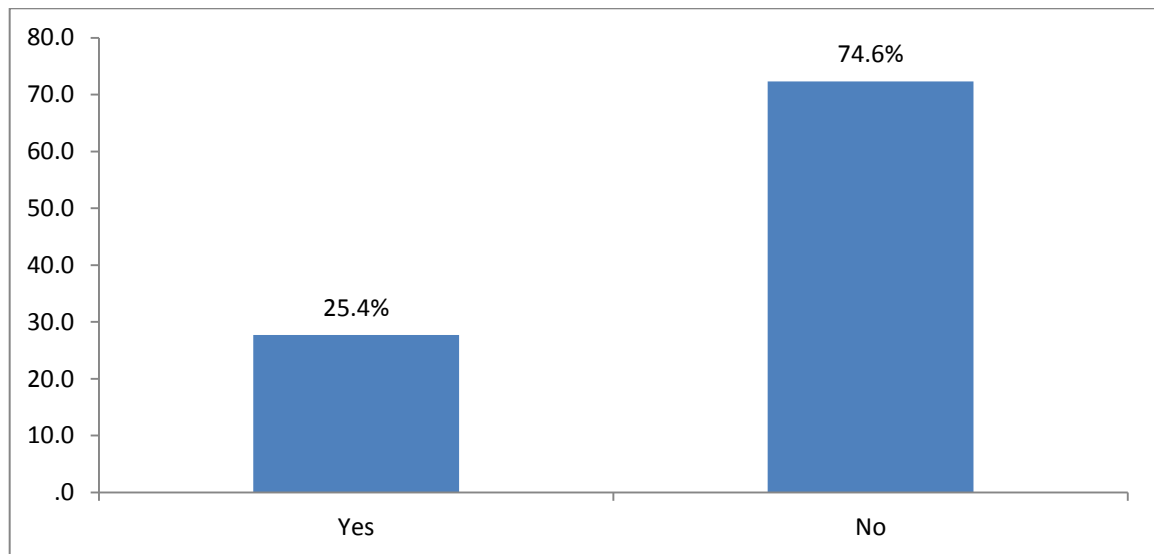
Source: Researcher's own model 2013

According to Figure 4.1, 74.6% of the respondents interviewed had never attended an education management course while only 25.4% had attended the same. Moreover, for those respondents who had attended any education management course, the following were the courses which were mentioned: communication skills, curricular and school management, discipline in schools, financial management, guidance and counseling, leadership and organizational skills. Furthermore according to the respondents, they had all attended these courses between 2003 and 2011.

According to all the respondents interviewed, they all said that their schools had formally constituted BOM. Furthermore, all the respondents interviewed said that their schools had not prepared a strategic plan. These finding were in line with previous studies that have shown that there has been lack of adequate planning practices in schools (Ngware *et al*., 2006).

Table 4.6: School Management Statements in Development of Strategic Plans

	Lack of Skill	Illiterate	Rarely Attend	Resist Change	Rubber Stamp
Strongly Disagree	12.3	15.4	16.9	16.9	44.6
Disagree	18.9	17.3	23.6	21.9	10.7
Agree	10.3	39.6	27.2	19.6	15.5
Strongly Agree	58.5	27.7	32.3	41.5	29.2

Source: Researcher's own model 2013

The results displayed in Table 4.6 presents the respondents' extent to which they agreed or disagreed with some statements asked regarding the school management in development of schools' strategic plan. According to the Table 4.6; 58.5% of the respondents interviewed strongly agreed that the BOM members did not have the necessary skills required for developing school strategic plan, while 10.3% just agreed with the statement. However, 18.9% of the respondents disagreed with the statement and 12.3% strongly disagreed.

Further, 39.6% of the respondents interviewed agreed with the statement that most BOM members are illiterate and therefore do not contribute much in formulating school plans 27.7% strongly agreed with the statement. However, 15.4% of the respondents strongly disagreed with the statement while 17.3% disagreed. In addition, 32.3% of the respondents interviewed strongly agreed with the statement that some members of the BOM rarely attend BOM meetings where ideas on development of school plans are fronted while 27.2% agreed with the statement.

On the other note, 21.9% of the respondents disagreed with the statement and 19.6% agreed with the above statement. Furthermore, 41.5% of the respondents interviewed strongly agreed with the statement that some members of the BOM resist change and therefore things remain the way they have always been. However, 16.9% of the respondents strongly disagreed with the same statement.

In agreement with Prahalad *et al.*, (1990), 29.2% of the respondents interviewed strongly agreed with the statement that some members of the BOM just rubber stamp principals decisions as long as at the end of the meeting they will get allowance, while 10.7% disagreed with the statement. Further, 29.2% of the respondents strongly agreed with the statement while 15.5% just agreed.

4.4 Allocation of Adequate Resources in Development of Strategic Plans

This second objective of the study was on allocation of adequate resources in development of strategic plans in public secondary schools in Mwingi Central District. This was presented under the following areas: sources of income in the schools besides the government grants, and the respondents extent to which they either agree or disagree with some statements on how availability of resources may influence development of schools strategic plan. According to the study, other than the Government grants other

sources of income for the schools were listed as follows: donor funds, bursaries, Constituency Development Funds and School Farm.

