CHALLENGES IN THE IMPLEMENTATION OF STRATEGIC PLANS BY SECONDARY SCHOOLS IN LAIKIPIA COUNTY IN KENYA

BY

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UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

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STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University - Africa in Nairobi for academic credit.

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This research proposal has been presented for examination with my approval as the appointed supervisor.

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Prof. Peter M. Lewa

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ABSTRACT

The aim of the study was to identify the challenges facing secondary schools in Laikipia County in implementing school strategic plans and to establish how they attempted to overcome these challenges. This study was guided by research questions that set out to explore, and these were: Why is the significance of strategic management important in modern organizations? What are the critical issues in implementation of school strategic plans by secondary schools in Laikipia County? And what are some of the ways in which problems of implementation can be solved?

The study adopted a cross sectional survey design that aimed at providing data on the entire population under study. The population of the study were all the secondary schools in Laikipia County, and as at 31st December 2017, they were 96 secondary schools. The study would focus on one employee who would either be a principal, deputy principal, or head of department from each school. This gave the study a population of 96 respondents. Provided the population involved, the study used a census in determining the sample size, meaning all respondents were included in the study. A structured questionnaire was used to collect the primary data. Descriptive statistics such as means, percentages and frequency distributions were used to describe the responses. Inferential statistics was also used to determine, the nature of relationship between the study variables. Presentation of the results was done using figures and tables.

The study showed that Laikipian schools used strategic management to achieve and maintain their competitive advantage, and they also had formal planning systems that contributed to the development of strategies. These schools used strategic planning to respond to changing demographics while staying within their funding boxes, and the school communities had embraced the idea that strategic planning was best accomplished with the inclusion of their surrounding community.

The study indicates that lack of resources was a significant factor that affected the implementation of strategic plans in Laikipian schools since they operated with inadequate resources due to poor funding. The success of strategic plans in these schools was based on
the level of participation of all stakeholders who were charged with the responsibility of implementation, and misplacement of priorities and lack of understanding of the strategy by leaders had not been a recipe for failure in the schools.

The study revealed that strategic plans sprung from an assessment of the school’s situation, and the schools had the ability to stick to their long-term strategy, and had resources to unlock short-term revenue growth. Alignment of their executive style and strategy was crucial for the schools in pursuing change and innovation, while opportunistic planning had allowed the schools to be flexible and open in terms of making changes to their strategic planning processes.

The study concludes that strategic managers in these schools always ensured that the schools’ new strategies were implemented effectively and efficiently, and the implementation processes involved deliberate plans of creating a variety of fits that brought the schools’ conduct of internal operations into good alignment with set strategies, while the organizational structure specified the accomplishment of given tasks, while their organizational controls provided alignment to these tasks according to their strategic intent.

The study recommends the governors of Laikipian secondary schools to ensure that there is compatibility between strategy and the school culture in order to minimize resistance to change from employees and the surrounding community which may frustrate strategy implementation.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

Strategic plan and its implementation is the main point of any business organization and operation. People understand the commitment, time, emotion and energy needed to overcome inertia in their organization and translate plans (Leonardi, 2015). Every business – small or large – must have a strategy that outlines a neatly devised plan of realizing the business vision and achieving the organizational goals, by listing the options (action, resource, etc. wise) and initiatives to go for, keeping in mind their capabilities, constraints, and organization culture present (Dekhane, 2014).

Strategy implementation is concerned with the translation of strategy into organizational structure and design, resource planning and the management of strategic change (Leonardi, 2015). According to Duncan (2013), a strategy is a solution to move from where you are now to where you want to be or put another way, it is what you want to happen to achieve an end. Strategy is a class of solution that deals with uncertainty – the possibility that opposing forces may inhibit you reaching or reaching it in acceptably good form. Dekhane (2014) states that, successful implementation of strategy does not automatically follow strategic formulation; it exhibits its own resistance which can invalidate the planning effort. It is therefore up to the planners to ensure certain variables are closely monitored as the strategy is being implemented. Van der Maas (2015) observes that, one unit alone cannot guarantee the success of the strategic plan but rather interconnections, synergy and sharing of a common stand can ensure strategies are successfully implemented.

Strategy can only impact on the bottom line if it’s successfully implemented. To enable a company to strive, remain competitive and grow, proficient implementation form a core part of overall business growth and success (Hill & Jones, 2008). Strategy implementation is concerned with translation of strategy into action which is part of strategic management analysis and choice (Hill et al., 2007). Strategy implementation is an important process in strategic management. This process is faced with complexity and challenges as many organizations create great plans for their future, but fail to fully implement the desired
changes. Strategy implementation task is the most complicated and time consuming part of strategic management cutting across vertically all facets of management and must be initiated from many points within the organization to ensure its success (Gichema, 2012). After completing the phase of strategy formulation, the next important stage is the strategy implementation in strategic management in which the theoretical work is converted into practical one (Hill & Jones, 2008).

Most of the organizations know that what kind of strategies and plans are beneficial for the success. But some of them have the capability to translate the formulated strategies and plans into action which means successful implementation of the strategy (Zkjadoon, 2016). Strategy implementation therefore is difficult and problematic and requires management attention across all level of organization without understanding the challenges. Implementing strategies successfully is therefore vital for any organization, either public or private. Without implementation even the most superior strategy that seems straight forward may fail (Van der Maas, 2015). However, transforming strategies into action is a far more complex and difficult task. The implementation strategies in organization have therefore not been without challenges. It is often claimed that 50-90% of strategic initiatives fail in the implementation stage (ibid).

From a theoretical view, resource based view theory sights strategic plan as substance concentrated on the consideration of current decision options based on available data and taken in the light of their possible effects and consequences over time (Meskendahl, 2010). From a stakeholder’s theory point of view, strategic leaders need to learn to set goals that are worthy of commitment to create a shared vision for the organization strategic plans (Kaplan & Norton, 2005). During the whole strategy process it is essential to involve middle managers and key lower level employees in decision-making about the strategy and its execution. Successful strategy formulation and implementation requires the involvement and commitment of managers and employees on all levels. A failure to involve key people often results in implementation failure (Van der Maas, 2015).
Strategic plans are vital to organizations, since this is the only way to be guided in whatever undertakings the institution sets to achieve. It is therefore imperative for managers of institutions to craft plans that would focus into the future (Lotay, 2016). Managers cannot function effectively as either leaders or strategy makers without a guideline oriented concept of the business. Management involves making plans and decisions about the future needs of a business, it is about making cost effective use of resources through efficient organization and control, and it is about getting the best out of people to achieve objectives (Deen, 2014). School managers must come up with strategic plans that are commensurate with the resource and time available in order to improve both the efficiency and effectiveness of the institutions they manage (Lotay, 2016; Deen, 2014).

According to the Government of Kenya (2012), all public secondary school were directed to develop a five year school strategic plan to chart the way for a successful educational outcome. This does not mean private secondary schools are not included because they too have the same goals and objectives as those of public secondary schools. Its therefore of paramount that both public and private secondary schools in Laikipia County to have a school strategic plan.

Pearce and Robinson (2012) stated that after design of strategy, managers need to focus on six components in order to effectively execute the strategy. The six components are those suggested in McKinsey 7s framework. They include structure, skills, systems relationships, shared values, style and staff. Structure refers to reporting relationships. Systems are daily activities and procedures that are used to perform the job. Shared values are the corporate culture and general work ethics, style is the form of leadership adopted, while staff and skills refer to employees and their general capabilities. Hunger et al. (2015) there are generally numerous factors that influence the realization of strategy implementation. Such factors include people who communicate the strategy to the systems or mechanism in action for purpose of co-ordination and control.
Institutions like secondary schools must be able to deal with various challenges and threats that may impede their attempt to operationalize or implement their school strategic plan (Van der Maas, 2015). School strategic plan implementation would be meaningful more specifically to secondary schools. According to Jones (2012) study on why many strategies seen well-conceived but poorly executed. She concluded that while many organizations have some success with their strategy, almost nine out of ten organizations failed to fully implement their strategy as they had planned. Unexpected events and abrupt changes often surprise organizations. Natural disasters disrupt supply chains, terrorist attacks shock the public and paralyze financial markets, and industrial accidents have major ecological and economic consequences that ripple through supply chains, from raw materials to transportation.

