

Effect of Strategic Planning on Performance of Secondary Schools in Trans-Nzoia West Sub-County – Kenya

¹Carey Alenga Amani, ²Prof. Gregory S. Namusonge

²PhD, Senior Lecturer, Jomo Kenyatta University of Agriculture and Technology, P.O. Box 62000 – 00200, Nairobi, Kenya, School of Human Resource Development,

Abstract: The purpose of the study was to examine the effect of strategic planning on the performance in Secondary Schools in Trans-Nzoia West Sub-County. The objective of this study was to assess the influence that resources have on performance of secondary schools. The target population was 370 numbers of stakeholders in public secondary school in Trans-Nzoia West sub-county. Purposive and random sampling technique was used to sample the schools and the sample size was 30% of the target population. Data collection instruments were questionnaires, interviews and observation. Data was processed by use of percentages. The key recommendations were as follows: - i) The Ministry of Education should ensure that all schools have strategic plans in place to guide in the allocation of school's resources for efficiency and effectiveness. ii) The government through Ministry of Education together with the County Government should increase funding of infrastructure in the schools in order to ensure that all schools have the necessary basic physical facilities to be able to compete favourably with others that are endowed with adequate facilities. iii) The government through the Ministry of Education should regularly visit schools to monitor and evaluate the implementation of the objectives in the strategic plan and take remedial measures to address failures in areas that need help.

Keywords: Strategic planning and performance.

1. INTRODUCTION

Strategic planning has been defined as a formal means by which an organization communicates its goals, priorities, and mission to the external stakeholders; and informs the decision and action that shape the organization (Williams, 2010). Poister (2010) argues that, strategic planning will assume a broader picture approach by blending the futuristic thinking, objective analysis, and subjective evaluation of priorities, goals and values that enable the organization to manoeuvre into the future by ensuring that the organization's effectiveness, vitality and its ability to add value to the public thus enhancing performance.

Bozeman & Addair (2010) describe strategic planning as a process that enables an organization or a unit within the organization to determine where it will be in the next three to five years, how it is going to get there. It is through long-range planning that the planners are able to view the system holistically, with a principle focus toward the whole organization rather than isolated and independent components. They argue that the strategic plan should serve as a guide for the educators towards improvement and excellence. These plans should provide clear directions and are made with the aim of making it operational and sensitive to the specific needs of the community which it is meant to serve.

Preble (1997) argues that strategic planning is concerned with the mid-term future of the organisation, enhancing its success by addressing the weaknesses and threats as well as the strengths and opportunities that present themselves to the organisation. It involves selecting from a range of strategies and building a plan to carry out those strategies, which include marshalling the available resources and organisational elements necessary to carry out the plans and evaluate their performance. Planning enable programs within the institution to run to completion without stalling (KESI, 2011).

Strategic planning thus provokes strategic thinking, acting and learning on an ongoing basis and is useful for organizations as it enables all stakeholders to conduct both internal and external analysis of an organization in order for the organizations to gain competitive advantage in the industry. It is through strategic planning that the organization is able to identify the desired outcomes and formulate strategies to achieve them. During strategic planning the stakeholders of an organization conduct a SWOT and PESTLE analysis of the organization as they seek ways of capitalizing on their Strength, address the Weaknesses, maximize on the available Opportunities in their environment and confront the impending Threats, (SWOT). The PESTLE analysis is all about considering the organizational standing Politically, Economically, Socially, Technologically, Legally and Environmentally within its operating environment. In so doing the top management of an organization is able to relook the mission and vision of the organization and provide a direction that would be followed in order for the organization to gain competitive advantage over their competitors.

Involvement of all stakeholders in the process of planning right from conducting needs assessment to the development of improvement strategies and the generation of possible solutions with their feasibility in a given timeframe is paramount as it creates a sense of ownership for the document by all the stakeholders (Bozeman & Addair, 2010). The formulation of a strategic plan is a form of democracy and also a process that unifies thinking and achieves consensus (Zhang, 2014). Strategic plans are only a roadmap with timelines to make improvement in the areas that needs to be improved upon. Addair also adds that the whole process of developing a strategic plan is not about planning, change, setting of goals, objectives, strategies and evaluation but it is more about relationships and team building among the members of the organization, by harnessing individual talents, skills and intellects and providing leadership to an integrated population within a complex environment (Bozeman & Addair, 2010).