Table 4.7: Allocation of Adequate Resources in Development of Schools Strategic Plans

	Strategic Planning is Expensive	Availability of Books	Availability of Enough Teachers	Information of All Teachers	Monetary Reward	Number of Students	Land for Expansion
Strongly Disagree	50.8	4.8	4.8	4.8	0	1.6	1.6
Disagree	11.1	0	0	0	0	3.1	0
Agree	6.3	46	43.9	41.3	40	35.9	33.3
Strongly Agree	28.6	34.9	46	49.2	56.7	57.8	63.5

Source: Researcher's own model 2013

The results in the Table 4.7 above present the respondents extent to which they either agree or disagree with some statements on allocation of adequate resources in development of schools strategic plan. According to the Table 4.7, 50.8% of the respondents interviewed strongly disagreed that strategic planning was too expensive for the schools to afford. Further, 34.9% of the respondents interviewed strongly agreed that availability of enough books, science equipment's, science laboratory; classrooms were a prerequisite to planning for academic excellence.

Moreover, 46% of the respondents strongly agreed that availability of enough teachers for all subjects was a base to planning for schools good academic performance. In addition, 49.2% of the respondents strongly agreed that information to all teachers, students, parents, on schools expectations empower them to work towards set objectives.

Further, 56.7% of the respondents interviewed strongly agreed that monetary rewards motivates teachers to meet set targets while 57.8% of the respondents strongly agreed that the number of students and the amount of fees they pay determines the type of development plans the schools come up with. Finally, 63.5% of the respondents strongly agreed that land for expansion was necessary before planning for any construction

project. This was in line with Barney (2001) view that resources are very central in determination of strategic plans for institutions.

4.5 Teacher Skills in Development of Strategic Plans

The third objective is on influence of teachers' skills in development of strategic plans in public secondary school in Mwingi Central District. This was done under the following: descriptive statistics for schools enrolment, number of streams, number of TSC and BOM employed teachers in the schools, and the respondents views towards some statements on how teachers' skills influence development of schools strategic plan.

Table 4.8: Descriptive Statistics for School Enrolment

Mean Enrolment	Lowest Enrolment	Highest Enrolment
152	62	623

Source: Researcher's own model 2013

Table 4.8 presents the descriptive statistics for the school enrolment; the school that had the lowest enrolment had 62 students while the school that had the highest enrolment had 623 students. The mean enrolment was 152 students.
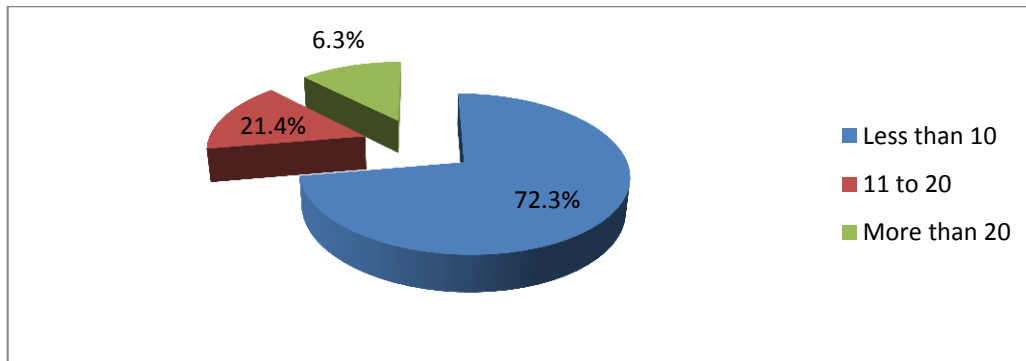
Figure 4.2: Number of Streams
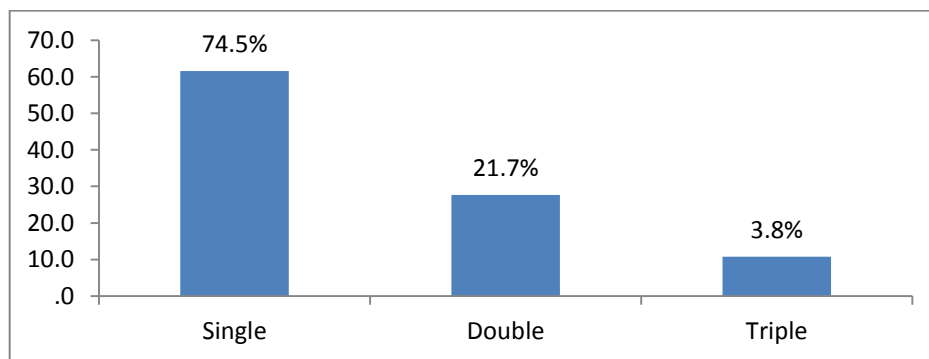
Source: Researcher's own model 2013