Case and anecdotal evidence exemplifies that some organizations are more successful in responding to (or even surviving) unexpected, abrupt and/or ‘extreme’ events than others under similar circumstances (Fiksel et al., 2015). The world in which organizations exist is highly complex and unpredictable. It is unconceivable that managers can know all that they require to know about this complexity, let alone predict its effects specifically (Huy, 2011). However, it is possible that people experience within a particular context can help them become sensitive to the complexity and uncertainty around them. When there are deviations from these patterns they are able to sense them intuitively (Fiksel et al., 2015). Strategic management should therefore be seen as more to do with building the capacity to be intuitive, and taking action based.

1.2 Statement of the Problem
Managing the implementation and execution of strategy is an operation- oriented; make-things happens activity aimed at performing core business activities in a strategy- supportive manner (Thompson, Strickland & Gamble, 2012). Strategy implementation is the most demanding and time consuming part of the strategy management process (Johnson & Hiriyappa, 2013). A strategy may be well crafted but its success depends on how it will be carefully implemented. Organizations focus more on formulation by allocating resource and
time and yet the success of the strategy largely depends on the systematic implementation of the strategy itself.

Public schools in Laikipia County have always adopted strategic plans as directed by the Ministry of Education but the schools continue experiencing low performance. It is common knowledge that school’s five year planning cycles have not been effectively implemented according to the adopted strategic plans (Lewa & Mutuku, 2013). Most public schools fail to achieve their goals and objectives, and this is reflected through poor academic performance attributed to challenges hindering implementation of strategic plans (Ngware & Kosimbei, 2014). Despite adoption of strategic plans in public secondary schools, implementation of the strategic plan has not been successful. However, despite the introduction of the policy and the government allocation of substantial resources towards its implementation in secondary schools, there has been no significant improvement in school performance.

Therefore it’s obvious that there are many obstacles to effective implementation of the strategic planning policy in secondary schools. This means that the on-going efforts to improve the education standards in Kenya are not being properly implemented. Various studies have been done on the challenges facing many organizations in implementing the strategic plans (Kamau & Were, 2014). Strategic planning deal largely with the processes involved in arriving at the strategic plan. Strategic planning is a process in which organizational leaders determine their vision for the future as well as identify their goals and objectives for the organization (Lewa & Mutuku, 2013). The process also includes establishing the sequence in which those goals should fall so that the organization is enabled to reach its stated vision (Rouse, 2016).

Limited attention has been given to actions taken to implement plans, favoring instead the thought processes involved in developing thorough strategic plans. Gregory (2015) in his study “A systems approach to strategic management” affirms that reasons for failure of strategic plans may be attributed to the successive dominance of different reductionist approaches to strategic management. Guohui and Eppler (2014) identified nine, globally acknowledged, individual factors that influence strategy implementation. these are: the
strategy formulation process, the strategy executors (managers, employees), the organizational structure, the communication activities, the level of commitment for the strategy, the consensus regarding the strategy, the relationships among different units/departments and different strategy levels, the employed implementation tactics, and the administrative system in place. Chermack and Provo (2015) identified communication, management style and alignment as common issues cited for implementation problems.

Locally, Pamela (2012) researched on the challenge of implementing strategic plan at Mumias Sugar Company. The study identified the challenges in implementation of the strategic plan as resistance to change, lack of stakeholders support, poor policies behind government involvement, lack of education, training and involvement of employees. David (2012) studied challenges facing public secondary school managers in the implementation of strategic plan in Gatundu North District, Kiambu County. The study established that most schools lacked enough resources and finances to implement their strategic plans. Ochanda (2012) studied the challenges of strategy implementation at Kenya Industrial Estates (KIE). He recommended that the study be replicated on other state enterprises and an in-depth study be carried out on each challenge. Karanja (2014) carried out a survey on strategic planning and performance of public corporations in Kenya and established that strategic planning was being effectively carried out by state corporations in Kenya.

In spite of all these efforts aimed at studying challenges of strategy implementation, it clear that there are no studies that have been conducted on strategic plan implementation challenges in Laikipia schools, a gap that the study aimed to fill. The study focused on determining the major challenges that Laikipian schools faced during the strategy implementation phase, and has offered plausible solution for the same.

1.3 Purpose of the Study
The aim of the study was to identify the challenges that faced secondary schools in Laikipia County in implementing school strategic plans and to establish how they overcame these challenges.
1.4 Research Questions
1.4.1 Why is the significance of strategic management important in schools today?
1.4.2 What are the critical issues in implementation of school strategic plans by secondary schools in Laikipia County?
1.4.3 What are some of the ways in which problems of implementation can be solved?

1.5 Significance of the Study
1.5.1 School Managers
The study would be significant to the school managers, their deputies and the entire staff members of the schools in understanding challenges facing schools in implementation of strategic plans. It would further help them to explore ways of overcoming the challenges. It would also help managers to gain a better understanding of formulation and implementation of strategies and how to adopt in the context of their environment.

1.5.2 Policy Makers
The study would be significant to policy makers in the ministry of education in guiding the government in developing sound educational policies that would ensure smooth implementation of school strategic plan for better performance. They would be able to use the findings of the study to formulate viable policy documents that effectively address problems faced by the schools in adopting strategic plans.

1.5.3 Researchers
The research would also be vital to researchers in the field of strategic management as they would be able to use the information gathered as a basis for further studies. This study would therefore contribute to the existing body of knowledge in strategic management. The study would enrich the existing knowledge and hence are of interest to both researchers and academicians who seek to explore and carry out further investigation.
1.6 Scope of the Study
All the secondary schools in Kenya are spread across the 47 counties. However, this research study is focused on all the secondary schools in Laikipia County. Laikipia County is one of the 47 counties of Kenya, located on the Equator in the former Rift Valley Province of the country. The county has two major urban centers: Nanyuki to the southeast, and Nyahururu to the southwest. Its capital is Rumuruti. According to County Education Office (2014) Laikipia County has: 454 total schools: 358 primary schools and 96 secondary schools. The study was carried out between April and July 2018.

1.7 Definition of Terms
1.7.1 Strategic Plan
This is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy (Kenny, 2016). Mention the word “plan” to most managers and the image that springs to their minds might well be a travel plan. Drawn up by travel agents, these lay out in clear and certain terms the sequence of your trip and what to expect when, specifying: where you’re going from, your destination, where you’ll stay en route and when, how you’ll travel, and so forth.

1.7.2 Strategy Formulation
Strategy Formulation is the process of developing the strategy. And the process by which an organization chooses the most appropriate courses of action to achieve its defined goals (Yodica, 2015). This process is essential to an organization’s success, because it provides a framework for the actions that lead to the anticipated results.

1.7.3 Organizational Structure
Large or small, every organization should operate with a defined organizational structure. A well thought out and strategic business configuration clarifies reporting relationships and supports good communication – resulting in efficient and effective work process flow (Lotich, 2013).
1.7.4 Resource-Based View
RBV is an approach to achieving competitive advantage (Jurevicious, 2013). The supporters of this view argue that organizations should look inside the company to find the sources of competitive advantage instead of looking at competitive environment for it.

1.8 Chapter Summary
The main focus on this chapter was to lay foundation of the study by giving a justification of why there was a need to carry out the research. It covers the concept of strategy, strategy implementation in organizations, challenges of strategic plan implementation and secondary schools in Laikipia County. The chapter also gives a detailed statement of the problem and defines the objective of the study. In addition the chapter outlines the value of the study. Chapter two of the research study involves the literature review of the other research work that has been carried out on related topics. Chapter three of the study focuses on the research methodology by examining the sampling procedures that were used for data collection. Chapter four of the study presents the study’s results and findings, and chapter five of the research study presents the study’s discussions, conclusions, and recommendations based on the study topic and the research questions.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
A strategy will only be worth a strategy if it’s successfully implemented. Although implementation is usually considered after strategy has been formulated, implementation is a key post of strategic management. Strategy formulation and strategy implementation should thus be considered as two sides of the same coin. They go hand in hand. For strategy to be implemented it has to be formulated (Surbhi, 2015). This chapter therefore, summarizes, the literature review of previous researchers who carried out their research in the same field.

2.2 Significance of Strategic Management and Strategic Implementation
Strategic management can be defined as the art and science of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its objectives (Bigler & Williams, 2013). Strategic management is the comprehensive collection of ongoing activities and processes that organizations use to systematically coordinate and align resources and actions with mission, vision and strategy throughout an organization (Surbhi, 2015). Strategic management is a continuous process of strategic analysis, strategy creation, implementation and monitoring, used by organizations with the purpose to achieve and maintain a competitive advantage (Bigler & Williams, 2013). Strategic management activities transform the static plan into a system that provides strategic performance feedback to decision making and enables the plan to evolve and grow as requirements and other circumstances change (Jurevicius, 2013).

