

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This chapter covers the background information, statement of the problem, purpose of the study, objectives of the study, research questions, scope and significant of the study. Limitations, delimitations and assumptions of the study were also looked at towards the end of this chapter.

1.2 Public Secondary Schools in Kenya

Provision of quality education is one of the government objectives in Kenya. Recent introduction of strategic planning in public secondary schools in Kenya has brought changes in school management. According to (DEMA, 2010) adoption of strategic planning in secondary schools would decentralize school management for improved performance. The decentralization requires involvement of all the key stake holders in developing and implementing the strategic plans.

Strategic planning process involves formulation of vision and mission statement, performance of situational analysis and finally strategy formulation and choice (Pearce and Robinson, 2008). Strategic decisions determine the organizational relations to its external environment, encompass the entire organization, depend on input from all of the functional areas in the organization and have a direct influence on the administrative and operational activities and are vitally important to the long term health of an organization (Shirley, 1982).

Although strategic planning is important, what is more important is how it is implemented in an organization. Many organizations keep on redefining their mission and vision statement, organize seminars and involve consultants to formulate strategies (Kamau, 2008). According to Yabs (2010), Strategic thinking and decision making are the essence of strategic management and should be directed towards three fundamental things:-First, determining strategic direction and long –term performance of the firm. Secondly, providing a set of

managerial decisions and finally guiding the priority use of resources and internal managerial decisions. Formal strategic planning practices call for the analysis of the key strategic factors, identifying the major strategic issues and generation of alternative strategy.

Public secondary schools in Kenya are managed by the principal and other Board of governor members who are appointed by the minister of education. The school managers operate under the policies given by the ministry of education. Strategic planning practices in Kenyan secondary schools were introduced by KESSP between 2006 and 2011. KESSP was a five year program of the government of Kenya's Ministry of Education (MOE) formed to improve the provision of education in Kenya as governance of education devolves to the county level under the new constitution. The Decentralized Education Management Activity (DEMA) provided technical support to KESSP to strengthen the capacities of education personnel, particularly at the district and school levels, for efficient delivery of education services.

DEMA has been working nationwide, targeting education officers at provincial and district levels, secondary school educational board of education members, secondary school heads, Board of Governors (BOG) and school management committees, MOE headquarters staff, and Kenya Education staff institute (KESI) staff (MOE 2010). DEMA supports secondary schools in implementing the MOE's national strategic plan and the KESSP. This has been done by promoting decentralization in education through support to secondary schools to prepare district strategic plans and secondary school strategic plans. It also assist in capacity building through training educators in strategic planning and performance-based management, empowering schools to collect , analyze and use data for improved decision making, planning and management. It also coordinates with the KESI in strategic planning to improve capacity building, monitoring and coordination.

According to DEMA report of 2011, education managers in all districts and 4000 schools across the country had acquired capacity to plan strategically and base management of education on performance and results. A total of 4,522 education stakeholders including teachers, principals and deputy principals, BOG members, and PTA members had received training in strategic planning and performance based management by 2011, (DEMA, 2011)

School strategic planning and implementation is the key to success of a school with regard to achievement of its mission, goals and objectives. Recent studies carried out in various areas in Kenya have shown that large percentage of the secondary schools in Kenya has developed strategic plans. According to (Muriuki, 2010), in his study on strategic planning practices in Nairobi, many schools in Kenya were practicing strategic planning. However, unless the strategic plans are effectively implemented they can not cause any impact on the performance of the school. Recent studies by (Kitonga, 2012) in Webuye constituency in Bugoma County indicated that secondary school strategic plans have not been effectively implemented due to multiple of challenges. The main challenges identified were shortage of funds, government education policies, poor staffing and teacher motivation. These challenges emanate from the failure of the stake holders to play their role effectively in strategy implementation.

The challenges in implementation of the strategic plans can only be addressed if each school stakeholder plays his or her role effectively during implementation process. The main stake holders considered in this study are the parents, school managers and the government. The parents bring learners into the school and partially finance their cost of learning and school developmental projects. The government plays so many roles in school such as formulating education policies, financing education and employing teachers. The school managers plan, allocate and control school resources. This study will help to determine the extent in which the school strategic plans have been implemented, the role of school managers, parents, and the government in implementation of the strategic plans and what factors are affecting parents, government and school managers in implementing strategic plans.

1.3 Statement of the Problem:

Public secondary schools in Kenya unlike private organization have several stake holders which influence their performance adversely. The key stake holders are the parents, the government and the school managers. Each stake holder has a very important role to play in school. Recent introduction of strategic plans in the schools requires participation of each of

the stakeholder in the implementation process. Challenges identified by (Kitonga, 2012) in implementation of the school strategic plans are shortage of funds, shortage of teaching staff, government education policies and school fees defaulters. These challenges can be addressed if each school stake holder played his/her role effectively. This aimed at examining the role played by the parents, government and school managers in the implementation of the strategic plans.

1.4 Research objectives

1.4.1 General Objective

The study aimed at determining the role of the parents, government and the managers in the implementation of the public secondary schools' strategic plans in Migwani District between 2008 and 2012.

1.4.2 Specific objectives

The study aimed at:-

- a) Assessing the extent to which school strategic plans had been implemented by public secondary schools in Migwani District.
- b) Find out the role of the parents in implementation of the strategic plans in public secondary schools Migwani District.
- c) Find out the role of the government in implementation of the strategic plans in public secondary schools in Migwani District.
- d) Find out the role of the school managers in implementation of the strategic plans in public secondary schools in Migwani District.

1.5 Research Questions

- a) To what extent had strategic plans been implemented in public secondary schools in Migwani District?
- b) What is the role of the parents in the implementation of school strategic plans?
- c) What is the role of the government in the implementation the school strategic plans?
- d) What is the role of the school managers in the implementation of the school strategic plans?

1.6 Significance of the study

The finding of this study unveiled the roles of the parents, government and the school managers in implementation of the strategic plans. This would help to address the challenges affecting the implementation of the strategic plans. The findings would also help school assessors to be focused on each stake holder's role. Finding of the research will add to the knowledge and understanding of the subject of strategic planning and implementation in secondary schools management

1.7 The Scope of the study

This study was carried out in Migwani District in Kenya; it targeted all the public secondary schools which had documented strategic plans by January, 2013. The targeted participants were the school principals, Board governor members and the PTA members. The research concentrated on the role of the parents, the government and the school managers in implementation of the strategic plans.

1.8 Limitation of the study

The research was limited in that the study area was large and involved intensive travelling. The research was also conducted in one district and not all the stakeholders were studied.

1.9 Delimitation of the study

In order to overcome the limitations, the researcher allocated enough time and financial resources to the study. The public secondary schools in all over the country have similar stakeholders and generalizations were made based on the stakeholders studied and suggestions were given for further study on the role of the other stakeholders.

1.10 Assumptions of the study

The researcher assumed that respondents would be a representative of the whole population. It was also assumed that the respondents would be honest and they gave all the required information.

1.11 Working definitions of terms

Stakeholder: “Any group or individual who can affect or is affected by the achievement of the organization's objectives” (Freeman, 1984: 46). Although debate continues over whether to broaden or narrow the definition (see Mitchell et al., 1997). In this study the term is used to refer to parents, government and school managers in a public secondary school

Parent: According to Centers for Disease Control and prevention (CDC’S) website 2012, a parent is an adult primary caregiver(s) of a child’s basic needs. This include biological parents, other biological relatives such as grandparents, aunts, uncles, or siblings and non biological parents such adoptive, foster or step parents person who provides parental care and pays school fees for a learner. For the purpose of this study a parent is anybody who takes care and provides school fees for a learner.

School managers: The Kenyan Education Act, 1998, defines a school manager as any person or body of persons responsible for the management of a school and include school board. In this study the researcher uses managers to mean, the school Board of Governors.

School strategic plan: A strategic plan is a document used to communicate with the organization the organizations goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise (Mckeown, 2012). For the purpose of this study, a school strategic plan is a document outlining what school intends to achieve and how to achieve it in a specified time span not less than three years.

Strategic Planning: Strategic planning is an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the organization's direction in response to a changing environment. It is a disciplined effort that produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future (Olsen, 2012). In this study strategic planning is a systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them.

Strategy implementation: Strategic implementation put simply is the process that puts plans and strategies into action to reach goals (Olsen, 2012). For this research it is process that turns strategies and plans into actions in order to accomplish strategic objectives and goals.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1. Introduction

This chapter contains comprehensive literature review drawn from theories backing the study and past studies related to roles of parents, government and school managers in implementation of strategic plans in public secondary schools. The literature review is divided mainly into two parts namely, theoretical review, and empirical review on the role of the parents, the government and the managers in public secondary schools in Kenya.