Figure 4.2 illustrated the number of streams from the sampled schools. According to the Figure 4.2 74.5% of the sampled schools had one stream, 21.7% had two streams while only 3.8% had three streams.
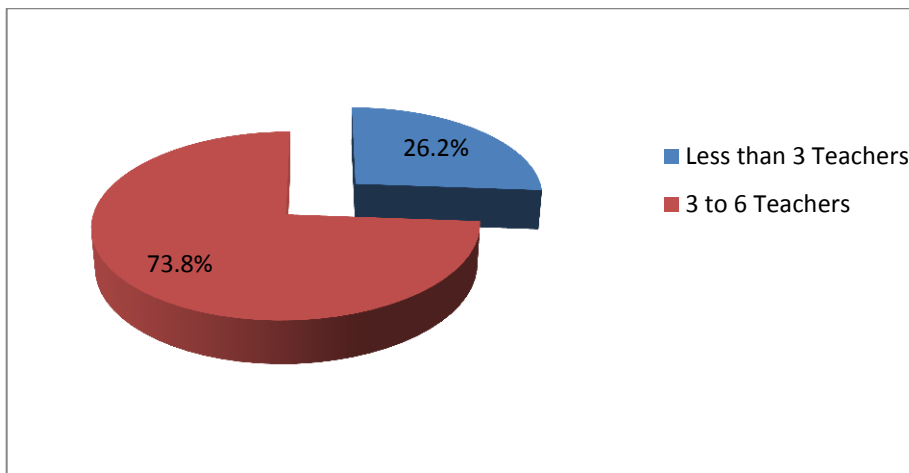
Figure 4.3: Number of TSC Employed Teachers

Source: Researcher's own model 2013

According to Figure 4.3 above, 72.3% of the respondents interviewed said that their schools had less than 10 teachers who were employed by TSC, 21.4% said that their schools had between eleven and twenty teachers employed by TSC and 6.3% of the respondents said that their schools had more 20 teachers who were employed by TSC.

Figure 4.4: Number of BOM Employed Teachers

Source: Researcher's own model 2013

According to Figure 4.4 above, 73.8% of the respondents interviewed said that their schools which they belonged had between three and six teachers who were employed by the BOM while the rest (26.2%) said that there were less than three teachers who were employed by the BOM.

Table 4.9: Teacher Skills in Development of School Strategic Plan

	High Academic Standards	Lack of Training	Attending Workshops/Seminars	Involvement in Decision Making
Strongly Disagree	1.5	1.5	4.6	10.8
Disagree	0	0	1.5	0
Agree	10.8	66.2	43.1	29.2
Strongly Agree	83.1	29.2	46.2	53.8

Source: Researcher's own model 2013

The table 4.9 presents the respondents views towards some statements on how teachers' skills influence development of schools strategic plan. According to Table 4.9, 83.1% of the respondents strongly agreed with the statement that teachers high academic standards leads to achieving school plan/goals on academic excellence, while 10.8% agreed with the same statement. Further, 66.2% of the interviewed respondents agreed that BOM teachers lack training on curriculum delivery and this has negative impact on schools academic performance while 29.2% strongly agreed with the above statement. Davies (2006) affirms that, without adequate training employees may not effectively execute management functions such as strategic planning.
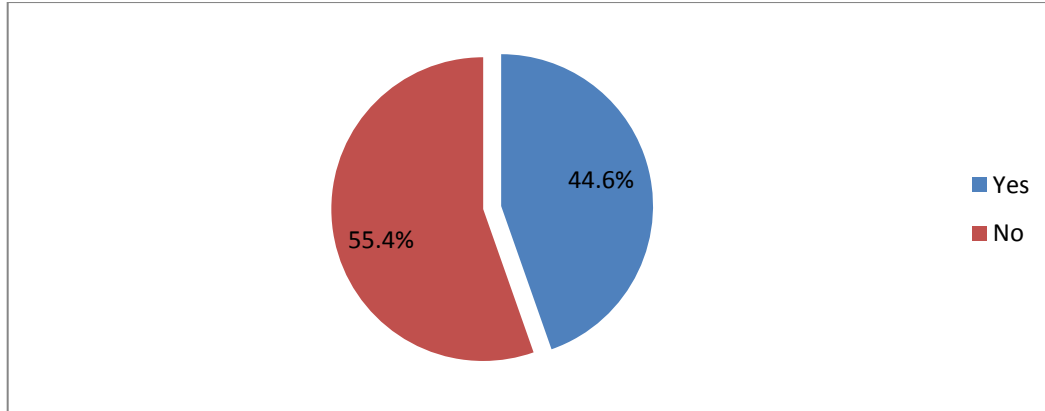
Moreover, 46.2% of the respondents interviewed strongly agreed that teachers' workshops/seminars on strategic planning provide them with knowledge on development of strategic plans and 43.1% agreed with the same statement. Finally, 53.8% of the interviewed respondents strongly agreed that teacher involvement in decision making greatly influence development of schools strategic plan while 29.2% agreed with the same statement. This is in agreement with what was previously indicated in this study that qualified workforce can offer strategic direction of a firm (Jackson, 2003).

4.6 Adherence to Government Policies in Development of Strategic Plans

The fourth objective is on government policies in development of strategic plans in public secondary schools in Mwingi Central District. This was done under the following