Strategy execution is basically synonymous with strategy management and amounts to the systematic implementation of a strategy (Surbhi, 2015). Planning is the part of management concerned with creating procedures, rules and guidelines for achieving a stated objective (Mikoluk, 2013). Planning is carried out at both the macro and micro level. The development of strategic plan is not as difficult as implementing the strategy. The biggest obstacle that stands on the way of sound strategic management for secondary school institutions are the challenges of strategy implementation (Jurevicius, 2013). There is
therefore need to study the challenges facing both private and public secondary schools in implementing strategic plans.

Many organizations do have formal planning systems and find that they contribute usefully to the development of the strategy of their organization. However, not all organization have them, and even when they do, it would be a mistake to assume that the strategy of organizations necessarily come about through them (Koliadis, Ghose & Padmanabhuni, 2008). The organization process of performing measurements, compensation, management development all this entangled in systems of incentive and towards control must be directed towards the kind of behavior required by organizational purpose (Parmigiani & Holloway, 2011).

Strategic planning in school scenarios has been differently explained by a number of writers. Nothing affects a school district more than its ability to create and execute a strategic plan. A good strategic plan can improve student outcomes, keep great teachers and enhance the reputation of district leadership (Li, Gouhui & Eppler, 2008). Billingham (2012) states that, failure in strategic planning can be disastrous. School districts of all sizes use strategic planning to achieve the broad goals of improving student outcomes and responding to changing demographics while staying within the funding box they are given, and the nature of these goals and restrictions suggest that strategic planning in education is, and must be, different than the process used in the business sector (Kaufman & Herman, 1991). In the business sector the goal is to get more customers or make more money.

Recognizing these differences, educators became early adopters of blending strategic planning with community engagement activities. Educators, realize the value of diverse perspectives and community support are inviting parents, employees, student and other education stakeholders to inform their strategic planning (Håkonsson et al., 2012). The education and community development sectors have embraced the idea that strategic planning is best accomplished with the inclusion of community (Inkson et al., 2012). Technology has enabled this. Without a connected and accessible “environment” like the
Internet, genuine and affordable community engagement in strategic planning would not be feasible (Håkonsson et al., 2012; Inkson et al., 2012).

### 2.2.1 Strategic Planning in Education

Strategic Planning in education planning is a process whereby a direction is mapped and then the ways and means for following that direction are specified. Plan is the product of the planning process and can be defined as a set of decisions about what to do, why, and how to do it (Midea, 2012). The reasons for strategic planning in education, are, one may wish to plan and carry out all the activities that people deem necessary, but without achieving the ultimate goals and results (Van der Maas, 2015). Furthermore, more resources do not necessarily stand for the best results. The way one uses these resources can lead to different levels of benefits and results (Surbhi, 2015). Thirdly, it has become more and more difficult to plan everything one would wish to do. One ought to make choices, often tough ones, through a balanced decision-making, tradeoffs across the education system and through a consensus building process (Midea, 2012).

Strategic plan is an outline of steps designed with the goals of the entire organization as a whole in mind, rather than with the goals of specific divisions or departments (Harrington et al., 2014). Strategic planning includes all measures taken to provide a broad picture of what must be achieved and in which order, including how to organize a system capable of achieving the overall goals (Awadallah & Allam, 2015). Reh (2017) states that strategic planning often is done pre-event, based on previous experience and expertise. A major component of a strategic plan is the vision. According to Cater and Pucko (2010), a vision is an overriding idea of what the organization should be. It often reflects the dream of the founder or leader. Sometimes referred to as the ideal the vision allows the people at the very top of an organization to clearly state where they want to take the organization (ibid). Wheelen and Hunger (2012) states that a vision is often inspiring, appealing to both the emotions and the intellect of the employees, and it serves as an organizing principle, allowing all in the organization to see how their daily efforts contribute to creating a desired future. Cater and Pucko (2010) state that, depending on the size of an organization, a distinction may be made between the vision and a more formal statement of mission.
A vision statement is sometimes called a picture of your organization in the future, but it is so much more than that (Regan, 2012). Your vision statement is your inspiration, and the strategic planning framework for all your operational planning. The author says while a vision statement doesn't tell you how you're going to get there, it does set the direction for planning.

Consensus seems to exist that the purpose of strategic planning is to maximize the ability of an organization to survive by focusing its actions and allowing it to adapt to the rapidly changing external and internal environment (Wheelen and Hunger, 2012). Other purposes for planning include obtaining funds to run the operation, as in business plans, focusing business efforts and resources to maximize shareholder value (Mauboussin & Rappaport, 2016), or to help organizations achieve mandated or discretionary objectives in the most effective and efficient way, while balancing stakeholder interests'.

Many planning systems are said to be good at getting staff organized around guiding principles (visions, ideals and missions), and setting broad organizational agendas. Strategy formulation guides executives in defining the business their firm is in, the end it seeks and the means it will use to accomplish those ends (Worley & Doolen, 2015). The approach of strategy formulation is an improvement over that of traditional long range planning. Strategic plans are made to achieve the vision, mission, goals, and objectives (Mauboussin & Rappaport, 2016). On the other hand, Operational Plans are made to effectively perform the basic activities of the business in order to achieve tactical objectives (Surbhi, 2015). When formulating strategies institutions must put into consideration the available resources capabilities and the influences of the surrounding environment (Rigby & Bilodeau, 2015). Such considerations will help the organization to plan for what to be achieved on the basis of the available resources and the capabilities.

Finally, it will be of great importance to note that strategic analysis and choice is key pillar in strategic management (O’Gorman & MacIntosh, 2014). Strategic analysis and choice are of little value to an organization unless the strategies are capable of being implemented; strategic change does not take place simply because it is considered to be desirable. It takes
place if it can be made to work and put into effect by members of the organization (Cater & Pucko, 2010).

### 2.2.2 Strategic Implementation

Implementation of strategy is the process through which a chosen strategy is put into action. It involves the design and management of systems to achieve the best integration of people, structure, processes and resources in achieving organizational objectives (Bhasin, 2016). Strategy implementation is translating strategic thought into organizational action or moving from planning their work to working their plan as they shift their focus from Strategy formulation to strategy implementation. Surbhi (2015) states that, successful implementation of strategy does not automatically follow strategy formulation; it exhibits its own resistance which can invalidate the planning effort. Past strategic actions are referred and analyzed while formulating/designing new strategies thus strategy formulation is influenced by strategy implementation (James, 2013).

Implementation is often seen as to be one of the most essential steps in strategic management process. Strategic implementation is always the business of the organization. It is what is going to determine the success of the organization (Surbhi, 2015). This is always the area where many secondary schools fail to recognize its importance as the process of strategic management. As with any plan, formulating the appropriate strategy is not enough, thus strategic mangers must ensure that the new strategies are implemented effectively and efficiently (Bhasin, 2016).

Implementing strategy is a job for the whole management team such as the chief executive officer, heads of major organizational units and also top management has to orchestrate major implementation initiatives (Manning, 2012). The administrative tasks of implementing and executing the strategy involves a process of moving incrementally and deliberately to create a variety of fits that bring an organizations conduct of its internal operations into good alignment with strategy (Rigby & Bilodeau, 2015). As with any project, success rests on the people involved.
According to Gammie, (2015), team-building is one of the keys to managing any software implementation project, as are communications and coordination of resources to efficiently utilize time, skills and effort. A balanced and complementary skill mix in the project team with sensitivity and knowledge of the customer environment and processes will help ensure success (Zaribaf & Bayrami, 2010). The project team must be responsive to the changing business requirements and have strong communication, analytical and problem-solving skills. The customer project manager must establish a project plan with input from the vendor, implementation specialists and the rest of the customer organization. Academic institutions require a strategic implementation process (Gammie, 2015). Zaribaf and Bayrami (2010) state that the need for academic institution to turn to strategic management so as to move, positively to address their own future has been a populated topic for some time with a number of approaches being suggested as framework for its introduction.

According Ong (2016), strategic plan helps a school define what it intends to achieve when it comes to their student success objectives and organizational goals. Bhasin (2016) observes that, a combination of good planning and communication will ensure that all stakeholders including parents, teachers, administrators, principals, board members and community are all striving for the same goals. Successful strategic plan implementation requires proper management of budgetary and time resources, the creation of high-output teams and the consistent monitoring of all progress (Manning, 2012).