2.2 Theoretical review

One of the strategic management theory closely related to this study is Stakeholder theory. This is a theory of organizational management and business ethics that addresses morals and values in managing an organization. It was originally detailed by R. Edward Freeman in the book *Strategic Management: A Stakeholder Approach*, and identifies and models the groups which are stakeholders of a corporation and both describe and recommends methods by which management can give due regard to the interests of those groups. In short, it attempts to address the "Principle of Who or What Really Counts."

In the traditional view of the firm, the shareholder view, the shareholders or stockholders are the owners of the company, and the firm has a binding fiducially duty to put their needs first, to increase value for them. However, stakeholder theory argues that there are other parties involved, including governmental bodies, political groups, trade association, trade unions, communities, financiers, suppliers, employees, and customers. Sometimes even competitors are counted as stakeholders - their status being derived from their capacity to affect the firm and its other morally legitimate stakeholders. The nature of what is a stakeholder is highly contested (Miles, 2012), with hundreds of definitions existing in the academic literature (Miles, 2011).

The stakeholder view of strategy is an instrumental theory of the corporation, integrating both the resource-based view as well as the market-based view, and adding a socio-political level. This view of the firm is used to define the specific stakeholders of a corporation (Donaldson, 1997) as well as examine the conditions under which these parties should be treated as stakeholders.

Resource-based view describes the crucial importance of resources generally and of competencies specifically for organizational survival, growth, and overall effectiveness (Barney 1991; Peteraf 1993; Wernerfelt, 1984). The resource-based view is arguably the dominant approach to strategy research explicitly for the private sector and implicitly for the public sector (Barney 2001a, 2001b; Bovaird 2005; Hoopes, Madsen, and Walker, 2003).

The key insights of the resource-based view are that “scarce, valuable, and imperfectly imitable resources are the only factors capable of creating sustained performance differences among competing firms, and that these resources should figure prominently in strategy making” (Kraatz and Zajac 2001, 632). In this study, implementation of school strategic plans requires both tangible and intangible resources. These resources are mainly financial, human resources and skills. The resources are mainly provided by school stakeholders. The school with adequate resources is capable of implementing its strategic plan effectively.

2.2.1 Stakeholders and stakeholder’s management strategies

A stakeholder in an organization is any group or individual who can affect or is affected by the achievement of the organization's objectives (Freeman, 1984: 46). Although debate continues over whether to broaden or narrow the definition (see Mitchell et al., 1997), most researchers have used a variation of Freeman's definition of a stakeholder (e.g., Clarkson, 1995; Frooman, 1999; Rowley, 1997). According to Clarkson (1995), Primary stakeholder groups typically are comprised of shareholders and investors, employees, customers, and suppliers, together with what is defined as the public stakeholder group: the government and communities that provide infrastructures and markets, whose laws and regulations must be obeyed, and to whom taxes and other obligations may be due (Clarkson, 1995: 106).

Cohen (1995) and Donaldson and Preston (1995) have added both trade associations and environmental groups to Clarkson's (1995) list of primary stakeholders (see also Freeman, 1984). Several researchers have highlighted the high level of interdependence between the corporation and its primary stakeholder groups (e.g., Donaldson & Preston, 1995; Freeman, 1984). For instance, Clarkson (1995) has noted that without the continuing participation of primary stakeholders, an organization cannot survive as a going concern.

Several scholars have suggested that an organization could adopt different approaches to deal with each primary stakeholder group, including pro action, accommodation, defense, and reaction (Carroll, 1979; Clarkson, 1988, 1991, 1995; Gatewood & Carroll, 1981; Wartick & Cochran, 1985). For instance, Carroll (1979) proposed that organizations could use the aforementioned approaches to address their economic, legal, ethical, and discretionary responsibilities. According to these scholars (e.g., Carroll, 1979; Clarkson, 1991; Wartick & Cochran, 1985), pro action involves doing a great deal to address a stakeholder's issues, including anticipating and actively addressing specific concerns or leading an industry effort to do so. Relative to pro action, the strategy of accommodation is a less active approach of dealing with a stakeholder's issues.

The defense strategy involves doing only the minimum legally required to address a stakeholder's issues. And the strategy of reaction involves either fighting against addressing a stakeholder's issues or completely withdrawing and ignoring the stakeholder. Clarkson (1995) adds a posture or strategy element to this framework in order to aid in defining the level of responsibility accepted for managing stakeholder issues. The responsibility posture or strategy for pro action is to anticipate responsibility, for accommodation to accept responsibility, for defense to admit responsibility but fight it, and for reaction to deny responsibility. Accommodation involves accepting responsibility but, at the same time, bargaining to obtain concessions. The defense strategy involves defending against demands to do more than the minimum legally required. .

2.2.2 Resource dependence theory

I believe that resource dependence theory (Pfeffer & Salancik, 1978) can be used to explain the relative importance of primary stakeholder groups to an organization. In this theory an organization is conceptualized as being dependent on resources in its environment for its survival. The extent to which an organization is dependent upon external organizations and stakeholders depends on the importance of a particular resource to the organization, the degree to which those who control the resource have monopoly over the resource, and the discretion they have over its allocation (Frooman, 1999; Mitchell et al., 1997; Pfeffer & Salancik, 1978). Because of resource dependencies, managers do not have unbridled strategic choice, as Andrews (1971) and Child (1972) originally proposed, but must make strategic choices within constraints (Hrebiniak & Joyce, 1985; Pfeffer & Salancik, 1978). These strategic choices are aimed, at least in part, at managing external dependencies both to guarantee the survival of the organization and to secure, if possible, more independence and freedom from external constraints (Pfeffer, 1982: 192; see also Oliver, 1991).

An organization could manage these external dependencies by adapting to its environment, by altering constraints through interlocking directorships and joint ventures, or by changing the legality of its environment through the use of political action (Pfeffer & Salancik, 1978). Hypotheses derived from resource dependence theory have been supported in studies of social service agencies (Aldrich, 1976), university administrative structure (Tolbert, 1985), and organizational failure (Sheppard, 1995). In a dominant stream of research, scholars have investigated the relationship between board size (number of directors) and financial performance. According to resource dependence theory, larger boards are likely to be more effective than smaller boards at forming external links to secure critical resources (Goodstein, Gautam, & Boeker, 1994; Pfeffer & Salancik, 1978: 172). Although in a preponderance of studies evidence in support of resource dependence theory has been reported (e.g., Birnbaum, 1984; Pfeffer, 1972, 1973), Yermack (1996) found that board smallness as associated with higher market evaluations as well as higher returns on assets and returns on sales. One of the basic tenets of resource dependence theory is that organizations

will be concerned with, pay more attention to, and deal with sources of critical resources to ensure continued survival.

In summary, resource dependence theory indicates that "organizations must attend to the demands of those in its environment that provide resources necessary and important for its continued survival. The organizations will (and should) respond more to the demands of those organizations or groups in the environment that control critical resources" (Pfeffer, 1982: 193). Extending this theory to stakeholders seems to suggest that organizations will pay more attention to and be more concerned with issues of stakeholder groups who control resources critical to the survival of an organization (Agle, Mitchell, & Sonnenfeld, 1999; Kreiner & Bhambri, 1991).

This dependence of firms on stakeholders for resources translates into power for the stakeholder group(s) involved (Mitchell et al., 1997) and gives those stakeholders leverage over firms (Frooman, 1999). Power is often a function of the organization's dependence on the stakeholder. Generally, the more dependent the organization is, the more powerful the stakeholder (Frooman, 1999). In public secondary schools in Kenya, resources are mainly provided by mainly parents and government. This means that these stakeholders have power to control most of the activities of the schools including implementation of the strategic plans.

2.3 Empirical review.

Various previous studies done have revealed parents, school managers and the government are crucial public school stakeholders. This is due to kind of roles they play in school as outlined below.

2.3.1. The role of parents in schools

Parental role in schools all through has been widely acknowledged in both developing and developed countries (Brain and Reid, 2003 & Kamba, 2010a). The parental involvement is associated with school effectiveness and children performance in general. This view is also held by Clase (2007) .Parental involvement despite the educational background or social position of the parents is an essential component for successful education and teaching at school level. Commenting in favor of parental involvement in schools, Massey (1993) views that; “It is a mistake to underestimate the willingness and capacity of many parents to work with the school, and an even bigger mistake to cling to old ways which although cozy and comfortable do not meet present or future needs”.

According to Allemano (2003) the notion of parental involvement is active support from key stakeholders, and is critical to sustained educational quality. James (2010a) observed that school governors comprise the school governance networks. Lin (2010a) reported that parental support is a critical factor in the success of the school and that cooperation between teachers and parents enhances the pupils’ performance. Kamba (2010b) also observed that involving stakeholders in governance and management of schools improves the quality of education system. Parental involvement in schools takes different kinds and forms or aspects. However, this study focuses on the role played by parents in implementation of strategic plans in the school. Parents in Kenyan secondary schools play a role of financing boarding requirements of the school and other developmental projects. Parents are also involved in school financial management through PTA committee. According to Azeem (2010) school governance generally becomes weak due to poor parental involvement in school financial management and key decision making areas.