areas: on-going projects in the schools and consultation of Ministry of public works before under taking any project in the schools.
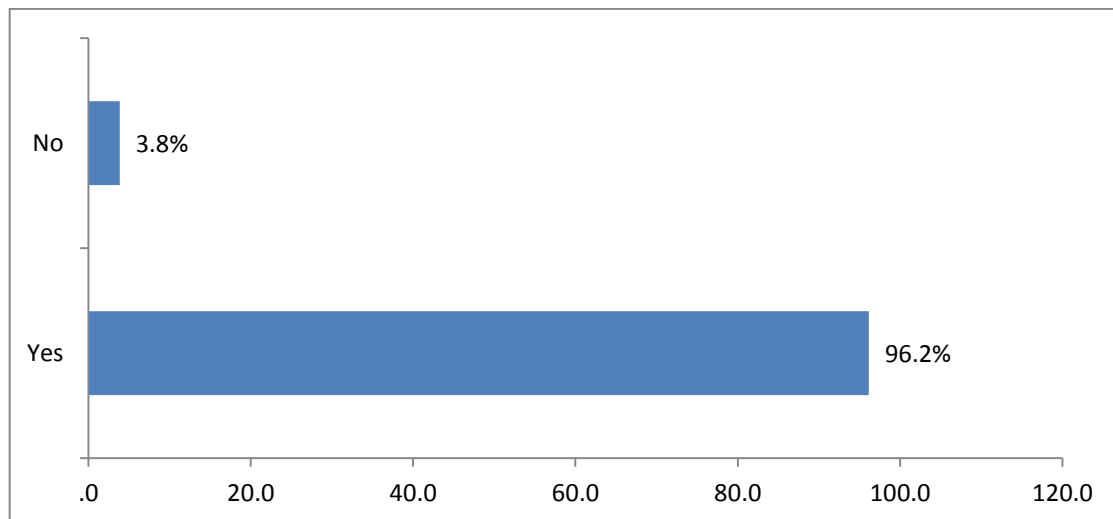
Figure 4.5: On Going Projects

According to Figure 4.5 above, 55.4% of the respondents interviewed said that their schools did not have any on going project while the rest (44.6%) said that they had. Among the projects which were on going were: classrooms, laboratories and libraries.

Figure 4.6: Consulting the Ministry of Public Works

According to Figure 4.6, 96.2% of the respondents interviewed said that they consulted the ministry of public works before any construction was initiated in their schools. These findings concur with Gene (1993) as earlier discussed in literature review. 3.8% of the respondents said that they never consulted.

4.7 Results of Spearman Rank Correlation

Gibbons (1993) explains that, Spearman's rank correlation is used to determine the strength of relationship between two ordinal variables. Ordinal variables are the variables whose responses are ranked. Furthermore, the Spearman's rank correlation ranges from -1 to +1. A correlation coefficient of close to +1 implies that the variables are highly positively related. A Spearman correlation close to -1 implies that there exists a strong negative relationship between the two variables. Finally, as the Spearman's rank correlation tends to zero, this implies that the relationship between the two variables is becoming weaker and weaker such that a correlation of zero means that there do not exist any relationship between the two variables.

Table 4.10 School Management and Development of Schools' Strategic Plan

		Lack of Necessary Skills	Illiteracy of BOM Members	Failure to Attend Meetings	Change Resisting	Ignorance of BOM Members
Lack of Necessary Skills	Correlation Coefficient	1.000	.362[**]	.324[**]	.407[**]	.498[**]
	p-value	.	.003	.008	.001	.000
Illiteracy of BOM Members	Correlation Coefficient	.362[**]	1.000	.585[**]	.602[**]	.427[**]
	p-value	.003	.	.000	.000	.000
Failure to Attend Meetings	Correlation Coefficient	.324[**]	.585[**]	1.000	.560[**]	.428[**]
	p-value	.008	.000	.	.000	.000
Change Resisting	Correlation Coefficient	.407[**]	.602[**]	.560[**]	1.000	.516[**]
	p-value	.001	.000	.000	.	.000
Ignorance of BOM Members	Correlation Coefficient	.498[**]	.427[**]	.428[**]	.516[**]	1.000
	p-value	.000	.000	.000	.000	.

Source: Researcher's own model 2013

** Correlation is significant at 0.05 level of significance

Table 4.10 above presents the spearman's rank correlations for various variables. According to the table, the strongest relationship was found to be between the variables 'some members of the BOM resist change and therefore things remain the way they have always been' and 'most BOM members are illiterate and therefore don't contribute much in formulating schools plans'. This correlation was found to be 0.602 which was also at level of significance of 0.05.

Further, the correlation between 'some members resist change and therefore things remain the way they have always been' and 'some members rarely attend meetings where ideas are on development of schools are fronted' was found to be 0.560 which was significant at 0.05 level of significance. Moreover, the relationship between 'some members just rubber stamps principals decision as long as the end of the meeting get allowances' and 'some members resist change and therefore things remain the way they have always been' was found to be 0.516 which was significant at 0.05 level of significance.

Also the relationship between 'some members of BOM just rubber stamp principals decisions as long as the end of the meeting they will get allowances' and 'some members rarely attend meeting where ideas on development of schools are fronted' was found to be 0.428 and was significant at 0.05 level of significance.

In addition, the relationship between 'some members just rubber stamp principals decisions as long as the end of the meeting they will get allowances' and 'most BOM members are illiterate and therefore don't contribute much in formulating schools plans' was found to be 0.427 and this correlation was found to be significant at 0.05 level of significance. Furthermore, all the other bivariate relationships were found to be statistically significant at level of significance 0.05

Table 4.11: Teachers' Skills influences Development of Schools Strategic Plan

		High Academic Standards	BOM Teachers Inadequate Training	Workshops/ Seminars	Involvement in Decision Making
High Academic Standards	Correlation Coefficient	1.000	-.070	-.060	.372[**]
	p-value	.	.579	.637	.002
BOM Teachers Inadequate Training	Correlation Coefficient	-.070	1.000	.158	-.107
	p-value	.579	.	.210	.398
Workshops/Seminars	Correlation Coefficient	-.060	.158	1.000	.427[**]
	p-value	.637	.210	.	.000
Teachers Involvement in Decision Making	Correlation Coefficient	.372[**]	-.107	.427[**]	1.000
	p-value	.002	.398	.000	.