Ong (2016) suggests seven critical reasons why a strategic plan is crucial in a school and they are: a strategic plan articulates a shared vision, mission and values, a strategic plan effectively organizes schools and their staff, a strategic plan defines how success is measured, a strategic plan aids a school’s board with governance decisions and provides direction for the future, a strategic plan increases communication and engagement, a strategic plan keeps everyone in a school - from teachers to administrators - connected, the best reason of all for strategic planning comes back to every great school’s number one priority ‘the students’. Manning (2012) states that, the head teacher is entrusted with both management and leadership roles. To build a sustainable school community the secondary school teachers cannot be managers without being good leaders or being good teachers without being good
managers (Worley & Doolen, 2015). Therefore, as the Chief Executive Officer (CEO) of the institution he/she must openly show a clear commitment to the implementation of the school strategic plan.

Some identified barriers to strategy implementation include: competing activities that distract attentions from implementing the decisions, changes in responsibilities of key employees not clearly defined (Bhasin, 2016), key formulators of the strategic decision not playing an active role in implementing, problems requiring top management involvement not communicated early enough (Manning, 2012), key implementation tasks and activities not sufficiently defined, information systems used to monitor implementation are inadequate, overall goals not sufficiently understood by employees (Ong, 2016), uncontrollable factors in the external environment, surfacing of major problems which had not been identified earlier, advocates and supporters of the strategic decision leaving the organization during implementation, and implementation taking more time than originally allocated (Manning, 2012).

2.3 Critical Issues in Implementation of Strategic Plans by Secondary Schools

Successful strategy implementation depends to a large extent on the implementation process. The challenges to strategy implementation cannot be exhaustively studied as they are complex and are having numerous overlapping nature or meaning (Schaap, 2012). They differ in terms of intensity and effect from one organization to another but they may be grouped into a few categories as lack of resources, stakeholders, participation, leadership, involvement and skills, role conflicts, culture and communication (Posey, 2016).

2.3.1 Resources

Lack of resources is a factor that could affect the implementation of strategic plans as noted by Teacher Education in sub-Saharan Africa (TESSA) (2014), and that, most secondary schools in Sub-Saharan Africa (SSA) operate with inadequate resources due to poor funding. Most schools face inadequacy of text books, classroom, sanitation facilities, teachers and other teaching resources (Nzuve & Nyaega, 2013). It is incumbent upon the institution to plan for the resources they have and are capable of using it. All organizations have four types
of resources that can be used to achieve desired objectives, financial, physical, human and technological resources (Karamoko, 2015).

Allocating resources to a particular divisions and departments does not mean that strategies will be successfully implemented. Project managers have to work in limited or even tight budgets (Leonardi, 2015). Everyone can perform well within huge budgets but only a professional and experienced project manager can manage to work in every situation (Majeed, 2017). This is because a number of factors commonly prohibit effective resources allocation. These include overprotection policies, vague strategy targets, reluctant to take risks and lack of sufficient knowledge (Leonardi, 2015).

2.3.2 Stakeholder Participation

Stakeholders are very important group in the organization or institutions where a strategy is to be implemented. One of the key factors affecting implementation of strategic plans is stakeholders’ participation (Khaniifar, Rahmati & Fakhrabadi, 2014). The success of any strategic plan lies in the level of participation of all those who will be charged with the responsibility of implementing it (Majeed, 2017). Therefore, active involvement of stakeholders at all levels is emphasized. A research by Posey (2016) shows that key stakeholders participation plays a critical role in ensuring that strategic planning efforts are successful and in preventing potential problems at the implementation stage.

Stakeholders’ participation brings considerable benefit in terms of building the conditions necessary to facilitate Smooth implementation of strategic plan, stakeholders for the case of a secondary school can mean the management, teachers, students, non-teaching staff, Board of Governors (BOG), sponsors and the entire society which the institution serves (Magak & Ochieng, 2013). All these categories must be involved in one way or another. The involvement can be right at the beginning when strategy is being formulated to the evaluation period. In that way then strategic implementation would be easy to realize (Posey, 2016). The absence of a strong professional leadership in a firm means lack of leadership commitment and skills. Strategy is formulated at the top of the organization but is executed by those at the bottom of the organization better known as executers. Misplacement of priorities and lack of
understanding of the strategy has been a recipe for failure in most organizations (Kraft, 2013).

2.3.3 Employee Skills and Training

According to Magak and Ochieng (2013), school principal’s often work in poorly well-found schools and with teachers who are not sufficiently in-serviced. As the Recruitment & Selection Hiring Process from the University of California, Riverside (2015) advises, after the employee has been recruited he or she must next be developed to better fit the organization. No one is a perfect fit at the time of hiring and some training education must take place. Management training programs have become a popular and effective means to meet this need. Management training develops employee strengths and their ability to contribute within your organizations. A variety of management training is available to organizations and the choices are endless (Heathfield, 2016). It is so important that the leadership must give explicit support but with skills and commitment.

Effective administrators are those who have acquired certain basic skills to cope with the demands of their management tasks. (Pennsylvania State University, 2013) classified those skills into three broad categories namely: technical, human and conceptual skills. Technical skills are the knowledge and proficiency one has in a certain area (Northouse, 2012). Human skill is the ability to work with and relate to people (Northouse, 2012). “Conceptual skills are the ability to work with ideas and concepts” (Northouse, 2012). Technical skills help in putting into maximum use the technological know-how of the available human resource. Human skills also contribute by way of the known how of those involved in the business of the organization. While conceptual skills are oriented towards the concept understanding.

Since most principals and teachers have not been attending any training for purpose of enhancing their skills and attitudes will prove to be difficult to achieve much by trading into new treasures of knowledge (Riverside, 2015). Northouse (2012) observed that, teachers and their managers do not attend any management course, in service or induction in order to improve their skills through training and development. He further states that, this leaves them in darkness on how to overcome daily challenges posed by the surrounding environment.
This fails their ability to implement the school strategic plan since they cannot understand the link between strategy, structure, culture and environment.

2.3.4 Organization Culture

Organization culture is the set of important assumption that members of an organization share in common (Kerr & Slocum, 2005). Every organization has its own culture. An organization culture is similar to an individual’s personality- an intangible yet ever present theme that provides meaning, direction and the basis for action (Kuratko, Covin & Hornsby, 2014). In much the same as personality influences the behavior of an individual, the shared assumption (believes and values) among a firm’s members influences opinions and actions within the firm (Speculand, 2014). Culture is a process of “sense-making” in organizations. Sense-making has been defined as “a collaborative process of creating shared awareness and understanding out of different individuals’ perspectives and varied interests” (Perron, 2014). In the school case the culture of the school must be in line with the strategy to be implemented.

Organizational culture and strategy are linked because organizational strategy can be devised by studying the organizational culture in place. In other words, organizational strategy is influenced by the culture set in the organization (Kuratko, Covin & Hornsby, 2014). The culture of any company is simply the established pattern of doing things. A company's culture is what determines the attitude and the behavior of any employee in a given situation (Perron, 2014). Organizational culture and strategy are often part of the major contributing factors to how far a business will go. They also determine whether a business will last the distance. In a competitive market, an organization shapes its corporate structure in such a manner as to enable it come up with the best competitive strategy. As such, if the company has a culture of strong work ethics, this can lead to increase in productivity that can be leveraged to a corporate strategy (Ejim, 2017).

Implementation of strategy can be dissatisfied by cultural shocks. Many deeply rooted cultural beliefs have always remained an obstacle to strategic implementation. Those developing strategies must make sure that the strategy crafted must be compatible with the
prevailing school culture (Kerr & Slocum, 2005). Lack of compatibility between strategy and culture can lead to high organizational resistance to change and demonization which can in turn frustrate the strategy implementation (Ejim, 2017).

2.3.5 Communication
Communication is the life blood and the backbone of an organization. Every member of an organization must be in touch with any piece of information whether old or new (Heathfield, 2015). For the implementation, the sign off is taken as the express approval by the higher management. The result is a gap in communication as the team moves ahead with the plan without keeping the management in the loop. This misunderstanding and lack of communication is at the root of failures in corporate strategic policy implementation (Jiang, 2010). For many organizations looking for successful implementation of a corporate strategy, the only way to get things done is to avoid the two pitfalls (Hill & Jones, 2008). Only then, could there be any hopes of positive outlook of the changes proposed in the strategy documents.

The easiest way of accomplishing the results is to implement clear lines of communication at all levels. These lines of communications prove in spreading the word about the complete support of the management for the project (Heathfield, 2015). Cater and Pucko (2010) state that, it is essential that an organizational-wide information dispersal initiative should be adopted to let all the levels of the organizations know that the strategy and implementation process has full support of the management. Heathfield (2015) notes that, this should be a continuous process until the implementation team signs off the project. This continuous reinforcement is essential in generating interest and support for the project across the organization (Coach Federation, 2014).