Mintzberg (1994) advocates for strategic thinking rather than strategic planning Mintzberg states that “Strategic planning is an oxymoron”, which he implies that once the formal strategic planning process codifies into goals and action steps, it then ceases to be strategic. In an increased volatile economic and social landscape a five year strategic plan may be overtaken by the changes and cease to be strategic. Mintzberg argues that one has to remain in a strategic posture all the time. He still maintains that there has to be an assessment of the internal and external landscape (SWOT analysis) and the cultural issues of the organization. Mintzberg posits that the planning team has to come up with a five-year vision as well as develop a twelve (12) months strategy and tactics to actualise the vision and still make proposals for realizing the vision for the remaining time for the strategic plan (Bassett, 2012). The short-term plans allow for an evaluation of the strategies employed and make recommendations for improvement of the future strategies based on the prevailing dynamic internal and external climate. Zhang (2014) argues that for a strategic plan to fulfil its role as a guide and to be easily implemented and evaluated, then it must have clear goals and fairly specific performance indicators.

Bassett (2012), the task force entrusted with strategy making should commit to an annual gathering of all stakeholders to evaluate the progress made against the vision and goals and also address the disruptions and identify new opportunities and seek to find ways of maximizing on the available opportunities. He adds that strategic process should be an ongoing process rather than a onetime episode. He advocates for strategic thinking in which the implementers of the strategies should always pause and rethink the strategies by seeking to refine on the vision in a way that would better meet the objectives of the organization.

Local Strategic Planning:

Kenya has also put in place several strategies to enable it improve on the performance of various organizations and which would also enable it compete regionally and beyond. Kenya Vision 2030 is the country’s development programme covering the period 2008 to 2030. Its objective was to help transform Kenya into a ‘newly industrializing middle-income country that would provide a high quality of life to its citizens by the year 2030 in a clean and secure country. This strategic vision acknowledges the need for reforms in education and training that would create a sector that would have citizens who would be able to compete with the other people from all over the world. Kenya Vision 2030 emphasized the need to link education to the labour market, by creating competencies and entrepreneurial skills, and strong public and private sector partnership. This vision was based on three “pillars”: Economic, Social and Political. The Millennium Development Goals (MDGs) were to be met by 2015 under Kenya Vision 2030. These are some of the strategies set out by the government of Kenya were geared to having the country with citizens gain competitive advantage in the region and beyond.

Education to citizens of any nation has been considered as a means of social mobility, equitable social development and aids to enhance a cohesive society. Some of the objectives achieved through education include: (a) Poverty reduction, (b) Increased individual earnings, (c) Enhanced democracy and good governance, (d) Strengthening of skills and abilities, (e) Improved nutrition and health (f) Promotion for economic growth, and (g) Enhanced productivity. Globalization has brought in inter-dependence among various states of the world putting a demand on the citizens of the various nations to act responsibly within their countries and across the borders. The advancement of technology in the recent years has had a positive contribution by easing bilateral trade among different countries hence putting demand on the various governments to reform their educational system in order to march the effects of globalization. Kenya as a member of the East African protocol has to be strategic and streamline its education system to march and remain competitive among other member states, (Report of the Task Force, 2012).

1.1 Statement of the Problem:

The overall research problem addressed in this study is that despite concerted efforts by the government of Kenya in ensuring all public institutions prudently manage scarce resources by developing strategic plans that would aid in the allocation of resources and ensure institutional performance, not much has been done to analyze its impact on education within Trans-Nzoia West sub-County of Trans-Nzoia County. Ministry of Education Task Force (2012) on 'Towards a Global Competitive Quality Education Sustainable Development', it cited the main challenges facing the education sector as access, equity, quality, relevance and efficiency in the management of educational resources. The report cited the following gaps in the current curriculum; (i) Lack of technology, innovativeness and entrepreneurship, which are the key drivers of Vision 2030; (ii) Failure to address the needs and priority of the local communities. The report also pointed out that the Minister of Education has considerable powers vested in his/her office through the Education Act regarding the management and governance of the education sector. Most of the governing bodies are required to refer cases to the Minister thus undermining their independence and removes responsibility for decisions and accountability for their actions from themselves.