Source: Researcher's own model 2013

** Correlation is significant at 0.05 level of significance

According to Table 4.11, the strongest relationship was found to be between the following variables 'teachers workshops/seminars on curriculum motivates them into achieving school goals on academic excellence' and 'teachers involvement in decision making greatly influence development of schools strategic plans' which was found to be 0.427 and was significant at 0.05 level of significance.

Furthermore, the relationship between 'teachers involvement in decision making greatly influence development of school strategic plans' and 'teachers high academic standards leads to achieving school plan/goal on academic excellence' was found to be 0.372 and this was significant at 0.05 level of significance. However, the bivariate relationship between all the other variables was found to weak relationships which were not statistically significant.

4.8 Factor Analysis

Factor analysis using Principal Component Analysis (PCA) was conducted to reduce the number of variables and develop the convergent validity of meaningful constructs. There were twenty statements in the questionnaire which the research wanted to collapse into the relevant variables which were stated in the objectives. In order to determine the number of factors to be used, the variances and co-variances of the variables were computed, then, the Eigen values and Eigen vectors were evaluated for the covariance matrix and the data was transformed into factors.

Table 4.12 presents the Eigen values and percentages of the variance associated with each factor. These values are also summed to express as a cumulative Eigen value and percentage. In 1958, Kaiser proposed to use only factors with Eigen values exceeding one (Liu *et al.*, 2003). Therefore, for the purpose of describing the underlying factor structure, the Eigen value criterion of more than one was used to determine the number of components to be extracted for further analysis.

Table 4.12: Eigen Values, Percent of Variance, Cumulative Percent of Variance

| Variables	Eigen Values	% of Variance	Cumulative % of Variance
1	3.377	16.883	16.883
2	2.613	13.065	29.948
3	2.216	11.079	41.027
4	1.823	9.116	50.143
5	1.390	6.949	57.092
6	1.329	6.646	63.738
7	1.223	6.117	69.856
8	1.101	5.505	75.361
9	.873	4.366	79.727
10	.748	3.739	83.466
11	.682	3.410	86.876
12	.583	2.914	89.790
13	.542	2.711	92.501
14	.411	2.056	94.556
15	.296	1.479	96.035
16	.268	1.341	97.377
17	.208	1.040	98.417
18	.166	.828	99.245
19	.123	.614	99.859
20	.028	.141	100.000

Source: Researcher's own model 2013

Based on the above criterion, the factor analysis extracted eight factors. These eight factors accounted for 75.36% of the variance. However, based on the research objectives these factors seem to be many. According to Cattell (1966), the Kaiser Criterion sometimes retains too many factors, and therefore, he suggested a graphical approach to determining the number of factors to be retained; scree plot. The researcher therefore

generated a scree plot. The resulting scree plot in Figure 4.12 suggests four factors and hence the four factors were retained. From Table 4.12, factor 1 accounted for approximately 16.88% of the total variance, factor 2 accounted for 13.07%, factor 3 accounted 11.08%, factor 4 accounted for 9.12%, factor 5 accounted for 6.95%, factor 6 accounted for 6.65%, factor 7 accounted for 6.12% and factor 8 accounted for 5.51% of the total variance. Furthermore, the eight factors accounted for 75.36% of the total variance.

Figure 4.7: Scree plot for the Eigen Values against the Number of Factors
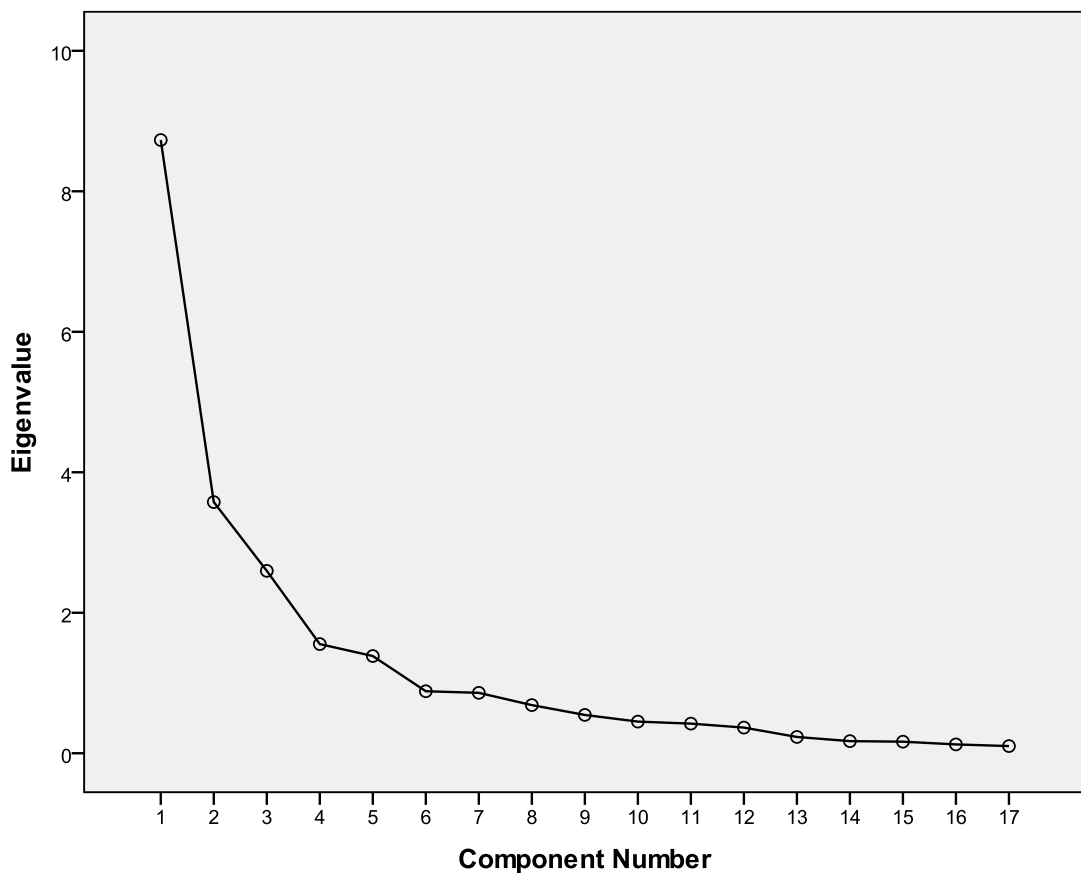
Source: Researcher's own model 2013