Communication should be two ways so that it can provide information to improve understanding and responsibility and to motivate staff. For strategy, to be clearly understood by the staff it should be communicated to all those that will be involved in the implementation of the strategy (Cater & Pucko, 2010). It is through communication that the staff will get to understand the content of the strategy and hence easy to implement.
2.4 Ways in Which Problems of Implementation Can Be Solved

Successful execution of strategy requires a combination of three critical elements taken from the prescriptive planning (hard) and process (soft) approaches (Basuony, 2014). Two elements are from the planning approach, having appropriate organizational design and structure to execute strategy and having appropriate resource allocation and control. The third critical element is managing change from the process approach. It focuses on diagnosing barriers to change, managing political issues, communication, and changes to organizational routines (ibid).

Successful strategy implementation starts with a good strategy. Good strategy makes good leaders (Allio, 2015) If the formulated strategy is not implementable or worth implementing, the implementation is deemed to fail from the start. To ensure that an implementable strategy is formulated, key employees from different levels of the organization should be involved in the formulation process (Giannopoulos et al., 2013).

This way, valuable knowledge from all organizational levels is used to create the strategy that best fits the ultimate goals of top management and can realistically be implemented considering the available resources of the organization and the market conditions (Inkson et al., 2012). Moreover, involving key personnel already in the process of strategy formulation will create ownership of strategic decisions which is crucial for the success of the strategy implementation (Allio, 2015). Key implementation personnel should also be involved in the detailed implementation planning to increase their commitment, and successful strategic planning implementation requires a large commitment from executives and senior managers, whether the strategic planning is occurring in a department or in a complete organization (Heathfield, 2015).

2.4.1 Determination of Strategic Decisions

The determination of strategic decisions and implementation planning should include a thorough analysis of the obstacles and risks the organization may face when implementing the strategy (Kadefors & Badenfelt, 2009). These risks can be both internal and external. Although it is not realistic to expect that all potential risks will be identified, it will give the
organization the opportunity to create contingency plans for the identified risks, which could negatively impact the implementation of the strategy or the organization at large (Giannopoulos et al., 2013). Every strategic plan should spring from an assessment of the organization’s situation (Beckham, 2016). A situation assessment concerns itself not only with the external environment but with the organization’s internal environment as well. What matters in those environments are the big patterns with volume and velocity, and this helps to squint to see the dominant forces likely to be the most consequential (Cater & Pucko, 2010).

Strategic opportunism is the ability to remain focused on long-term objectives while staying flexible enough to solve day-to-day problems and recognize new opportunities (Isenberg, 2014). It means that you are able to stick to your long-term strategy/vision, but have resources to unlock short-term revenue growth. One example for this might be the difference between Google's dual focus: Invest into your vision, including all types of moonshots but at the same time, have a great team focused on winning in online advertising (Beckham, 2016).

2.4.2 Organization’s Executive
Hakonsson et al. (2012) examined how and when executive style affects strategy implementation in Danish Small and Medium Enterprises (SMEs). After analyzing data from 407 SMEs Danish manufacturing firms, they showed that a failure to align SME executive style and strategy leads to a significant performance loss. In addition, they demonstrated that the alignment of executive style and strategy is especially crucial for SMEs pursuing change and innovation. They were also argued that in SME’s managers had to dealt with different tasks and across a variety of areas and this may include the areas in which they do not have interests or competencies, hence, leading to failure of implementing the strategy.

Opportunistic planning allows organizations to be flexible and open to making changes to the strategic planning process, if it becomes necessary in the face of unexpected events and changes in the initial assumptions (Kadefors & Badenfelt, 2009). Organizations need a good combination of formal and opportunistic planning, and they rely exclusively on formal planning could trap themselves in awful rigors. Those whose decision-making capability is entirely opportunistic will be constantly reacting to external forces, without a clear sense of
direction. Planners should not only plan, but also serve as facilitators, catalysts, inquirers, educators, and synthesizers to guide the planning process effectively (Giannopoulos et al., 2013).

2.4.3 Corporate Governance
According to Hitt et al. (2013), effective corporate governance, organizational structure and the control, strategic leadership and strategic entrepreneurship are necessary for successful implementation of strategies. Corporate governance is a relationship among stakeholders and helps determining the direction of firms and also controls its performance. According to Hitt et al. (2013), organizational structure specifies the accomplishment of given tasks whereas organizational control provide alignment to these tasks according to the strategic intent and also suggests improvements in performance when it falls below expectations.

Organizations should encourage active participation of as many people as possible, including the faculty, administration, students, and alumni), engaging them in the ongoing dialogue, and involving them in the strategic planning process, to generate a feeling of ownership of the process and the outcomes throughout the organization (Isenberg, 2014). According to Kohtamaki et al. (2012), participative strategic planning increases personal understanding about company’s strategy and strategic goals and help in implementing the strategy efficiently. Using a series of incremental steps that build strategies and integrating them into the entire organization will help to adjusting the course of action of strategic planning with overall organizational vision and strategic issues, while allowing for creativity and flexibility for change (Hitt et al., 2013).

2.4.4 Communication
Once the strategy has been formulated, communication is one of the most important vehicles for successful implementation (Bryson, 2015). First of all, management should inform all employees about the content, meaning of and reasons for the new strategy. However, they should not only inform the employees, they should also leave room for questions from and discussion with the affected employees (Kohtamaki et al., 2012). Communication also involves the explanation of new tasks and responsibilities to the affected employees.
Throughout the implementation process, communication should flow bottom-up to allow management to monitor the implementation process and determine whether changes to the approach are needed (Maccoby, 2013). Throughout the history of American business, one type of management style has essentially dominated workplaces: top-down management. Supervisors tell their employees what tasks to complete, and employees complete them. This is still the basis for most organizations across all industries (Bryson, 2015).

However, as employers work harder to keep up with the rapidly shifting economy, some organizations have begun to move in a different direction (Huang & Ning, 2013). More companies are embracing bottom-up management styles that rely more on employee feedback. As organizations evaluate bottom-up management, it’s imperative for business leaders to understand the details, benefits and drawbacks of the two management styles (Duverge, 2015).

While all types of communication are useful in implementing strategies, oral communication is especially important to implementing enterprise-wise strategies and carrying out the planning effort. It offers a lot more flexibility to the speaker, not only in terms of one’s ability to communicate with voice, but also with body language and attitude (Samkit, 2014). Oral communication used in conjunction with other forms of communication affects strategic plans implementation directly through its impact on the individuals involved in implementation. It encourages participation in strategy formation, refinement and implementation as well as enables direct communication of corporate strategies once formulated (Maccoby, 2013). Open and collaborative dialog helps the strategic management effort in many ways. In addition to reaffirming the personal involvement of top management, it provides a mechanism for clarifying concepts during plan development, adapting overall organization plans to operational needs on a timely and detailed basis, helping those operating managers unfamiliar with strategic planning techniques to acquire strategic planning skills and coordinating and controlling the planning effort (Duverge, 2015). This way greater integration of the overall organization and operating plans can be enhanced through greater reliance on oral communications. Open and cooperative dialog also enables
the strategic management process to foster strategic thinking among key operating managers (Giannopoulou et al., 2013).

2.4.5 Leadership

Leadership has been identified as critical to the planning process because knowledgeable and committed leadership is important for balancing the internal and external forces that affect the organization (Maccoby, 2013). According to Newhall (2015), talent development should be aligned with succession planning process and this processes doesn’t allow critical leadership talent to fall by the wayside. Additionally, an active and supportive leader builds managerial support for the planning process which results in greater support for implementation of the plan. The critical importance of leadership to the planning process by writing that leadership is important, and there is a need for leaders, within an organization to make strategic planning something more than muddling through or an incremental process. It seems conclusive then, that people play an important part in the planning process –both as leaders (or champions) and as participants. Without the meaningful engagement of faculty in the strategic planning process, the resulting plan will not get carried out (Sanaghan & Hinton, 2013).