The Scottish Parents Teachers Council (SPTC) offers the following definition of PTA which is very fitting in the parental involvement discourse (Edwards and Redfern, 1988a): “A local people who recognize that the education of a child is a process of partnership between parents and teachers and who wish to take joint action to improve the quality of that partnership”. PTA contributes to educational development in various ways and because of

their nature and status, they are meant to perform different but complementary roles in the school. James (2010b) argued that school governors give an enormous amount to the education system in England, yet their contribution is largely hidden from public view. However, in a number of cases evidence suggests that their roles occasionally overlap resulting in tensions and conflicts (World Bank, 2008a)

The historical development of PTA in both the developed and developing countries is partly linked to school board of governors' failures and partly due to the need for extra financial support from the local community for school development (Hurt, 1985). It is assumed that it was set up to raise extra funds for school development, however, later on there seems to be a growing feeling that BOGs are politically elected and therefore are not the right forum to address the interest and needs of parents and the community in general (World Bank, 2008b). Therefore PTAs are seen as a better option. Macbeth (1990) has identified six purposes of a parental association but warns that they may conflict in their roles like supporting teachers; representing parent's interest; providing a forum for educational discussion and a means of communication; fostering educational partnership between home and school for the benefit of children; assisting members who have difficulties; and advancing an ideology (e.g. religious, educational etc).

In the UK the current breed of PTAs is strongly associated with the Plowden report, which recognized it as an important means by which parents could be involved in the life of the school (Edwards and Redfern, 1988b). In the USA, Lin (2010b) reported a number of roles performed by PTAs, they include, involving parents in classroom decision, promoting communications, social events and fundraising and, lobbying the state and national legislatures on behalf of the students. The PTAs forum therefore affords parents and teachers an opportunity to socialize and raise funds (Yahie, 2000). In Kenya, Parent Teachers Association (PTAs) is responsible for the management and provision of learning and teaching materials. Besides undertaking management roles, they also play a significant role in monitoring funds. Their aim is to enhance participation of parents in the leadership and management of public educational affairs.

2.3.2. The role of government in public secondary schools in Kenya

Kenyan government play very crucial role in financing of public secondary education especially through FSE. In 2007, the Government formed a taskforce (The Taskforce on affordable Secondary Education) to look into ways and means of reducing the cost of Secondary Education on Households. (MOE, 2008) The taskforce led by renowned Educationist Dr. Eddah Gachukia recommended among others a Government subsidiary of Kshs. 10,265/= per child to meet the cost of instructional material and other support services. This was to be given to every child in a public secondary school.

The money was voted in as follows:-

Table 2.1. FSE Vote heads

Vote head	Amount
Tuition	3,600.00
Repair maintenance	500.00
Local transport	500.00
Administration cost	600.00
Electricity, water and Conservancy	600.00
Activity fees	600.00
Personal emolument	3,965.00
	Total 10,265.00

Source: MOE 2008

The programme was launched by His Excellency the President of Kenya in 2008 at Jamhuri High School Nairobi and it has been implemented since then. All students in public secondary schools in Kenya are partially financed by the government through FSE. The government has also been financing the school through CDF and bursaries. Kenyan government also recruits and employs teachers in public secondary schools and provides

policies to govern management of the schools. These roles have impact on implementation of the school strategic plans

2.3.3 The role of school managers in public secondary schools in Kenya

School managers consist of the Board of Governors (BOG). The BOG have a legal mandate in both developed and developing countries and especially within the last thirty years there has been a growing move through legislation to involve parents in the education of their children through school governing bodies. The move resulted in the transfer of powers and responsibilities from local authorities to individual schools. Therefore, through legislative reforms, school governors received a legal backing. Decision making was devolved to school governing bodies (Field, 1993). Through legislative reforms the governors received statutory responsibilities (Wilson, 2001) and became part of the schools' leadership (Earley, 2003)

The Secondary schools in Kenya are governed by Board of Governors (BOG). The composition and responsibilities of BOG was enacted in the Education Act of 1968. The Act gave BOG the power to carry out management activities in all public secondary schools in line with legal framework provided in the Act.

2.4 An overview of strategic planning and implementation

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people (Bryson, 1995). 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 whether it would take the firm to its objectives. Various business analysis techniques can be used in strategic planning, including SWOT analysis (strengths, Weaknesses, Opportunities, and Threats), PEST analysis (political, Economic, Social and Technological), STEER analysis (socio-cultural, Technological, Economic, Ecological, and Regulatory factors), and Environment, Strategic planning is the

formal consideration of an organization's future course (Porter, 2004).

The successes of modern organizations require the objective perspective of the leaders as well as maintaining focus on strategy of the organizations (Bolman et al., 1991). Strategic planning is increasingly considered 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 that is a statement of the hope, aspirations and wishes of the organization. The organization's future is determined, and necessary priorities, procedures and operations to achieve that vision are established. Long-range planning examines the gaps between what an institutions is and what it wishes to become and, without further study, makes adjustments accordingly, program planning which serves as a way to bring an idea into existence, project planning which is the identification of a task and the enumeration of the steps needed to accomplish it. Strategic planning is the way in which an organization continually responds to change by re-inventing itself to accommodate change (cook, 1995).

Schools strategic planning is one of the factors that stand out as a key determinant of school success. Strategic planning has been used in schools in developed countries leading to school improvement. Bryson (1995) points out that a school strategic plan is a document developed to give a school focus and direction as it prepares for the future by continuously adjusting its academic direction in response to a changing academic landscape.

Ngware et al., (2006) affirm that school strategic plan is a deliberate attempt to organize and control school services and activities over a specific period of time. The principals and the Board of Governors (BOG) chairmen should ensure that the schools have a strategic plan which should be reviewed periodically with the involvement of teachers, parents. Principals and BOG chairmen must ensure that strategic plans are prepared and implemented. School strategic plan can help an institution to chart its future direction, to establish priorities, to diversify its products or services, and to deal effectively with rapidly changing circumstances (schraeder, 2002). In the Kenya Education Master plan for Education Training 1997- 2010 it is argued that quality is not mere passing of examinations or certification, but the development of independent, analytical, creative potential of the individual, including critical

imagination, spiritual and ethical values. This implies standard agreed criteria for assessment (Republic of Kenya, 1998).

Implementation is the process that turns strategies and plans into actions in order to accomplish strategic objectives and goals. Implementing your strategic plan is as important, or even more important, than your strategy. This requires allocation of resources necessary for achievement of the objectives. Saitoti (2003) argued that the major determinants of quality education include curriculum content, relevant instructional materials and equipment, physical facilities, good learning environment, the quality of teaching force and assessment and monitoring of learning achievements. All these require adequate resources. Saitoti (2003) concurs with the Master plan's view that quality education should shift from merely passing examination to encompass the discovery of talents, development of analytical, cognitive and creative potential (Munyiri, 2008). This is enhanced by efficient and effective management and prudent utilization of resources, which can only be realized through development and implementation of strategic plans.

2.5. The need for strategic planning and implementation in public secondary schools

Provision of quality education is one of the government objectives in Kenya. According to DEMA (2010) adoption of strategic planning in secondary schools would decentralize school management for improved performance. The decentralization required involvement of all the key stake holders in developing and implementing the strategic plans. This was made to ensure that each school analyze its environment and set realistic goals for effective implementation and improved performance. One of the most challenging aspects of strategic planning is implementing the plan and getting what's on paper to come to life and achieving the goals and strategies included in the plan. Work for successful implementation of plan needs to begin when work on the plan begins, and continue through the implementation.