By failing to address the needs and priorities of the local community, then it means that the culture within the school, its leadership and resources are not optimized and hence this would impact on the performance of the institution. In this study, I sought to examine the effect that strategic plans have had on the performance in Secondary Schools in Trans-Nzoia West Sub-County.

General Objectives:

Effect of strategic planning on performance of Secondary Schools in Trans-Nzoia West Sub-County

Specific objective of the study will be:

- a) To assess the influence that resources have on performance of secondary schools.

2. LITERATURE REVIEW

This study was based on the following three theories: Resource-Based-View, Porter's Competitive Advantage and Hofstede's Cultural Dimensions model.

2.1 Resource-Based View Theory:

Resource-based view argues that the main drivers of competitive advantage and superior performance in strategic management of a firm are associated with the attributes of their resources and capabilities which are valuable and costly to copy (Barney, 1986, 1991, 2001a; Conner, 1991; Mills, Platts and Bourne, 2003; Peteraf and Bergen, 2003). Barney (1991), while examining the link between firm resources and sustained competitive advantage, assumes that strategic resources of a firm are heterogeneously distributed across the firm and that their differences are stable over time. Barney (1991) points out four empirical indicators in a firm's resources that have the potential to generate a sustained competitive advantage. He argues that resources must be: rare among a firm's current and potential competitors; valuable; in that it exploits the opportunities and neutralizes threat available in its environment; perfectly inimitable; and a resource that cannot be strategically substituted by other firms. A firm's resources will include all assets, organizational processes, capabilities, attributes, information, a loyal human resource, knowledge and many others, (Raduan, Jegak, Haslinda, & Alimin, 2009). Differential among firms along any dimension of the firms attribute and characteristics which allow one firm to create better customer value than others can give rise to competitive advantage, Ma (1999b).

2.2 Competitive Forces Model:

Competitive forces model was developed by Michael Porter of Harvard University in 1980. He argues that there is no coincidence of bad luck in the competition in an industry but rather it is in the way the industry is structured. His framework (1985, 1991) perceives a firm as a series of activities or strategies attempting to adapt to environmental changes in order to secure a competitive position. Michael Porter identified five forces that influence the nature of competition in an industry as: Threat of entry, Supplier power, Buyer power, Threat of substitutes and Rivalry / jockeying for position.

In conducting industry analysis the firm is able to respond to Porter's five competitive forces which provide 'opportunity and threats' part of the Strength-Weakness-Opportunity-Threat, while the resources-based view addresses the firm's capabilities in utilizing the resources under 'strengths and weaknesses'. Proper strategies have to be formulated by a firm in order to optimize on the performance and be successful through considering both external influences and the specific elements of the firm. Amit and Schoemaker (1993) argue that the choice of strategy is both through industry analysis and also an analysis of the firm's resources and capabilities. This will be done by the use of strategic assets of the firm that are difficult to imitate, (Huang H.-I. and Lee C.-F., 2012).

2.2.1 Hofstede's Cultural Dimensions Model:

Globalization has greatly impacted on many organizations with technology playing a greater role of bringing people of different cultures to interact together through communication, doing business and working together. This cultural diversity has also impacted on the performance of organizations either positively or negatively depending with how the different cultures are understood and how their needs are met. Understanding the cultural diversity in the business area is key to enhancing performance of an organization in the following areas: communication by negotiating with colleagues from other cultures, working for a foreign-based organization, managing human resources in another region and hosting of foreign guests.

Professor Geert Hofstede (1983), after analyzing the different cultures in different countries of the world he proposed four dimensions of culture that would impact on the performance of an organization, (Adekola and Sergi, 2007). These dimensions include:

- a) Power Distance (PD) dimension: refers to the degree of inequality that exists and is accepted among all the people. High power distance implies that the society accepts inequality in the distribution of power and a low power distance implies that power is shared and is well dispersed. High power distance will embrace hierarchies in the organization with the top management being the main decision makers whereas low power distance will have organizations with flat management style where teamwork is embraced and most of the members in the organization involved in decision making.
- b) Individualism or collectivism dimension: refers to the strengths of ties that people have with others within the community. A high individualistic indicates loose connection with lack of interpersonal connection, little sharing of responsibility beyond the family and close friends. High individualistic cultures will have the following characteristics; enjoyment of challenges by employees and expectation of rewards for hard work and respect for privacy. Collectivism or low individualism score implies that there is strong group cohesion and there is more loyalty and respect among the members of the group. Low individualistic cultures will build large groups with people taking more responsibility for each other's well being. The characteristics for low individualistic cultures include; development of skills, working for intrinsic rewards and harmony is regarded more than honesty.
- c) Masculinity or femininity dimension: refers to the degree of assertiveness, materialism, and lack of concern for others; how much a society will stick with, and value, traditional roles played by males and females. High masculinity is found in cultures where men are expected to be the providers and more assertive and women may take roles that are different from those taken by men. Feminine or low masculinity cultures have no specific gender roles and both women and men work together across many professions.
- d) Uncertainty Avoidance dimension: refers to how comfortable people feel towards ambiguous situations. Cultures with high uncertainty avoidance will prefer to be more formal and strict rules and policies and any uncertainty or unknown situations bring high degree of anxiety. Low uncertainty avoidance indicates that the society values differences and this

will adopt informal business attitude and are more concerned about long term relationships. High uncertainty avoidance cultures are found to be more aggressive and hard working and low uncertainty avoidance are slack and prefer stress free ventures, (Adekola and Sergi, 2007).

Resource based view, competitive advantage and Hofstede's cultural models are applicable in service industries among which the secondary schools also fall in since they take in students, prepare them through a guided curriculum and release them as final products at the end of their four year course. Schools also offer job opportunities to people from different cultures and offer market for products from the local environment thus serving as a source of income for the local communities in which the schools are located. The demand for the services of a particular school will depend upon the strategies that have put in place in the school and which give it competitive advantage over others in the same locality. No informed client (parent) would be willing to take their raw materials (children) to an institution for the sake of it, but rather they would be willing to pay more for services that offer better returns on investment (ROI). This has increased rivalry among secondary schools and demand for certain schools are higher than for others.