Based on the scree plot above, the researcher extracted four factors; this is because it is at factor four where the plot seems to take an elbow shape. In addition, the four factors accounts to 50.14 per cent of the total variance. Thereafter, the Kaiser Varimax rotation scheme was implemented to evaluate factor loadings that correlate the factors and the variables. The rotated factor matrix of the four factor model was created in Table 4.13. The factor loadings were used to group the factors that influence development of strategic plans in public secondary schools in Mwingi Central District.

Table 4.13: Loadings for Varimax Rotated Factor Matrix of Four Factor Model Explaining 50.14% of Total Variance

	Factor			
	1	**2**	**3**	**4**
BOM Members do not have Necessary Skills Required for Deve`loping School Plans	**.847**	.258	<0.200	.364
Most BOM Members are Illiterate and Therefore don't Contribute much in Formulating Schools Plans	**.850**	<0.200	<0.200	.229
Some Members Rarely Attend Meetings where Ideas on Development of Schools are Fronted	**.905**	<0.200	<0.200	<0.200
Some Members Resist Change and Therefore things Remain the Way They have Always been	**.887**	<0.200	<0.200	<0.200
Some Members just Rubber Stamp Principals Decisions as Long as the End of the Meeting they will get allowances	**.577**	<0.200	<0.200	<0.200
Teachers High Academic Standards Leads to Achieving School Plan/Goal on Academic Excellence	<0.200	**.289**	<0.200	<0.200
BOM Teachers Lack Training on Curriculum Delivery	<0.200	**.365**	<0.200	.264
Teachers Workshops/Seminars on Curriculum Motivates them into Achieving School Goals on Academic Excellence	<0.200	**.872**	<0.200	<0.200
Teachers Involvement in Decision Making Greatly Influence Development of Schools Strategic Plans	.252	**.908**	<0.200	<0.200
Strategic Planning is too Expensive for the School to Fund	.215	<0.200	.456	**.934**
Availability of Enough Books, Science Equipments	.210	<0.200	<0.200	**.249**
Availability of Enough Teachers	<0.200	<0.200	<0.200	**.566**
Information to All Teacher	<0.200	.211	<0.200	**.254**
Monetary Rewards	<0.200	.201	.221	**.260**
Number of Students	<0.200	<0.200	**.209**	<0.200
Land for Expansion	<0.200	<0.200	<0.200	**.362**
Consulting Ministry	<0.200	<0.200	**.321**	<0.200
On Going Projects	<0.200	<0.200	**.297**	<0.200

Source: Researcher's own model 2013

According to Table 4.13, the researcher grouped the factors that influence the development of schools strategic plans in Mwingi Central District into four factors based on the factor loadings. Further, each factor was given a descriptive name, as follows:

Factor 1 – Incompetent School Management, Factor 2 – Teachers Skills, Factor 3 – Inadequate Resources and Factor 4 – Government Policy.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter presented the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2   Summary of the Study Findings

The main purpose of this study was to establish the challenges facing development of strategic plans in public secondary schools in Mwingi Central District. Based on the study's objectives, the findings of this study were summarized below as per the objectives. The study revealed that majority of the respondents interviewed were Bachelor of Education holders while the rest had other qualifications such as Bachelor of Science, Master of Arts, Master of Science or Master of Education.

Moreover, it was established by the study that majority of the schools sampled were mixed day, followed by mixed day and boarding while the rest were either girls' schools or boys' schools. Furthermore, the study found that majority of the teachers interviewed had not attended any education management course. For those teachers who had attended any education management course, the following were the courses which they mentioned they had attended: communications skills, curricular and school management, discipline in schools, financial management, guidance and counselling, leadership and organizational skills at KEMI.

The study established that the average enrolment of students in the sampled schools was 152. In addition, the school that had the lowest enrolment had 62 students while the school with the highest enrolment had 623 students. Further, majority of the schools which were sampled had only one stream followed by the schools that had two streams and only a small proportion that had three streams. According to the study majority of the respondents interviewed, strongly agreed that the BOM members did not have the necessary skills required for developing school strategic plan. Moreover, many of the respondents interviewed strongly agreed that most BOM members were illiterate and therefore did not contribute much in the formulating of school plans.