2.6. Conceptual framework

The conceptual framework guiding the study is as shown below

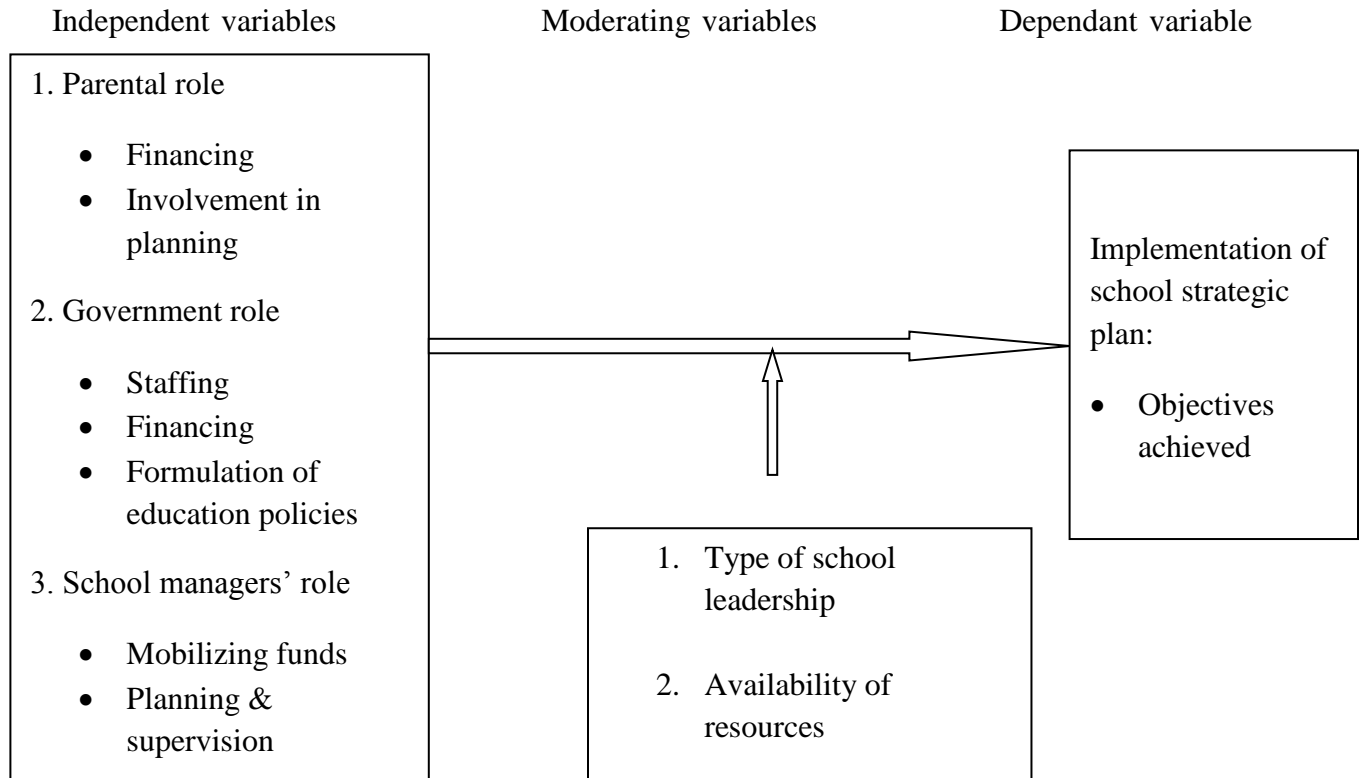


Figure 2.1: Conceptual framework

The figure above shows that parents, government and the school managers have a role to play in implementation of the school strategic plans. Successful implementation of the strategic plans requires that each of them plays his role effectively. Their roles can be influenced by the type of school leadership adopted by the school principal and how the parents and the government are endowed with resources. This is because implementation of strategic plan requires resources which in public secondary schools are mainly provided by the parents and the government.

2.7. The Knowledge Gap.

Though strategic management is widely practiced in Kenyan public secondary schools today, there are no documented study findings on the role of the parents, government and the school managers in implementation of the strategic plans and the extent in which they influence implementation process. This study was undertaken to fill this knowledge gap.

CHAPTER THREE

3.0 METHODOLOGY OF THE STUDY

3.1 Introduction

This chapter outlines the methods that were used to carry out the study on the role of the parents, the government and the school managers in the implementation of the school strategic plans. The chapter also describes and explains the research instruments that were used in the study. The chapter is thus; outlined into research design, location of the study, sample design, target population, data collection instruments, reliability and validity of the instruments, procedure and data analysis technique.

3.2 Research design

The research design used in this study was descriptive survey. The researcher chose this research design because the study aimed at collecting information from respondents on their attitudes and opinions in relation to the role of the parents, government and school managers in the implementation of the school strategic plans.

3.3 Location of the study

The study was done in Migwani District and the sample was drawn from all public secondary schools in the district which had documented strategic plans by the year 2013.

3.4 Target population

The target population of the study was 25 schools which had documented strategic plans in Migwani District. Out of the 25 targeted schools, 22 schools successfully participated in the study. The principals, BOG members and PTA members of the schools constituted the respondents.

3.5 Sampling design and sample size

Census technique was used to select the 25 schools which documented strategic plans from the list of the schools provided by the DEO in Migwani District. Sensor technique was used to select 25 principals. The researcher used simple random technique to select 1 BOG member and 1 parents PTA member who were not teachers out of their respective population of 8 and 4 respectively in the schools. However 22 out of 25 schools participated in the study. This is as shown in the table 2 below.

Table3.1: Study sample

Respondent	Population	Sample	Percentage
Principals	22	22	100%
Parents PTA members	88	22	25%
BOG members (non-teachers & parents)	176	22	12.5%
Total	286	66	23%

Source: Researcher 2013.

3.6 Data collection instruments

The researcher used a questionnaire as the data collection instrument for the principals. Phone interview was used to collect data from the BOG and PTA members. Both primary and secondary data was collected. Primary data was obtained using questionnaires and interview while secondary data from the reports in Migwani District DEO's office. The

questionnaire consisted of both structured and unstructured questions. Quantitative and qualitative data was collected for this study.

3.7 Reliability and validity of the instruments

In order to ensure validity and reliability, the questionnaires was carefully constructed to avoid ambiguity. Supervisors helped in validating the questions. The questionnaires was then pre-tested in a pilot study in which a sample of two school principals, one BOG member and one PTA member of schools in neighboring Kabati district which had documented strategic plan. The respondents were able to provide the required information with ease. However it was noted that there was difficulty for carrying out face to face interview for BOG and PTA members and the researcher opted for phone call interview for the same.

3.8 Data collection procedures

The researcher visited 25 principals in their school stations where they were issued with the questionnaires to complete. The schools also provided the phone contacts of the PTA and BOG members who were then selected randomly for phone call interview. After two weeks the researcher went back to pick the completed questionnaires whereby 22 principals returned completed questionnaires. 22 PTA members and 22 BOG members were interviewed using phone calls.

3.9 Data analysis procedures

Qualitative and quantitative analysis of data was done in order to answer the four research questions of this study. Data collected was sorted, classified and coded then tabulated for ease of analysis. The data was summarized and categorized according to common themes. Data collected was analyzed using both descriptive and inferential statistical analysis. Qualitative data was analyzed using descriptive statistic such as frequencies, mean, and

standard deviation. The SPSS computer software was used in the analysis. The result of the survey was then presented using frequency distribution tables, charts and graphs.

CHAPTER FOUR

STUDY RESULTS AND DISCUSSION

4.1 Introduction.

This chapter contains research results and discussions. It gives answers to the four study questions. These are the extent in which strategic plans have been implemented in public secondary schools in Migwani District, the role played by the parents, the government and the school managers in the implementation of the school strategic plans.

4.2 Respondents and schools Background

A total of 22 out of 25 secondary schools targeted schools participated in the study after 3 schools principals failed to complete and return the questionnaires. The 22 schools formed 100% of the analyzed data. 22 principals, 22 PTA members and 22 BOG members formed the respondents in the study.

Table 4.1: Response Rate

Respondent	Target population	Participant	Percentage
Principals	25	22	88%
PTA members	25	22	88%
BOG members	25	22	88%
Total	75	66	88%

Source: researcher 2013

4.3. Categories of schools studied

The largest percentage consisted of mixed day schools which formed 63.6%, mixed day and boarding 18.2%, girls boarding 9.1% and boys boarding 9.1%. This is as summarized in the chart below.