2.3 Conceptual Framework:

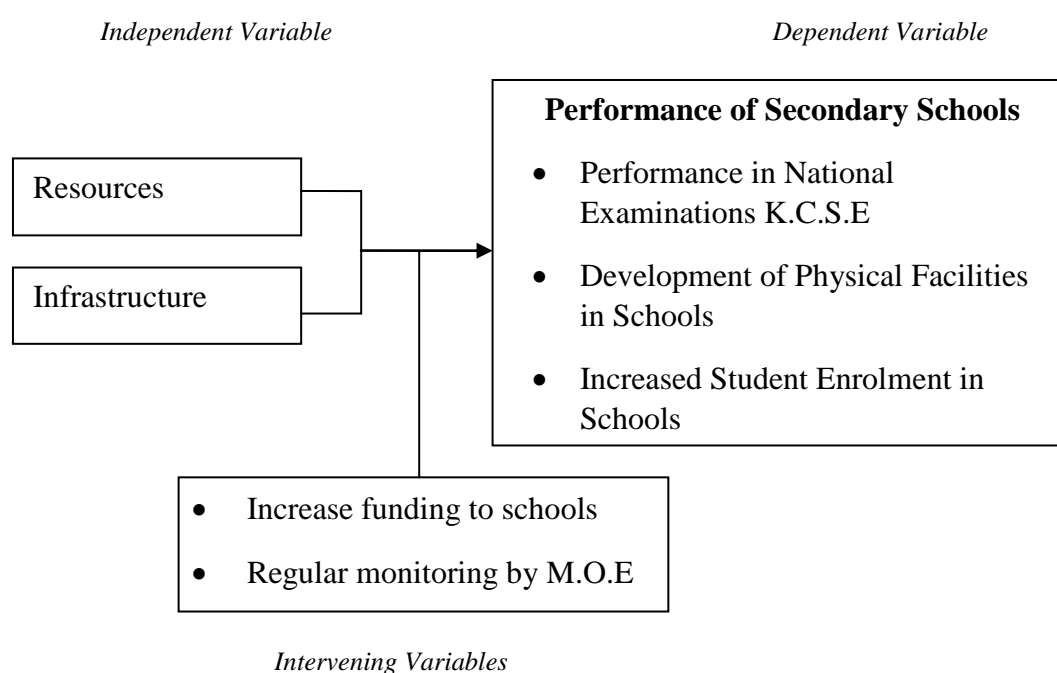


Figure 2.1: Strategic Planning and Performance

2.4.1 Resources:

A resource is anything that an organizational manager utilises in order to achieve their set organizational goals (KESI, 2011). Resources in this study shall be taken to mean; time, financial, human resource, land and physical facilities. The resources in an organization have a big contribution towards the achievement of the organizational goals. When effectively allocated, resources will be optimized and lead to greater productivity. Zhang (2014) argues that a scientific and rational plan can promote rapid development while unscientific and irrational plan is a plan that cannot be put into practice or that which results in wastages of resources and leads to missed opportunities for development. People (human resource) are key factor in realizing the implementation of strategic goals and as part of the resource they will also need to be protected.

Resources in an organization are always limited thus the need to plan well on how to prudently manage the available resources and mobilise for more in order to achieve the goals projected in the strategic plan. In the process of making a strategic plan, an analysis is done to assess the strengths and weaknesses within the internal environment of the organization and also to look at the opportunities and threats found in the external environment. Resources have to be mobilised and effectively allocated for the intended purpose in order to obtain optimal benefit from the resource which in turn results in improved performance of the organization. Wanjala & Rarieya (2014) identified limited school budgets as a major challenge to the improvement of school facilities. They argue that leaders have to think of strategic ways of generating financial resources.

Zhang (2014) argues that the process of attracting and procuring external resources together with the allocation and integration of internal resources should be aligned with the strategic goals. He adds that there should be a linkage between strategic plans, finance and resources through the development of annual plans and financial budgets. Ndegwah (2014) in his study “Factors Affecting the Implementation of Strategic Plans in Public Secondary Schools in Nyeri County, Kenya”, identified the gaps that would need further research and among them was ‘to determine how resource allocation influence the implementation of strategic plans in public secondary schools’. This is the reason I have sought to assess the impact of strategic plans on resource mobilization in secondary schools Trans-Nzoia West Sub County in Kenya.

3. RESEARCH METHODOLOGY

This study adopted descriptive survey research design, (Cohen & Manion, 1998:83). Descriptive survey research design are conducted to describe the nature of existing conditions that can be compared or determine relationships that exist between specific events. Survey is found appropriate since some quantity of data was collected and the same was analysed in order to describe the specific phenomenon in its current trend, current events and linkages between different factors at the same time.

This research design was used to assess the effect that strategic plans have had on the performance of secondary schools within Trans-Nzoia West sub-county. The sub-county is a vast area and has many schools scattered in the county making this design convenient in gathering descriptive data from the respondents that would not be observed directly. Descriptive research design was therefore chosen because it enabled the researcher to generalise the findings to a larger population (Shaughnessy et al. 2009).

4. RESEARCH FINDINGS AND DISCUSSIONS

4.1.1 Response Rate:

From the data collected, out of the 110 questionnaires administered, 90 were filled and returned. This represented 81.8% response rate, which is considered satisfactory to make conclusions for the study. According to Mugenda and Mugenda (2003) a 50% response rate is adequate, 60% good and above 70% rated very well. This also collaborates with Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion; the response rate in this case of 100% is very good. This high response rate can be attributed to the data collection procedures, where the study pre-notified the potential participants of the intended survey, the questionnaire was self-administered the respondents completed them and these were picked shortly after.

Table 4.1 Responses Rate

Tools Used	Questionnaires administered	Filled & returned	Percentage
Respondents	110	90	81.8%

4.1.2 Gender Distribution:

A total of 90 schools stakeholders responded to the data collection instruments. Of these, 57% respondents were male while 43% were female. The findings were as indicated in table 4.2

Table 4.2 Gender Involved in the Study

Gender	Frequency	Percentage
Female	30	33
Male	60	77
Total	90	100

These gender distribution shows that most school managers and workers are male a clear indicator that most schools are boy school and if they are mixed then they are headed by male managers and most of the responsibilities are undertaken by male.