Past studies (Wheelen & Hunger, 2012; Manning, 2012; Van Niekerk et al., 2015) have agreed that strong leadership that is committed to strategic planning is important for successful implementation of the plan. If the leader makes strategic planning a priority, it follows then that the organization is more likely to make strategic planning a priority (Van Niekerk et al., 2015). The challenge, however, comes from the idea that the people in the organization are more likely to be accountable for the plan if they are involved in the development of the plan (Samkit, 2014). In practice, however, it is more difficult because the leader responsible for championing the planning process may also be the one who does not like to relinquish control of the process (Manning, 2012). Despite this challenge, the people play an important role in the planning process and for strategic planning to be effective, organizations must have the participation and support of leaders and employees who will implement the plan (Sanaghan & Hinton, 2013).
Sufficient resources are another crucial factor in strategy implementation. First, because of the large scope of most strategic decisions, sufficient funding is needed for the implementation process (Hitt et al., 2007). People are the second important resource. Personnel with the right skills for the new strategic decisions should be involved in the implementation. Furthermore, these employees should have enough time available for the implementation. They should either be freed from other tasks or they should understand the priorities given to their different tasks. Enough time should in general be allocated to the implementation process (Worley & Doolen, 2015).

Wheelen and Hunger (2012) emphasized that strategy is successfully implemented by modifying structure (organizing), selecting the appropriate people to carry out the strategy (staffing), and communicating clearly how the strategy can be put into action (leading). They listed a number of programs which can be used to implement new strategy effectively. These programs include organizational and job design, reengineering, Six Sigma, management by objectives – Management-by-Objectives (MBO), Total Quality Management (TQM), and action planning. Wheelen and Hunger (2012) emphasized that executives must manage the corporate culture and find the right mix of competent and qualified people to successfully implement the strategy. Manning (2012) identified five sets of issues associated with successful strategy implementation: strategic thinking (environment scanning to identify threats and opportunities, problem identification and analysis); leadership (who effectively communicate the overall strategic direction and develop individual with necessary skills and knowledge to implement change), task management (translating big picture to small practical details for implementation), relationships with the people and necessary resources for the change to implement.

Creating an implementation plan could help to manage the strategy implementation. The plan should however be balanced, i.e. include detailed information but not too detailed (Zaribaf & Bayrami, 2010). Having too little detail would not provide enough guidance to the involved employees and could lead to an ineffective and inefficient implementation (Awadallah & Allam, 2015). On the other hand, too much detail would make the plan rigid and would leave management and the employees unable to correctly respond to changes in the environment.
2.5 Chapter Summary
This chapter provides literature review on other research work that has been carried out on related topic. It covered the theoretical foundation, strategic management, and strategy implementation, measures to mitigate the challenges of implementation of strategic plans and empirical studies and research gaps. The next chapter details the methodology that was adopted in the research. The chapter outlines the sampling method, the research design, the data collection method, the data analysis method and give the justification of the research methodology adopted.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This chapter discusses the methodology that was applied in the overall process of the research. It elaborates on research design, population of study, sampling techniques, research instruments, and data collection procedures to be used, data analysis and presentation of the findings.

3.2 Research Design
Research design is a framework for the collection and analysis of data to answer research question and meet research objectives providing reasoned justification for choice of data sources, collection methods and analysis techniques (Saunders, Lewis & Thornhill, 2013). The study adopted a cross sectional survey design and aimed to provide data on the entire population under study. It was descriptive in nature hence it could be used to describe some features of the population. A descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study (O’Gorman & MacIntosh, 2014). Descriptive design was used to facilitate description and inference building about population parameters and the relationship among two or more variables.

The purpose of descriptive research was to describe the state of affairs as it is at present. It is used when the objective is to provide a systematic description that is as factual and accurate as possible (Shields, Patricia & Rangarjan, 2013). The benefit of cross sectional survey is that it focuses on finding relationship between variables at one moment in time from a large pool of subjects. Researchers record the information that is present in a population but they do not manipulate variables. The research study involved the collection of data on the challenges in implementation of school strategic plans by secondary schools in Laikipia County.
3.3 Population and Sampling Design

3.3.1 Population

A population is normally a collection of all the concerned units that researchers would like to study within a particular problem space (O’Gorman & MacIntosh, 2014). It is a set of people, services, elements, and events, groups of things or households that are being investigated. It is the number of individuals which the researcher is interested in describing and making statistical inferences. The population of the study was all the secondary schools in Laikipia County. As at 31st December 2018, there were 96 secondary schools in Laikipia County as per County Education Office (2018) report. This was a census survey in which all the secondary schools were involved. The study aimed to issue one questionnaire in every school which would be filled by the principal or deputy principal or a department head. In total the research used 96 questionnaires for the 96 secondary schools in Laikipia County.

3.4 Data Collection Methods

The study relied on primary data. A structured questionnaire was used to collect the primary data. The questionnaire as the instrument of data collection was most preferred because respondents of the study were literate and thus were able to answer questions. The questionnaire contained both structured and open ended questions.

The researcher sought to issue the questionnaires to the respondents during a seminar which was organized by the County Director of education to discuss the way forward for the education in the region which was facing serious security threats due to numerous attacks which were being carried out in the region by raiders.

Most of the schools in the region would have been closed down due to fear of attacks. There would therefore be a general inaccessibility in the region due to the rugged nature of the region. Fortunately, this was not the case during the study period, and the researcher managed to access and collect data successfully. The researcher obtained an introductory letter from the university to collect data from the respondents who were principals, deputy principals and departmental heads of the targeted schools.
3.5 Research Procedures
The research utilized a developed questionnaire to collect data and the questions were standardized to minimize interference from interpersonal factors. The study also utilized a five-point Likert scale to ask all respondents to express their opinion on given statements, and they were expected to either choose from 1= Not at all, 2= Little extent, 3= Moderate extent, 4= Great extent, and 5= Very great extent. The researcher obtained a research permit from Chandaria School of Business to help in authorization to collect data from the bank. Ten questionnaires were developed, pre-tested, and reviewed for precision; completeness, accuracy, and clarity of interview the questions. Ample time was given for respondents to fill in the questionnaires and this was sent in both drop and pick and via email and the information received treated confidentially for academic purpose only. The researcher intended to communicate to the schools about the results of the research findings.

3.6 Data Analysis Methods
The data collected was edited to identify and remove errors made by respondents. Edited data was then coded in order to translate responses into specific categories. Code numbers were assigned to each answer of survey question and from this a coding list or frame was obtained. Coding was expected to organize and reduce research data into manageable summaries. Descriptive statistics such as means, percentages and frequency distributions were used to describe the responses as it was a better method of presenting the findings of the study. Presentation of the results was done using figures and tables.

3.7 Chapter Summary
The chapter describes the methodology that was used to carry out the study. The research design was descriptive in nature hence focusing on secondary schools in Laikipia County. The population of the study were all the secondary schools in Laikipia County. The sample size and the sampling techniques as well as the questionnaire as a primary data collection instrument have been described. The questionnaire developed was pilot tested before a refined one was administered to the respondents. The chapter also indicates that, data was analyzed using SPSS and presented in inform of figures and tables. The next chapter presents the findings of the research.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter presents findings analyzed by SPSS from the data collected. Presentations are in the form of figures and tables with explanations on the values presented. The chapter follows the guidelines that were provided by the questionnaire.

4.2 Response Rate and General Information

4.2.1 Response Rate

Questionnaires were distributed to 96 respondents, but only 89 were completely filled and usable for analysis. This gave the study a response rate of 92.7%, and was as shown on Figure 4.1.

![Figure 4.1 Response Rate](image)

4.2.2 General Information

4.2.2.1 Type of School

Figure 4.2 indicates that 87.6% of the respondents were from public schools and 12.4% were from private schools. This shows that majority of the respondents were from the public schools in Laikipia, and all types of schools were represented in the study.
4.2.2.2 Employee Position

Figure 4.3 shows that 34.8% of the respondents were head of departments, 32.6% were equally deputy principals and school principals. This means all the targeted top carder employees were conclusively reached.

4.2.2.3 Years Worked in School

Figure 4.4 presents the number of years respondents had been with their respective schools and it shows that, 40.4% had been with their school for 11-15 years, 33.7% for 6-10 years, 21.3% for 16-20 years, and 4.5% for 1-5 years. This shows that majority had worked in their various schools for 5 years and above making them good candidates for the study.
Figure 4.4 Years Worked in School

4.2.2.4 Level of Education

Figure 4.5 shows that 56.2% had university degrees, 19.1% had Master’s degrees, 16.9% had diplomas, 7.9% had PhDs, and none had O-Level or A-Level as their highest level of education. This shows that the respondents were well educated and could easily understand the questions.