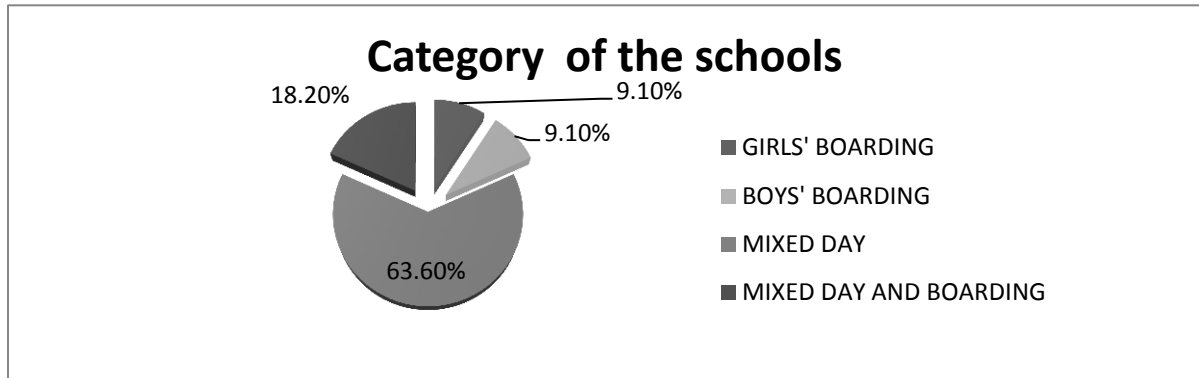


Figure 4.1: Categories of schools

4.4. Background of the Respondents

The ages of the principals who responded were, 36-40 years 36.4% and the rest while the rest were over 40 years of age. 31.8% had between 11-15 years of teaching experience while (68.2%) had over 15 years of teaching experience. The highest fraction of them had bachelor degree in education as the highest professional training (68.2%), while the rest had masters level of training as the highest training level. All the principals' respondents had served as principals in their current school for over two years except 1

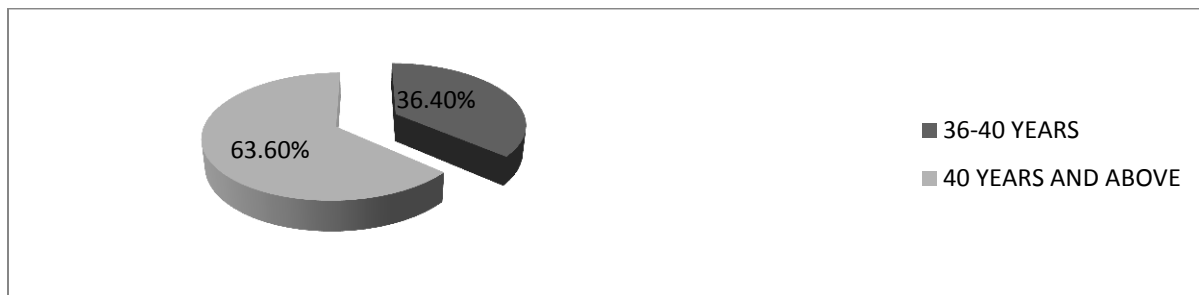


Figure 4.2: Age of the principal respondents

4.5. Gender ratio of the respondents.

Gender ratio of the total respondents was 81.8 % males while 18.2% were female as shown in the table below.

Table 4.2: Gender ratio of the respondents

	Principals	BOG members	Parents	Total	Percentage
Male	18	19	17	54	81.8%
Female	4	3	5	12	18.2%
Total	22	22	22	66	100%

Source: Researcher 2013

4.6. Extent of the implementation of the school strategic plans

All the schools studied developed their strategic plans between the year 2008 and 2012. 95.5% of the principals participated in development of their current strategic plan. The study found that all the schools studied were in the process of implementing their strategic plans. The period in which the schools had been implementing the strategic existing strategic plans was as summarized in the table 3 and graph below:

Table 4.3: Implementation period of strategic plans

Number of years	Number of schools	Percentage
1	5	23%
2	4	18%
3	10	45%
4	2	9%
5	1	5%
Total	22	100%

Source: Researcher 2013

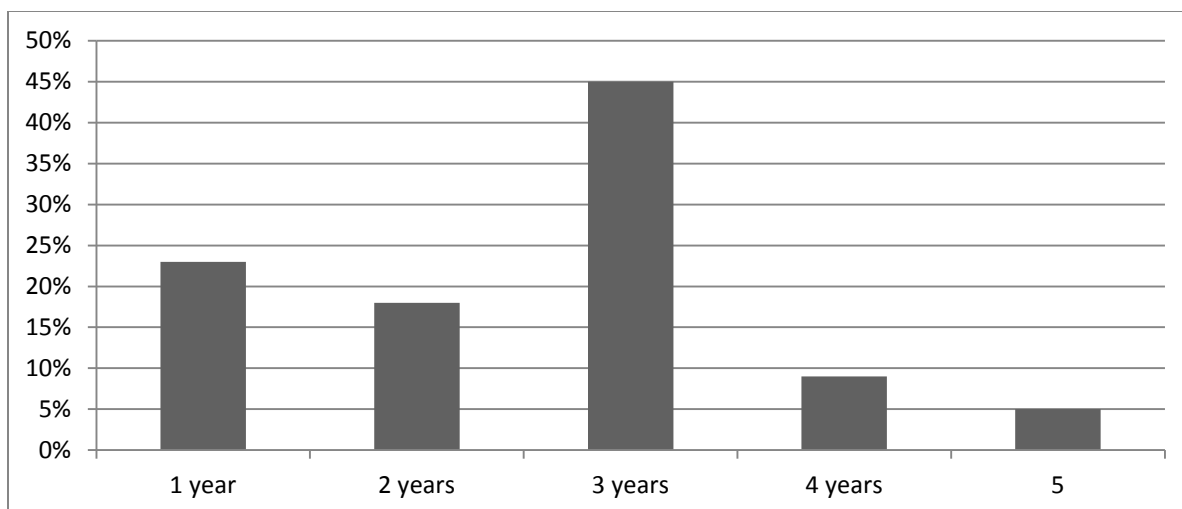


Figure 4.3: Implementation period of strategic plans

From the table above, all the schools had been implementing the strategic plans for a minimum period of one year. This means that they had enough time to assess the role for each stakeholder. The extent of implementation of the strategic plan is as summarized in the table below.

Table 4.4: Extent of implementation of school strategic plans in Migwani District

Percentage implementation extent	Number of schools (Distribution frequency)	Class mid-point	Summation of the means
1-25	9	13	117
26-50	7	38	266
51-75	6	63	378
76-100	0	88	0
TOTAL	22		761

Mean % extent of implementation: $761/22 = 34.59\%$

Source: Researcher 2013

The table above shows the extent in which the schools had implemented their strategic plans. In 9 schools the implementation was rated at a percentage ranging between 1 and 25%. Implementation level in 7 schools was between 26 and 50% while the remaining 6 schools had implemented their strategic plan at a range between 51 and 75%. In average the overall extent of implementation was determined as 34.59%. This shows implementation extent was below average hence indication of challenges in the implementation. The table below shows more information on the strategic plan implementation in schools studied

Table 4.5: Strategic plan implementation and effect in schools

Statement	Mean	Percent	Standard deviation
School was in the process of implementing the strategic plan	3.5	87.5	0.5
Implementation of the strategic plan had led to increase in school facilities	3.1	77.5	0.4
Implementation of the strategic plan had led to improved academic performance	3.1	77.5	0.3
Average	3.2	80.8 %	0.4

Source: Researcher 2013

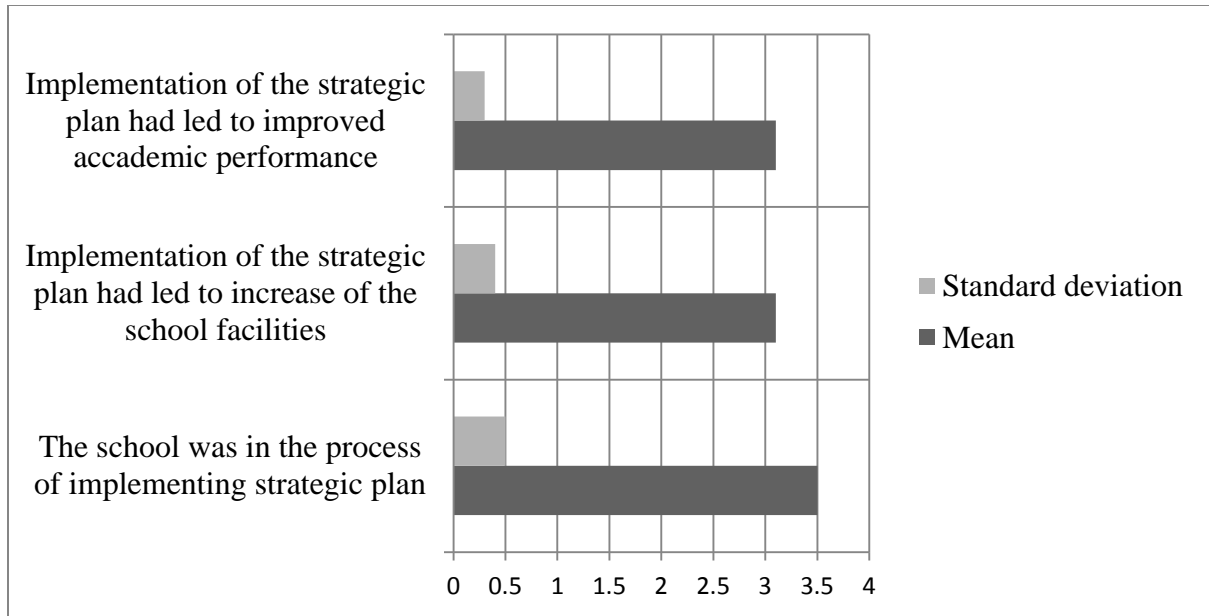


Figure 4.4: Strategic plan implementation and effect in schools

To analyze the implementation of strategic plans and their effect in schools, a 4-point Likert scale was used with 1 indicating a score for statement with least weight while 4 was a score for the statement with highest weight. The study reveals that, parents, government and the managers had a role to play in implementation of the strategic plan at a percentage mean of 80.8%.