4.1.3 Strategic Plans in School:

All institutions are required to have strategic plan as a guiding document towards performance, being a directive and one of the policy of the ministry education. From the study it was realized most schools have the strategic plan as shown on table 4.3 below

Table 4.3 Strategic Plans

Strategic Plan in Schools		
Response	Frequency	Percentage
Yes	78	86.7
No	12	13.3
Total	90	100

From the finding as indicated on the table 4.3, most school as shown from 78(86.7%) of the respondent acknowledged the presence of strategic plan in their schools while 12(13.3%) indicated that their schools did not have a strategic plan.

4.1.4 Development of Strategic Plan:

A strategic plan is a document which developed tailored to specific institution according its setting. The study also found it necessary to determine whether respondents had taken part in developing the strategic plan and the results were as shown on table 4.4 below

Table 4.4 Strategic Plan Development

Stakeholders involvement in development of strategic plan		Frequency	Percentage
Yes		65	72.2
Partly		15	16.7
No	Was bought	2	2.2
	By expert	6	6.7
	Top management	2	2.2
Total		90	100

From the study findings it emerged most stakeholders accounting for 65(72.2%) of the respondents were involved in developing of the strategic plan, followed closely by partial involvement at 15(16.7%) of the respondent. The study further established that only 11.1% of the respondent was not involved, with the majority seeking the expert to develop the strategic plan for the institution.

4.1.5 Time Frame of Development of the Strategic Plan

When inquired on the time frame which the school developed their strategic plan, the study found out the result as shown in the table 4.5 below

Table 4.5 Time of Development of Strategic Plan

Time frame of launch of the strategic plan	Frequency	Percentage
0-5years	60	66.7
6-10years	20	22.2
11-15years	8	8.9
Above 15years	2	2.2
Total	90	100

From the study finding it is clear that most responded 60(66.7%) developed their strategic plan within the last five years while 20(22.2%) of the respondent in the last ten years. Only few schools accounting for 8(8.9%) had their strategic plans developed above ten years with very few respondent 2(2.2%) had the strategic plan way above fifteen years ago.

4.1.6 Objectives in the Strategic Plan:

The study sought to find out whether the objectives set out in the strategic plans were realistic and whether the school regularly evaluated the objectives set out in the strategic plans. Findings were shown in the table 4.6 below.

Table 4.6 Objectives in the Strategic Plan

Strategic Planning and Performance of Secondary Schools	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	Strategic plan has realistic goals	60	66.7	20	22.2	6	6.7	3	3.3	1
School evaluation of objective as set in strategic plan	10	11.1	15	16.7	30	33.3	30	33.3	5	5.6

From the study findings in table 4.6 most respondents indicated that the strategic plans had realistic goals with 60(66.7%) strongly agreeing, while 20(22.2%) agreeing, 6(6.7%) were neutral, 3(3.3%) disagreed while 1(1.1%) strongly disagreed that the objectives were realistic. On whether the school evaluates the objectives set out in the strategic plans 10(11.1%) of the respondents strongly agreed, 15(16.7%) agreed, 30(33.3%) were neutral, 30(33.3%) disagreed while 5(5.6%) strongly disagreed.

4.1.7 Level of Resources in Schools:

This study sought to find out whether; the level of resources in was adequate, if stakeholders actively participate in resource mobilization and whether the level of resource mobilization is as per the strategic plan. The findings were indicated in table 4.7 below.

Table 4.7 Level of Resources in Schools

Strategic Planning and Performance of Secondary Schools	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
	The level of resources in your school is adequate	10	11.1	12	13.3	8	8.9	20	22.2	40
Stakeholders participate towards resource mobilization	15	16.7	17	18.9	23	25.6	25	27.8	10	11.1
Level of resource mobilization as per the strategic plan	40	44.4	27	30	8	8.9	6	6.7	5	5.6

Findings in table 4.7 had fewer respondents indicating that the resources in the schools were adequate. 10(11.1%) strongly agreed that the resources were adequate, 12(13.3%) agreed that resources were adequate, 8(8.9%) were neutral, 20(22.2%) disagreed with the adequacy of resources while 40(44.4%) strongly disagreed. On stakeholders participation towards resource mobilization 15(16.7%) strongly agreed, 17(18.9%) agreed that they participate, 23(25.6%) were neutral about stakeholders' participation in resource mobilization, 25(27.8%) disagreed while 10(11.1%) strongly disagreed that stakeholders participate in resource mobilization. Respondent also indicated on whether the level of resources mobilized were as per the strategic plan. 40(44.4%) strongly agreed that they were as the strategic plan, 27(30%) agreed, 8(8.9%) were neutral, 6(6.7%) disagreed while 5(5.6%) strongly disagreed that resources were as set out in the strategic plan.