Figure 4.5 Level of Education
4.2.2.5 Strategic Formulation Involvement

Figure 4.6 shows the people involved during strategy formulation in the schools and it indicates that 41.6% involved head of departments, 19.1% respectively involved school elders and board of directors, 11.2% involved parents, and 9% involved board of governors. This implies that Laikipian schools involved all their respective stakeholders during strategic formulation phase.

![Figure 4.6 Strategic Formulation Involvement](image)

4.2.2.6 Strategic Implementation Involvement

Figure 4.7 shows the people involved during strategy implementation in the schools and it indicates that 58.4% involved school elders, 19.1% involved parents, 9% involved head of departments, 7.9% involved teachers, and 5.6% involved board of directors. This means that Laikipian schools involved all their respective stakeholders during the strategic implementation phase.

![Figure 4.7 Strategic Implementation Involvement](image)
4.3 Significance of Strategic Management and Strategic Implementation

4.3.1 Rating of Significance of Strategic Management and Strategic Implementation

Table 4.1 shows that both private and public schools in Laikipia use strategic management to achieve and maintain their competitive advantage as illustrated by 95.5% of the respondents who agreed and 4.5% were neutral; the resultant mean was 4.36 and the standard deviation of 0.569. The schools in Laikipia have formal planning systems that contribute to the development of strategies within the schools as illustrated by 91% of the respondents who agreed and 9% were neutral; the resultant mean was 4.27 and the standard deviation of 0.617. The schools in Laikipia use strategic planning to respond to changing demographics while staying within the funding box that they are given as illustrated by 62.9% of the respondents who agreed and 37.1% were neutral; the resultant mean was 3.85 and the standard deviation of 0.762. The Laikipian school community has embraced the idea that strategic planning is best accomplished with the inclusion of their surrounding community as illustrated by 87.6% of the respondents who agreed and 12.4% were neutral; the resultant mean was 4.24 and the standard deviation of 0.658.

Strategic planning is often done as a pre-event and is based on previous experience and expertise as illustrated by 89.9% of the respondents who agreed and 10.1% were neutral; the resultant mean was 4.27 and the standard deviation of 0.635. The schools’ strategic plans facilitate the schools’ ability to obtain funds to run their operations and focus their business efforts on shareholder value as illustrated by 75.3% of the respondents who agreed and 24.7% were neutral; the resultant mean was 4.04 and the standard deviation of 0.737. Laikipian schools’ operational plans helps the schools to effectively perform their basic activities in order to achieve their tactical objectives as illustrated by 88.8% of the respondents who agreed and 11.2% were neutral; the resultant mean was 4.28 and the standard deviation of 0.657. Strategic planning can only take place if it can be made to work and put into effect by members of the organization as illustrated by 87.6% of the respondents who agreed and 12.4% were neutral; the resultant mean was 4.28 and the standard deviation of 0.674.
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<td>Our school has formal planning systems that contribute to the</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>55.1</td>
<td>36</td>
<td>4.27</td>
<td>.617</td>
</tr>
<tr>
<td>development of strategies within the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school uses strategic planning to respond to changing</td>
<td>0</td>
<td>0</td>
<td>37.1</td>
<td>40.4</td>
<td>22.5</td>
<td>3.85</td>
<td>.762</td>
</tr>
<tr>
<td>demographics while staying within the funding box that we are</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>given</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school community has embraced the idea that strategic</td>
<td>0</td>
<td>0</td>
<td>12.4</td>
<td>51.7</td>
<td>36</td>
<td>4.24</td>
<td>.658</td>
</tr>
<tr>
<td>planning is best accomplished with the inclusion of our</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>surrounding community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our strategic planning is often done as a pre-event and is</td>
<td>0</td>
<td>0</td>
<td>10.1</td>
<td>52.8</td>
<td>37.1</td>
<td>4.27</td>
<td>.635</td>
</tr>
<tr>
<td>based on previous experience and expertise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our strategic plans facilitate our ability to obtain funds</td>
<td>0</td>
<td>0</td>
<td>24.7</td>
<td>46.1</td>
<td>29.2</td>
<td>4.04</td>
<td>.737</td>
</tr>
<tr>
<td>to run our operations and focus our business efforts on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shareholder value</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our operational plans help us to effectively perform our</td>
<td>0</td>
<td>0</td>
<td>11.2</td>
<td>49.4</td>
<td>39.3</td>
<td>4.28</td>
<td>.657</td>
</tr>
<tr>
<td>basic activities in order to achieve our tactical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic planning can only take place if it can be made to</td>
<td>0</td>
<td>0</td>
<td>12.4</td>
<td>47.2</td>
<td>40.4</td>
<td>4.28</td>
<td>.674</td>
</tr>
<tr>
<td>work and put into effect by members of the organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our strategic managers always ensure that our new strategies</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>37.1</td>
<td>53.9</td>
<td>4.45</td>
<td>.657</td>
</tr>
<tr>
<td>are implemented effectively and efficiently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our implementation process involves a deliberate plan of</td>
<td>0</td>
<td>0</td>
<td>7.9</td>
<td>38.2</td>
<td>53.9</td>
<td>4.46</td>
<td>.641</td>
</tr>
<tr>
<td>creating a variety of fits that brings our school’s conduct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of internal operations into good alignment with set strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our project teams are responsive to the changing business</td>
<td>0</td>
<td>0</td>
<td>16.9</td>
<td>61.8</td>
<td>21.3</td>
<td>4.04</td>
<td>.620</td>
</tr>
<tr>
<td>requirements and have strong communication, analytical and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>problem-solving skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school principal openly shows a clear commitment to the</td>
<td>0</td>
<td>0</td>
<td>13.5</td>
<td>34.8</td>
<td>51.7</td>
<td>4.38</td>
<td>.715</td>
</tr>
<tr>
<td>implementation of the school’s strategic plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.1 indicates that strategic managers always ensure that the schools’ new strategies are implemented effectively and efficiently as illustrated by 91% of the respondents who agreed and 9% were neutral; the resultant mean was 4.45 and the standard deviation of 0.657. Laikipian schools’ implementation process involves a deliberate plan of creating a variety of fits that brings the schools’ conduct of internal operations into good alignment with set strategies as illustrated by 92.1% of the respondents who agreed and 7.9% were neutral; the resultant mean was 4.46 and the standard deviation of 0.641. Laikipian schools’ project teams are responsive to the changing business requirements and have strong communication, analytical and problem-solving skills as illustrated by 83.1% of the respondents who agreed and 16.9% were neutral; the resultant mean was 4.04 and the standard deviation of 0.620. Laikipian school principals openly show a clear commitment to the implementation of the school’s strategic plan as illustrated by 86.5% of the respondents who agreed and 13.5% were neutral; the resultant mean was 4.38 and the standard deviation of 0.715.

4.3.2 Correlations for Significance of Strategic Management and Strategic Implementation

Table 4.2 shows that schools using strategic management to achieve and maintain their competitive advantage was significant to strategic planning in Laikipian secondary schools ($r=0.707$, $p<0.1$). Schools having formal planning systems that contribute to the development of strategies within the school was significant to strategic planning in Laikipian secondary schools ($r=0.408$, $p<0.1$). Schools using strategic planning to respond to changing demographics while staying within the funding box that they were given was significant to strategic planning in Laikipian secondary schools ($r=0.412$, $p<0.1$).

School’s community having embraced the idea that strategic planning is best accomplished with the inclusion of their surrounding community was significant to strategic planning in Laikipian secondary schools ($r=0.363$, $p<0.1$). Strategic planning being often done as a pre-event and is based on previous experience and expertise was significant to strategic planning in Laikipian secondary schools ($r=0.291$, $p<0.1$). Strategic plans facilitating the school’s ability to obtain funds to run our operations and focus their business efforts on shareholder value was significant to strategic planning in Laikipian secondary schools ($r=0.735$, $p<0.1$).
Table 4.2 Correlations for Significance of Strategic Management and Strategic Implementation