4.7. The role of Stakeholders in implementation of strategic plan

It was agreed at that the parents had a role to play in implementation of the strategic plans at 77.5%, the government at 85% and the school managers at 87.5%. This is as summarized in the table 4.6 below.

Table 4.6: The role of the parents, the government and the school managers

Statement	Mean	Percent	Standard deviation
Parents had role to play in implementation of the strategic plan in school	3.1	77.5	0.3
The government had a role to play in the implementation of the school strategic plan	3.4	85	0.5
The school managers had a role to play in the implementation school strategic plan	3.5	87.5	0.5
The parents, government and the school managers had been playing their role effectively in the implementation of strategic plans	1.9	47.5	0.1

Source: Researcher

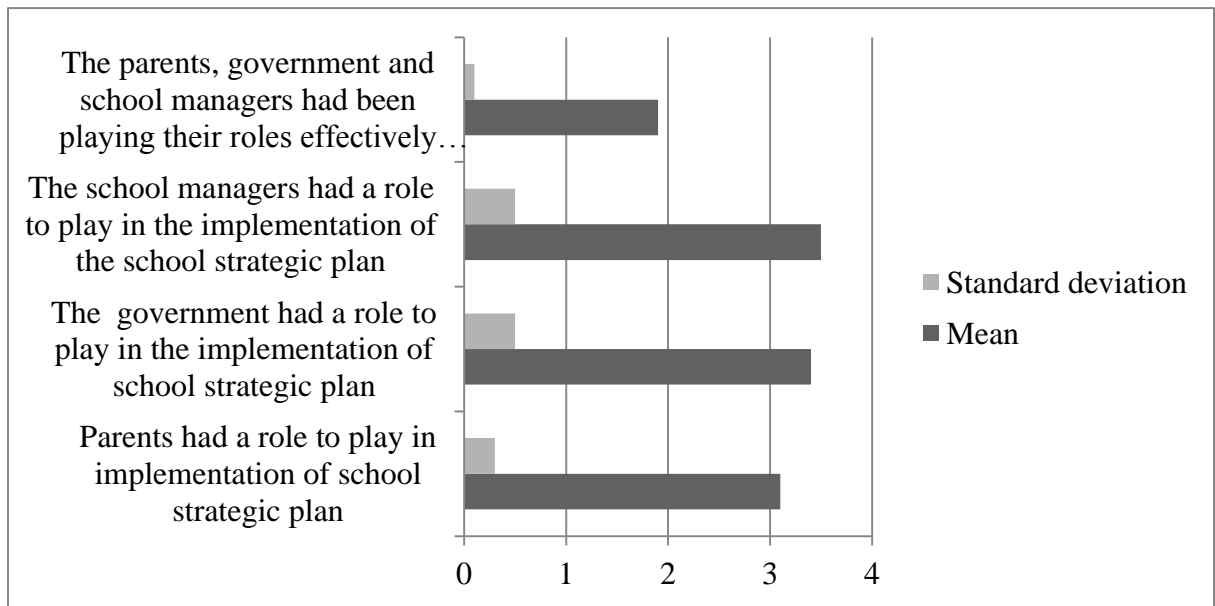


Figure 4.5: The role of the parents, government and the school managers

Based on the data collected, it was felt that parents had a role to play in implementation of strategic plans at a percentage mean of 77.5%, government at percentage mean of 85% and school managers 87.5%. However at percentage mean of 47.5 it was felt the parents, government and school managers were effectively playing their roles in implementation of school strategic plans.

4.8 The role of the parents in implementation of strategic plans.

The roles of the parents in implementation of school strategic plans were identified as funding schools strategic projects, motivating students and teachers and enhancing students discipline as shown in the table 7 below.

Table4.7: The role of the parents in implementation of strategic plans

Role	Frequency	Percentage
Funding	19	86%
Student discipline	7	31%
Motivating students & teachers	10	45%
Average	12	54%

Source: Researcher 2013

The study found out that parents greatly influence implementation of strategic plans in secondary schools. This is because of the kind of the roles the parents play in schools. The respondents identified parents as the main financiers of school physical infrastructures with 86% frequency. The infrastructures were classrooms, laboratories, libraries, kitchen, stores, school land and other school assets which were mainly focused in the strategic plans. 100% of the respondents suggested that school fee payment by parents affect implementation of the strategic plans. It was found that in all schools studied, the amount of school fees paid by parents was not sufficient to meet the cost of implementing strategic plans due to fee defaulters. An average of 24% of school fees charged annually to parents was defaulted. The

parents also played the role of mobilizing the society to provide funds required for implementation of the strategic plans.

Secondly, the study found another important role of the parents as motivating students and teachers to improve their performance 45% frequency. Parents also played a role of enhancing students discipline at 34% frequency. This was done by bringing students in schools, advising and guiding the learners. This influences school enrollment and discipline of the students respectively. Enrollment of the school determines the size of the school and the government financing. Students discipline is one of the key determinants of the school academic performance. The parents influence school academic performance by affecting learner-teacher contact hours through timely payment of school fees and maintaining discipline of learners.

4.9. The role of the government in implementation of strategic plans.

From the data collected, the government was found to play the role of financing implementation of the strategic plans at 86%, staffing schools at 41%, formulating education policies at 50%, technical, supervisory and advisory at 45% and others at 36%. This is summarized in the table 8 and graph below

Table 4.8: The role of the government in implementation of strategic plans

Role	Frequency	Percentage
Financing	19	86%
Staffing schools with teachers	9	41%
Education policy formulation	11	50%
Technical, supervision and advisory services	10	45%
Others	8	36%
Mean	11.4	51.6%

Source: Researcher 2013

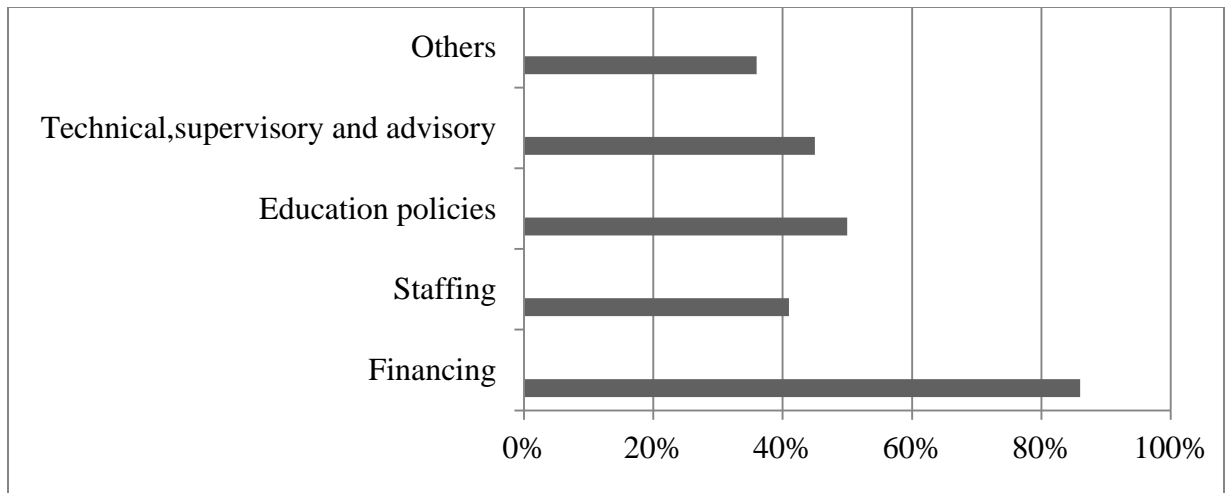


Figure 4.6: The role of the government in implementation of strategic plans in public secondary schools.

The study found that the government of Kenya plays various roles in implementation of strategic plans in public secondary schools. First, financing was found to be one of the key roles of the government with percentage frequency of 86%. The government finance school tuition cost, stationeries and books through Free Secondary Education Funds. These are key teaching/ learning materials in schools and their availability affect school achievement of the academic objectives usually stated in strategic plans. Government also funds the school infrastructure through constituent development fund (CDF).

Secondly, the government formulates policy framework within which public secondary schools operates. This role was rated the second at 50% frequency. Various Policies identified in this study with impact in implementation of strategic plans includes; Education policy on non- repetition of poor performers, this policy requires that all students be allowed to progressively move from one class to next regardless of their performance. This eventually affect school overall academic performance negatively.