4.1.8 Level of Academic Performance in Schools:

This study was in argument that that strategic planning had an impact on the academic performance of students. It sought to find out the level of performance of students in K.C.S.E (national examinations) since the strategic plan was launched in the schools, the improvement in academics at all levels in the school and whether stakeholders were involved in academic excellence in the school. The study findings were indicated in the table 4.8 below.

Table 4.8 Level of Academic Performance in Schools

Strategic Planning and Performance of Secondary Schools	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Improvement of KCSE performance since the launch of strategic plan	30	33.3	20	22.2	27	30	10	11.1	3	3.3
Improvement in academic performance at all levels since inception of strategic plan	50	55.6	22	24.4	10	11.1	5	5.6	3	3.3
Stakeholders participation in achievement of academic excellence	20	22.2	50	55.6	15	16.6	3	3.3	2	2.2

Study findings in table 4.8 had most respondents agreeing that there was improvement in K.C.S.E since the launch of the strategic plan in school. 30(33.3%) strongly agreed and 20(22.2%) agreed while 27(30%) were neutral on the improvement in K.C.S.E in their school since the launch of the strategic plan. 11.1% disagreed on improvement in K.C.S.E while 3.3% strongly disagreed. 55.6% strongly agreed while 24.4% agreed that there was improvement in academics at all levels since the launch of the strategic plan while only 3.3% strongly disagreed. About stakeholders' participation in achievement in academic excellence 22.2% strongly agreed while 55.6% agreed that there was stakeholder's involvement in the academic achievement of the school with only 2.2% strongly disagreeing with their participation.

4.1.9 Sources of School Funding:

Every school plan must be executed by use of funds and thus the study sought to know the sources of funds in school stratifying them into two: main sources and other sources. Also the sources of funds captured in the strategic plan and the findings were summarized in table 4.15 below.

Table 4.9 Sources of School Funding

Funding	Main activity	Frequency	Percentage
MAIN SOURCES OF SCHOOL FUNDING	School fees	37	41.1
	Bursaries	2	2.2
	Constituency development fund (CDF)	27	30
	Income generating activities	13	14.4
	Loans from financial institutions	4	4.4
	Donor funds	7	7.8
	Total	90	100
OTHERS SOURCES OF FUNDING	Fund raising	74	82.2
	Education visits	6	6.7
	Political leaders	1	1.1
	County government	2	2.2
	School projects	1	1.1
	Total	84	93
WHICH ONE WERE CAPTURED IN THE STRATEGIC PLAN	School fees	82	91.1
	Constituency development fund (CDF)	8	8.9
	Donor funding	0	0
	Bursaries	0	0
Total	90	100	

From the study finding in table 4.9 above, most respondent 41.1% indicated that the main source of school funding was school fees and 30% indicated that constituency development fund (CDF), 14.4% indicated income generating activities, 7.8% cited donors while 4.4% and 2.2% of respondents indicated loans from financial institution and bursaries respectively. In the category of others, fund raising had majority of respondents at 82% with only 7% of respondent claiming educational visits as source of funds. In the strategic plan majority of the respondent 91% indicated that school fees was to be the main source of funding for schools.

4.1.10 Reason for Failure to Achieve the Objectives in the Strategic Plan:

The study argues that there are certain factors that influence achievements of objectives in the strategic plan. The study collected data on some key attributes hindering achievement of objective in strategic plan namely: Lack of skill to implement the objective, Lack of motivation, Competing interest, Lack of stakeholders' support and lack of resources. The findings were as indicated in Figure 4.10 below.

Table 4.10 Failure to Achieve Objectives in Strategic Plan

Reasons	Frequency	Percentage
Lack of skill to implement the objective	10	11
Lack of motivation	25	27.8
Competing interests	20	22
Lack of stakeholders' support	14	15.6
Lack of resources	17	18.9
	4	4.4
Total	90	100

Findings in the table 4.10 show that the objectives of the strategic plan were not realized with respondents giving the following as main reasons; 10(11%) indicated lack of skills to implement the objectives, 25(27.8%) cited lack of motivation as the main reason, 20(22%) of respondents cited competing interests hinder implementation of objectives in the strategic plans. 14(15.6%) of respondents indicated lack of stakeholders' support towards achieving the objectives in the strategic plan, 17(18.9%) cited lack of finances as a hindrance, while 4(4.4%) attributed it to limited personnel.