In addition, according to the study, majority of the respondents interviewed strongly agreed that some members of the BOM rarely attend meetings where ideas of the school

plans were fronted. Also majority of the respondents interviewed strongly agreed that some members of the BOM resist change and therefore things remain the way they have always been. Finally, most respondents interviewed strongly agreed that some members of the BOM just rubber stamp principals decisions as long as at the end of the meeting they will get allowances.

The study revealed that most of the respondents interviewed strongly agreed that high academic standards lead to achieving school plan/goals on academic excellence. Further, majority of the respondents interviewed agreed that BOM teachers' lack of training on curriculum delivery had negative impact on schools academic performance. Moreover, most of the respondents interviewed strongly agreed that teachers' workshops/seminars on strategic plan lead them into gaining expertise in development of strategic plan. Others strongly agreed that teachers' involvement in decision making influenced development of schools strategic plan. Most of the respondents interviewed strongly agreed that strategic planning is not too expensive for the schools to afford. Further, majority of the respondents interviewed strongly agreed that availability of enough books, science equipment's, science laboratory; classrooms are a prerequisite to planning for academic excellence. Moreover, many of the respondents strongly agreed that availability of enough teachers for all subjects is a base to planning for schools good academic performance.

In addition, majority of the respondents strongly agreed that information to all teachers, students, parents, on schools expectations empower them to work towards set objectives. Further, most of the respondents interviewed strongly agreed that monetary rewards motivated teachers to meet set targets. In addition, most of the respondents strongly agreed that land for expansion was necessary before planning for any construction project. The study revealed that majority of the respondents interviewed said that their schools did not have any on going project. Among the projects which were on going were: classrooms, laboratories and libraries. Finally, according to the study majority of the respondents interviewed said that they consulted the ministry of public works before any construction was initiated in their schools.

5.3 Conclusion of the Study

Based on this study, it was concluded that majority of the schools teaching staff had not attended any Education Management Course. Moreover, none of the sampled school had

a strategic plan. The study also concluded that majority of the BOM members do not have the relevant skills required for developing school strategic plans. Furthermore, the study revealed that most of the BOM members rarely attends meeting where ideas on development of schools plans were discussed. It is worth noting that the study established that the BOM employed teachers lack of training on curriculum delivery had a negative impact on schools academic performance.

Consequently, it was revealed by the study that teachers' workshops and seminars on strategic plans enabled them to gain insight on development of strategic plan. Moreover, teachers' involvement in decision making greatly influenced development of schools strategic plan. In addition, majority of the stakeholders felt that strategic planning was not too expensive and they had the required resources, hence they only need to plan.
The study also revealed that the following were the challenges facing development of strategic plans in public secondary schools in Mwingi Central District: incompetent school management and inadequate strategic planning skills.

5.4   Recommendations

The school management needs to encourage and facilitate the teaching staff to attend Education Management Courses since these courses were vital in the development of strategic plans in the schools. Moreover, more seminars and workshops on strategic plan be included in the calendar of events of the schools to make teachers gain skills and knowledge on school strategic plans. Furthermore, the school administration should develop strategies of training the BOM recruited teachers on curriculum delivery so that the academic excellence of the schools may be improved.

More awareness needs to be created to the stakeholders on the importance of having schools strategic plans since none of the schools sampled had a strategic plan. This was to enable the schools to be result driven. Further, the BOM members need to be educated on the development and importance of schools strategic plans. Moreover, there is need to encourage members of the BOM to be attending meeting without fail as their absence may delay development of schools strategic plans. There is also need to increase the resources allocated to the schools, particularly more funds should be directed towards the development of the schools strategic plans. Finally, the schools administration and governing bodies need to include/involve the teachers in decision making particularly when developing and implementing the schools strategic plans.

5.5   Suggestions for Further Research

The following areas need further investigation:

1. A study could be conducted on the role of school sponsors in the development of schools strategic plans.

2. Related research to this one could be conducted on the extent of strategic planning in private schools in Kenya.

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APPENDIX A: QUESTIONNAIRE FOR PRINCIPALS/TEACHERS/BOM MEMBERS

Introduction

This questionnaire seeks information on challenges hindering development of strategic plans in public secondary schools in Mwingi Central District. All the information you give will be treated confidentially and for academic purposes only. Please respond to all items in the questionnaire.

SECTION A: BACKGROUND INFORMATION

Instructions

Put a tick (√) in the statements that relate to your situation.

1. Gender

i) Female ☐

ii) Male ☐

2. Your age

i) 30 years and below ☐

ii) 31 – 35 years ☐

iii) 36 – 40 years ☐

iv) Over 40 years ☐

3. Experience in teaching / work experience

i) 5 years and below ☐

ii) 6 – 10 years ☐

iii) 11 – 15 years ☐

iv) Over 15 years ☐

4. Academic qualification (Highest qualification)

  i) Diploma holder ☐

  ii) Bachelor of Education ☐

  iii) Bachelor of Arts/Science ☐

  iv) Master of Education ☐

  v) Master of Arts/Science ☐

  vi) Other (Specify) ☐

SECTION B: COMMITMENT OF SCHOOL MANAGEMENT IN DEVELOPMENT OF SCHOOL STRATEGIC PLANS

5. School category

i) Girls' Boarding ☐

ii) Boys' Boarding ☐

iii) Mixed Day ☐

iv) Mixed Day and Boarding ☐

6. How many years have you served as a B.OG member/teacher/Head-teacher? _____years

7. Number of years served as a B.OG member/teacher /Head-teacher in the current school_____ years

8. Have you ever attended an Education Management course?

Yes ☐

No ☐

9. If yes specify the course and year

Course_____

_____ years.

10. Does the school have a formally constituted BOM?

Yes ☐

No ☐

11. Have you prepared a strategic plan for your school?

Yes ☐

No ☐

12. The table below presents statements regarding commitment of school management in development of school strategic plan.

Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below.

SA – (Strongly Agree) = 4, A – (Agree) =3, D – (Disagree) =2, SD – (Strongly Disagree) = 1

	STATEMENTS	SA	A	D	SD
1	BOM members don't have the necessary skills required for developing school plans				
2	Most BOM members are illiterate and therefore don't contribute much in formulating school plans				
3	Some members rarely attend BOM meetings where ideas on development of school plans are fronted				
4	Some members resist change and therefore things remain the way they have always been				
5	Some members just rubber stamp principals decisions as long as at the end of the meeting they will get allowances				

SECTION C: ALLOCATION OF ADEQUATE RESOURCES FOR DEVELOPMENT OF SCHOOLS STRATEGIC PLAN.

13. Other than the Government Grants, which are the other sources of income?

Donor funds

Bursary

House Rent

School Farm

C.D.F (constituency development fund)

Income generating projects

specify_____

14. The table below present statements on allocation of adequate resources for development of schools strategic plan

Indicate the extent to which you agree or disagree with each statement by ticking   on the appropriate column, using the scale below.

SA – (Strongly Agree) = 4, A – (Agree) =3, D – (Disagree) =2, SD – (Strongly Disagree) = 1

	STATEMENTS	SA	A	D	SD
1	Strategic planning is too expensive for the school to afford				
2	Availability of enough books, science equipment, science laboratory, classrooms are a prerequisite to planning				
3	Availability of enough teachers for all subjects is a base to planning for schools good academic performance				
4	Information to all teachers, students, parents, on schools expectations empower them to work towards set objectives				
5	Monetary rewards motivates teachers to meet set targets				
6	Number of students and the amount of the fees they pay determines the type of development plans the schools comes up with.				
7	Land for expansion is necessary before planning for any construction project e.g. laboratory, classroom e.t.c				

SECTION D: TEACHERS SKILLS IN DEVELOPMENT OF SCHOOLS STRATEGIC PLAN.

15. State the number of students currently enrolled in your school _____

16. Number of Streams

   i)   Single

  ii)   Double

 iii)   Triple

17. Number of Teaching Staff

Under TSC _____

Under BOM _____

18. The table below presents statements on level of teacher skills in development of schools strategic plan

Indicate the extent to which you agree or disagree with each statement by ticking   on the appropriate column, using the scale below.

SA – (Strongly Agree) = 4, A – (Agree) =3, D – (Disagree) =2, SD – (Strongly Disagree) = 1

	STATEMENTS	SA	A	D	SD
1	Teachers high academic standards leads to achieving school plan/ goals on academic excellence				
2	BOM teachers lack training on curriculum delivery. This has negative impact on schools academic performance				
3	Teachers workshops/seminars on strategic planning provide them with skills and knowledge needed in development of strategic plan.				
4	Teacher involvement in decision making greatly influence development of schools strategic plan				

SECTION E: ADHERENCE TO GOVERNMENT POLICIES IN DEVELOPMENT OF SCHOOLS STRATEGIC PLAN.

19. Does your school have an on – going project?

YES ☐

NO ☐

20. If answer in above is yes, indicate which one.

Class room ☐

Dormitory ☐

Laboratory ☐

Other

_____

21. Before the construction work started did the school consult the ministry of public works on the standard measurements, building plans, safety standards e.t.c?

YES ☐

NO ☐

22. If the answer in the above question is NO, explain briefly why _____

_____

_____

_____

_____

_____

~~~~~~~~THANK YOU~~~~~~~~

APPENDIX B: PROPOSED RESEARCH TIME SCHEDULE

ACTIVITY	TIME
Proposal Writing/presentation	9 weeks
Proposal correction and amendment	4 weeks
Pilot study	3 week
Adjustment to the questionnaire	2 week
Data collection	6 weeks
Data analysis/report writing	5 weeks
Total Number of weeks	**29 weeks**

APPENDIX C: RESEARCH BUDGET

COST OF RESEARCH PROJECT

Typesetting & Printing 45 pages @ Kshs.30-----------------1,350

Photocopying 5 copies @ Ksh 135 per copy------------------ 675

Binding 5 copies @ Ksh 100 per copy ------------------------ 350

Travelling expenses--- 17,000   <u>19375</u>

PROJECTED COST OF THE PROJECT

Travelling expenses---30,000

Accommodation--- 4,000

Printing/photocopying of questionnaire------------------------ 720

Cost of processing data---12,000

Data analysis--15,000   <u>61720</u>

COST OF PROCESSING FINAL DOCUMENT

Typesetting & Printing 65 pages Kshs.30-------------------- 1,950

Developing 5 copies and binding   500 -----------------------3,475   <u>5425</u>

GRAND TOTAL---<u>56,520</u>

10% Contingency---<u>5,652</u>

TOTAL COST---**<u>92,172</u>**