Policy of subsidized secondary education provides that government finances partially cost of secondary education cost. Tuition materials such as books and stationeries provided by government have a role to play in implementation of academic strategic objectives.

Policy of banning holiday tuition in schools was found to affect syllabus coverage strategies in schools. This eventually causes the school to fail to meet its expected performance. Policy of ceiling of how much a school should charge parents for development projects greatly affect strategy implementation since it is not readily revised to cushion inflation. Policy of categorization of schools in district, county, provincial, national and centers of excellence influences learners entry behavior negatively especially in small growing schools since they attract few students with low entry behavior.

Policy on stringent measures of MOE funds to be used as per vote heads. This hinders flexibility in allocation of school finances. Policy on posting teachers pegged on enrollment of school has negatively affected small schools which end having high student- teacher ratio. Third role played by the government in implementation of the strategic plans is employing and posting teachers in the school which was rated at a percentage frequency of 41%. Student-teacher ratio in the public secondary schools is very high in Kenya. This affects implementation of mainly academic strategic objectives. This is because lack of enough and qualified teachers. It was noted that most schools in Migwani District employ form four leavers to teach. This eventually influences performance of the learners. The employment of BOG teachers requires huge financial commitment of the schools which may otherwise be channeled into implementation of physical infrastructural strategies in the school. Fourth, the Kenyan government provides technical, supervisory and advisory services to schools on implementation of the strategic plans. This role was rated at a percentage frequency of 45%. This is done through assessment of the school by DQASO's.

4.10 The role of managers in implementation of strategic plans.

The roles played by the managers in implementation of schools strategic plans were identified as mobilizing funding, planning and supervision and others at percentage frequency of 55%, 59% and 41% respectively. This is as shown in the table below.

Table 4.9: The role of managers in implementation of strategic plans

Role	Frequency	Percentage
Mobilizing funding	12	55%
Planning & supervision	13	59%
Others	9	41%
Mean	11.3	51.5%

Source: Researcher 2013

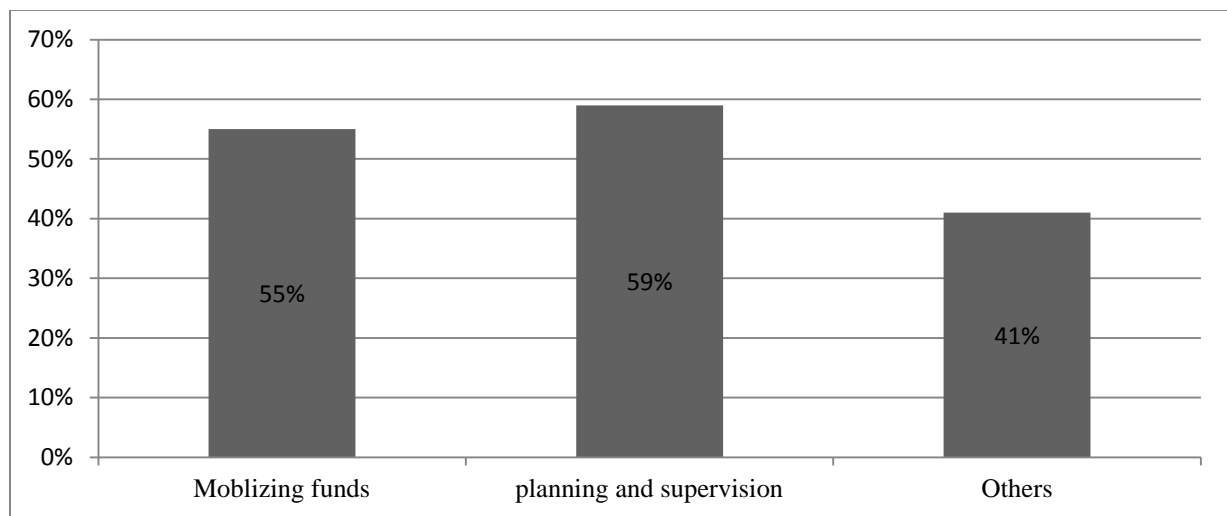


Figure4.7: The role of managers in implementation of strategic plans.

The study found that BOG members in secondary schools plan, oversee and supervise school resources during implementation of strategic plans. This was rated at a percentage frequency of 59%. They prioritize items in the strategic plans. The respondents mentioned that the managers source and mobilize school funds through fundraising and partnering with well wishers. They are also involved in disciplining both teachers and students who are key players in implementation of academic strategies. The BOG also recruits the school staff including teachers and non-teaching staff in school in pursuit of implementing strategic plans.

4.11 Results of statistical difference of the role of Parents, Government and School managers

Table 4.10: The results of ANOVA statistical test performed

Source of variation	Sum of squares	d.f	Mean squares	F
Between	0.8606	2	0.4303	2.1007E-2
Error	163.9	8	20.48	
Total	164.7	10		

Source : Researcher 2013

The probability of this result, assuming the null hypothesis, is 0.979

Table 4.11: The results of ANOVA statistical test performed

	Role of the parents	Role of the government	Role of the managers
Number of items	3	5	3
Items	7.00,10.0,19.0	8.00,9.00,10.0,11.0,19.0	9.00,12.0,13.0
Mean	12.0	11.4	11.3
95% Confidence level for mean	5.974 thru 18.03	6.733 thru 16.07	5.308 thru 17.36
Standard Deviation	6.24	4.39	2.08
Hi	19.0	19.0	13.0
Low	7.00	8.00	9.00
Median	10.0	10.0	12.0

Average	4.00	2.60	1.33
Absolute Deviation from Median			

Source : Researcher 2013

The probability of this result, assuming the null hypothesis, is 0.979

From the results above, the probability of the results assuming null hypothesis is very high that is 0.979. This shows that there is no statistical difference between the roles played by the parents, government and school managers in the implementation of the school strategic plans.

4.12. The extent in which the parents, the government and the managers have been playing their roles.

The study found that generally all the stake holders studied were not effectively playing their roles in implementation of strategic plans. The average percentage annual fee defaulted by parent was found to 24%. It was realized that the fee charged by all schools studied was not enough to meet the cost of implementing strategic plans due to inflation and binding government policies. 72.7% of the principals stated that the government was not playing its role effectively. One of the inefficiency noted was delayed disbursement of government finances. 90.9 % of the respondents stated that government financing affected implementation. 86.4% the respondents stated that there were factors which were affecting government in implementation of strategic plans. 54.5% of the school managers were playing their roles effectively. However various factors were found to affect them as they implemented the strategic plans.

4.13. Factors affecting the parents, government and BOG in implementation of plans.

The following factors were found to have affected parents in paying their role in implementation of strategic plans, these are; Low income of the parents and low parents' involvement in strategic planning. The factors which affected the government in

implementation of strategic plans were determined as:-Politics and lack of good will of the leaders, lack of finances for employing teachers, government fiscal year do not coincide with school calendar, over enrollment in schools, inflation and mushrooming new schools. The factors which affected BOG in implementation of school strategic plans were: influence of sponsor, political interference, insufficient funding of the schools, low education background, lack of time and commitment

4.14. The Parents and the BOG involvement in preparation and implementation of plans

Based on the interview done on PTA members it was found that (63.6%) of the parents respondents were not involved in preparation of the strategic as shown plans as shown in the chart below

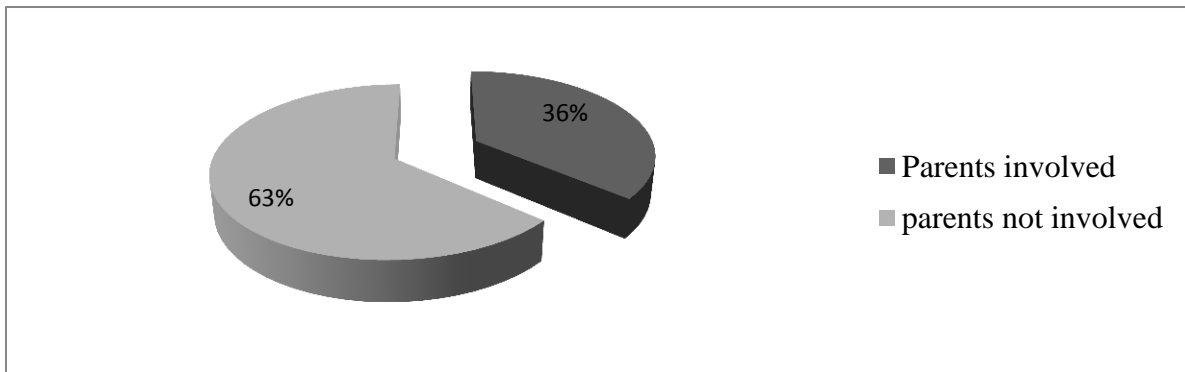


Figure 4.8: Parents involvement in preparation of strategic plans

The study also showed that, 54.54% of the BOG members were not involved in preparation of strategic plans as shown in the chart below

Figure 10: Managers Involvement in preparation of strategic plans

The study found that 77% of the parents and BOG felt that were involved in the implementation of the school strategic plans. However large percentage of the BOG

members were involved compared to the PTA members. This is summarized in the table 4 below.