4.1.11 Reasons for Schools not performing as Expected:

The study sought the reason for schools not performing as expected where each reason stood for its self and findings were summarized on the table 4.11 below.

Table 4.11 Reasons for Non Performance in Schools

Reason for Non Performance	Frequency	Percentage
Inadequate resources	68	75.6
Lack of motivation among teachers	20	22.2
Poor planning	25	27.8
Indiscipline among students	60	66.7

From the study findings majority of the respondent 75.6% indicated that inadequate resources was one a major factor that lead to underperformance. 22.2% acknowledge lack of motivation, 27.8% for poor planning and 66.7% for indiscipline among students as a reason for non performance.

4.2 Discussion of the Findings:

From the survey it is clear that most schools have strategic plan which were developed in the recent past as a requirement by the government. The initiation of the strategic plan in schools took the effort of the most of the stakeholders as indicated by the research findings with few schools seeking experts to develop the document. Most schools in Trans-Nzoia west Sub-county have strategic plans to serve as a guide to be used to allocate and optimize on the available resources. After the development of the strategic plan most schools showed improvement in school performance which

meant that resources were effectively and efficiently allocated as set out in the strategic plan. Most schools as indicated by the findings in table 4.9, source their finances from school fees as envisioned in the strategic plans. Constituency Development Funds (CDF) and fund raising were other major sources of income for the schools.

Objective One:

Study findings in table 4.7 had most respondents disagreeing that the level of resources within the school was adequate. 44.4% strongly disagreed while 22.2% disagreed that the level of resources was adequate. 27.8% of the respondents disagreed that the stakeholders participated in the mobilization of resources while 25.6% were neutral about participation of stakeholders in resource mobilization. Over whether resources are mobilized as per the strategic plan, most respondents agreed with 44.4% strongly agreed while 30% agreed. Respondents in table 4.10 also attributed failure to achieve objectives in the strategic plan to lack of resources with 18.9% citing lack of financial resource and 4.4% attributing to human resource. Findings in table 4.11 over failure by the school to perform as expected had inadequate resources ranked highest 75.6% by the respondents. Efficient and effective allocation of the scarce resources within the schools thus contributes greatly towards the performance of the school. More needs to be done to get all stakeholders involved in resource mobilization and to improve the level of resources in the schools in order for the schools to perform as expected.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction:

This chapter is a synthesis of the entire study and contains summary of research findings, exposition of findings, commensurate with the objectives with the objectives, conclusion and recommendations based thereon.

5.2 Summary of the Findings:

5.2.1 Influence of Resources on Performance:

The findings in the study indicated that resources played a key role in the level of performance of schools. Most respondent attributed the lack of resources to their failure to achieve the objectives set out in the strategic plans. Resources in schools will enhance performance as they enable the staff within the schools to meet the set objectives effectively and efficient within the required time frame. Resources also enable the schools be able to develop the physical facilities which in turn attract students to the school.

5.3 Conclusion:

This study shows that strategic plans play a key role towards the performance of schools as a tool that direct in the resource mobilization and allocation. It also indicated that adequate involvement of all stakeholders in the management of schools will positively impact on the performance of the schools.

5.4 Recommendation:

From the above findings, this study recommends the following;

- i. The Ministry of Education should ensure that all schools have strategic plans in place to guide in the allocation of school's resources for efficiency and effectiveness.
- ii. The government through Ministry of Education together with the County Government should increase funding of infrastructure in the schools in order to ensure that all schools have the necessary basic physical facilities to be able to compete favourably with others that are endowed with adequate facilities.
- iii. The government through the Ministry of Education should regularly visit schools to monitor and evaluate the implementation of the objectives in the strategic plan and take remedial measures to address failures in areas that need help.

5.5 Suggestions for Further Research:

Further studies can be conducted on the effect of strategic leadership on the performance of secondary schools in other sub-counties within Trans-Nzoia County.

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