Table 4.12: The Parents and the BOG involvement in implementation of school strategic plans

	BOG members	PTA members	Total	Percentage
Involved	19	15	34	77.3%
Not involved	3	7	10	22.7%
TOTAL	22	22	44	100%

Source: Researcher 2013

4.15. Suggested ways to enhance implementation of the strategic plans.

To enhance implementation of strategic plans, the involvement of the parents and BOG members in preparation of strategic plans is necessary so as to enhance ownership of the plans. It was also suggested that, there is need for workshops to educate the school stakeholders on the need and importance of strategic management in schools. More and timely funding by both parents and government is also a key to effective implementation of strategic plans. It was also suggested that school stake holders should avoid politicizing school programs and co-operate with the school principals.

4.16 Discussion

Based on the research findings, the parents, the government and the school managers are critical stake holders in public secondary schools in Kenya. This is because the schools depend on them for the resource provision in accomplishing their objectives outlined in their strategic plans. Since the research found that there was no statistical difference on the role of the stakeholders in the implementation of the school strategic plans, the school managers

should seek their support and value them equally. The school principals should therefore incorporate them in key decision making to enhance their support for sustained school performance and survival. According to resource dependence theory, the extent to which an organization is dependent upon external organizations and stakeholders depends on the importance of a particular resource to the organization, the degree to which those who control the resource have monopoly over the resource, and the discretion they have over its allocation (Frooman, 1999; Mitchell et al., 1997; Pfeffer & Salancik, 1978).

Since school administrators have no control government supplied resources, there is need to focus on resources which are under their control when setting their objectives in strategic plans for effective implementation. The public schools should also be given opportunity to and capability to generate their own sources of resources for their sustained performance. Since implementation of school strategic plans requires the involvement of the parents, government and school managers, Performance of schools should be evaluated by analyzing the effectiveness of all the stakeholders for effective decision

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the findings, conclusion, recommendation and suggested areas for further studies.

5.2 Summary of the study findings

The study findings show that generally parents, government and the school BOG play very crucial role in implementation of school strategic plans. In Migwani District an average of 34.59% of strategic plans objectives had been implemented. There was no statistical difference of the role of the parents, the government and the school managers in the implementation of the school strategic plans at 0.975. Both parents and government have equal role to play in funding school strategic plan implementation at a percentage frequency of 86%. It is therefore not only the school principal who influences level of implementation of the strategic plans but also the parents, the government and BOG. The successful implementation of the strategic plans in public secondary schools requires that each stakeholder to understand and play his/her role effectively. Though Kenyan government introduced strategic management with the aim of decentralizing school management to stakeholders for improved performance, over 50% of PTA members and BOG members were not involved in preparation of strategic plans. However over 77.3% of PTA and BOG are involved in implementation.

This study found that the implementation of strategic plans in public secondary schools requires active participation of the parents, government and the BOG members. The study found that only 47.5% of the respondents felt that the three stakeholders were playing their role effectively.

The main roles of the parents identified include financing strategic projects and supporting in maintaining learners discipline. Government provided influential policy framework, financed and provided teachers necessary for implementation of the strategic plans. The BOG

members were the custodians of the school resources and prioritized the items in the strategic plans. Factors which affected parents, government and BOG in implementation of strategic plans are include insufficient funds, inflation, political interference, competing issues and government policies.

5.3 Conclusion

The study concludes that parents, government and school managers have important role to play for effective implementation of strategic plans. This means that every stake holder is responsible for implementation of the strategic plans. This therefore requires full involvement of each of them in preparation and implementation of the strategic plans. Unlike private business sector where management have control of implementation of strategic plans, public secondary school principals have less autonomy of control of implementation of strategic plans. This is because of the kind of roles played by the key stake holders such as parents, government and the BOG. The task of implementing the strategic plan should not be left and accounted on the principals only but even on the other stake holders.

5.4. Recommendations

The study recommends that there is need for more involvement of parents in preparation of strategic plans in public schools in order to enhance ownership for easy implementation. The Kenyan government should remit the FSE levies in time to enhance and increase school financing due to inflation. Ministry of education should come up with policies which would enhance more autonomy for public schools to implement their strategies. School managers also need more training on strategic management in order to align their strategic plans with their internal and external environment.

The researcher recommends more research to be done on:-

- a) Since this study was done on the three groups of stake holders, that is the parents , BOG parents, there is need for further research on the role of other school stake

holders such teachers, the principals and the students in the implementation of the strategic plans.

- b) This study focused on role school stake holders in implementation of strategic plans in public secondary school hence there is need to carry out study in private schools to shed more light in the area.
- c) There is also need to carry out further study on how the government policies influence implementation of public secondary schools.

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APPENDIX A: QUESTIONNAIRE FOR PRINCIPALS

Introduction

This questionnaire seeks information on the role of the parents, the government and the school managers in implementation of school strategic plans in Migwani District. All the information you give will be treated with confidentiality and used for academic purpose only. Please respond to all items in the questionnaire honestly

SECTION A: BACKGROUND INFORMATION

Instructions

Put a tick in the statement which fit your situation and write briefly and clearly where necessary.

1. Name of your school

2. Category

Girl's boarding_____

Boys' boarding_____

Mixed Day_____

Mixed day and boarding_____

3. Your age

Below 30 years_____

31-35 years_____

36-40 years_____

Over 40 years_____

4. Gender

Male _____

Female _____

5. Experience in teaching

Below 5 years _____

6-10years _____

11-15 years _____

Over 15 years _____

6. Highest professional training

Diploma in education _____

Bachelor of education _____

Master of education _____

Master arts /science _____

7. How many years have you served as principal in your current school _____ years ____?

SECTION B: Strategic planning and implementation in the school

Does the school have a strategic plan? Yes___ No_____

Did you participate in strategic plan development? Yes___ No_____

When was the strategic plan developed? _____

What percentage of strategic plan has been implemented? Tick one of the options. 0-25%, 26-50%, 51-75%, 76-100%

The table below present statements regarding implementation of strategic plan in your school, 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-(Strategic Disagree)-1

Statement	SA	A	D	SD
The school is in the process of implementing strategic plan.				
Implementation of school strategic plan has led to increased school facilities				
Implementation of school strategic plan has led improved academic performance				
The parents has role to play in implementation of the strategic plan.				
The government has a role to play in implementation of the strategic plan.				
The school managers have a role to play in implementation of school strategic plan.				
The parents, government and the school managers have been playing their roles effectively in implementation of the school strategic plan				

SECTION C: The role of parents in implementation of strategic plans

What is the role of the parents in the implementation of strategic plan in your school?

Does school fees payment by the parents affect implementation of strategic plans in your school? Yes ___ No ____

What is the average annual percentage fees defaulter by parents in your schools?

Is the fees allocated in your school fee structure enough for implementation of the school strategic plan?

What do you think should be done to address the challenges related to parents in implementing strategic plan?

SECTION D: Role of the government in implementation of the school strategic plan

What is the role of the government in the implementation of the strategic plan in your school?

Has the government played its role effectively in the implementation of the strategic plan?
Yes___ No___

Do government policies affect implementation of the strategic plans in your school?
Yes_____ No_____

Which government policies affect implementation of school strategic plans?

Do government financing affect implementation of strategic plan in your school?
Yes_____ No _____

If yes how?

Are there factors affecting government in implementation of school strategic plans ?

Yes___No_____

What are these factors ?

What do you think should be done by the government to enhance implementation of strategic plans?

SECTION E: The role of school managers in implementation of school strategic plan

What is the role of the school managers (BOG) in the implementation of strategic plan in your school?

Has the managers played their role effectively in the implementation of the strategic plan?

Yes___ No_____

Are there factors affecting managers in implementation of the school strategic plan?

Yes___No_____

What are these factors?

What do you think should be done by school managers to enhance implementation of school strategic plan?

APPENDIX B: INTERVIEW QUESTIONS FOR BOG AND PTA MEMBERS

What is the name of your school_____

How long have you been a BOG/ PTA member in the school_____years

Does your school have a strategic plan? Yes_____No_____

Were you involved in preparation of the plan? Yes_____No_____

Are you involved in the implementation of the plan? Yes_____No_____

If yes, what is your role in the implementation process?

Do you think that you have been playing your role effectively?

What factors are affecting you in implementation of strategic plan?