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school uses strategic management to achieve and maintain its competitive advantage</td>
<td>89</td>
<td>.707** .000</td>
</tr>
<tr>
<td>Our school has formal planning systems that contribute to the development of strategies within the school</td>
<td>89</td>
<td>.408** .000</td>
</tr>
<tr>
<td>Our school uses strategic planning to respond to changing demographics while staying within the funding box that we are given</td>
<td>89</td>
<td>.412** .000</td>
</tr>
<tr>
<td>Our school community has embraced the idea that strategic planning is best accomplished with the inclusion of our surrounding community</td>
<td>89</td>
<td>.363** .000</td>
</tr>
<tr>
<td>Our strategic planning is often done as a pre-event and is based on previous experience and expertise</td>
<td>89</td>
<td>.291** .006</td>
</tr>
<tr>
<td>Our strategic plans facilitate our ability to obtain funds to run our operations and focus our business efforts on shareholder value</td>
<td>89</td>
<td>.735** .000</td>
</tr>
<tr>
<td>Our operational plans help us to effectively perform our basic activities in order to achieve our tactical objectives</td>
<td>89</td>
<td>.593** .000</td>
</tr>
<tr>
<td>Strategic planning can only take place if it can be made to work and put into effect by members of the organization</td>
<td>89</td>
<td>.255* .016</td>
</tr>
<tr>
<td>Our strategic managers always ensure that our new strategies are implemented effectively and efficiently</td>
<td>89</td>
<td>.196 .065</td>
</tr>
<tr>
<td>Our implementation process involves a deliberate plan of creating a variety of fits that brings our school’s conduct of internal operations into good alignment with set strategies</td>
<td>89</td>
<td>.225* .034</td>
</tr>
<tr>
<td>Our project teams are responsive to the changing business requirements and have strong communication, analytical and problem-solving skills</td>
<td>89</td>
<td>.009 .932</td>
</tr>
<tr>
<td>Our school principal openly shows a clear commitment to the implementation of the school’s strategic plan</td>
<td>89</td>
<td>.005 .966</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level
Table 4.2 shows that the schools’ operational plans helping them to effectively perform their basic activities in order to achieve their tactical objectives was significant to strategic planning in Laikipian secondary schools (r=0.593, p<0.1). Strategic planning only taking place if it can be made to work and put into effect by members of the organization was significant to strategic planning in Laikipian secondary schools (r=0.255, p<0.5). Strategic managers always ensuring that new strategies are implemented effectively and efficiently was insignificant to strategic planning in Laikipian secondary schools (r=0.196, p>0.5).

Schools’ implementation process involving a deliberate plan of creating a variety of fits that brings school’s conduct of internal operations into good alignment with set strategies was significant to strategic planning in Laikipian secondary schools (r=0.225, p<0.5). Project teams being responsive to the changing business requirements and have strong communication, analytical and problem-solving skills was insignificant to strategic planning in Laikipian secondary schools (r=0.009, p>0.5). School principals openly showing a clear commitment to the implementation of the school’s strategic plan was significant to strategic planning in Laikipian secondary schools (r=0.005, p>0.5).

4.3.3 Regression Analysis for Significance of Strategic Management and Strategic Implementation

Table 4.3 indicates the regression model summary for significance of strategic management and strategic implementation, and the adjusted R value of 0.474 shows that strategic planning in education and strategic implementation account for 47.4% of the changes in strategic plans for secondary schools.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.697</td>
<td>.486</td>
<td>.474</td>
<td>.24591</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Strategic Planning in Education, and Strategic Implementation
Table 4.4 presents regression coefficients for significance of strategic management and strategic implementation with a regression equation of:

\[
\text{Strategic Plan} = 1.939 + 0.489 \text{ Strategic Planning in Education} + 0.053 \text{ Strategic Implementation}
\]

From Table 4.4, it can be deduced that strategic planning in education is significant to strategic plan in secondary schools with a sig value of 0.000, and that with, every increase in strategic planning in education, strategic plans in schools would subsequently be increased by 48.9%. Strategic implementation is insignificant to strategic plan in secondary schools with a sig value of 0.562, and that, with every increase in strategic implementation, strategic plans in schools would subsequently be increased by 5.3%.

**Table 4.4 Regression Coefficients for Significance of Strategic Management and Strategic Implementation**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.939</td>
<td>.340</td>
<td>5.704</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Strategic Planning in Education</td>
<td>.489</td>
<td>.067</td>
<td>7.275</td>
</tr>
<tr>
<td></td>
<td>Strategic Implementation</td>
<td>.053</td>
<td>.091</td>
<td>.582</td>
</tr>
<tr>
<td></td>
<td>a. Dependent Variable: Strategic Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4.4 Critical Issues in Implementation of Strategic Plans by Secondary Schools**

**4.4.1 Rating of Critical Issues in Implementation of Strategic Plans by Secondary Schools**

Table 4.5 shows that lack of resources is a significant factor that affects the implementation of strategic plans in Laikipian secondary schools as illustrated by 89.9% of the respondents who agreed and 10.1% were neutral; the resultant mean was 4.26 and the standard deviation of 0.631. Laikipian secondary schools operate with inadequate resources due to poor funding as illustrated by 77.5% of the respondents who agreed and 22.5% were neutral; the resultant
The mean was 4.00 and the standard deviation of 0.674. The success of Laikipian secondary schools’ strategic plans lies in the level of participation of all stakeholders who are charged with the responsibility of implementing it as illustrated by 86.5% of the respondents who agreed and 13.5% were neutral; the resultant mean was 3.96 and the standard deviation of 0.475.

**Table 4.5 Rating of Critical Issues in Implementation of Strategic Plans by Secondary Schools**

<table>
<thead>
<tr>
<th>Issue</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of resources is a significant factor that affects the implementation of strategic plans in our school</td>
<td>0</td>
<td>0</td>
<td>10.1</td>
<td>53.9</td>
<td>36</td>
<td>4.26</td>
<td>.631</td>
</tr>
<tr>
<td>Our school operates with inadequate resources due to poor funding</td>
<td>0</td>
<td>0</td>
<td>22.5</td>
<td>55.1</td>
<td>22.5</td>
<td>4.00</td>
<td>.674</td>
</tr>
<tr>
<td>The success of our strategic plans lies in the level of participation of all stakeholders who are charged with the responsibility of implementing it</td>
<td>0</td>
<td>0</td>
<td>13.5</td>
<td>77.5</td>
<td>9</td>
<td>3.96</td>
<td>.475</td>
</tr>
<tr>
<td>Misplacement of priorities and lack of understanding of the strategy by our leaders has not been a recipe for failure in our school</td>
<td>0</td>
<td>0</td>
<td>10.1</td>
<td>40.4</td>
<td>49.4</td>
<td>4.39</td>
<td>.668</td>
</tr>
<tr>
<td>As the school principal, I often-work in poorly well-found school and with teachers who are not sufficiently in-serviced</td>
<td>0</td>
<td>0</td>
<td>10.1</td>
<td>53.9</td>
<td>36</td>
<td>4.26</td>
<td>.631</td>
</tr>
<tr>
<td>Lack of management training has left our school in darkness on how to overcome daily challenges posed by our surrounding environment</td>
<td>0</td>
<td>0</td>
<td>14.6</td>
<td>32.6</td>
<td>52.8</td>
<td>4.38</td>
<td>.731</td>
</tr>
<tr>
<td>Our organizational strategy is influenced by our school culture that is set in the school</td>
<td>0</td>
<td>0</td>
<td>13.5</td>
<td>47.2</td>
<td>39.3</td>
<td>4.26</td>
<td>.683</td>
</tr>
<tr>
<td>Lack of compatibility between strategy and the school culture has led to high resistance to change which frustrates strategy implementation</td>
<td>0</td>
<td>0</td>
<td>16.9</td>
<td>33.7</td>
<td>49.4</td>
<td>4.33</td>
<td>.750</td>
</tr>
<tr>
<td>Lack of communication has been the root of failure in our school’s strategic policy implementation</td>
<td>0</td>
<td>0</td>
<td>11.2</td>
<td>36</td>
<td>52.8</td>
<td>4.42</td>
<td>.688</td>
</tr>
<tr>
<td>Our school strategy is clearly understood by the staff as it is communicated to all those that are involved in the implementation stage</td>
<td>0</td>
<td>0</td>
<td>7.9</td>
<td>53.9</td>
<td>38.2</td>
<td>4.30</td>
<td>.611</td>
</tr>
</tbody>
</table>
Table 4.5 also shows that misplacement of priorities and lack of understanding of the strategy by Laikipian secondary schools’ leaders has not been a recipe for failure in the schools as illustrated by 89.9% of the respondents who agreed and 10.1% were neutral; the resultant mean was 4.39 and the standard deviation of 0.668. The principals of the secondary schools often-work in poorly well-found schools and with teachers who are not sufficiently inserviced as illustrated by 89.9% of the respondents who agreed and 10.1% were neutral; the resultant mean was 4.26 and the standard deviation of 0.631. Lack of management training has left the secondary schools in darkness on how to overcome daily challenges posed by their surrounding environment as illustrated by 85.4% of the respondents who agreed and 14.6% were neutral; the resultant mean was 4.38 and the standard deviation of 0.731.

Organizational strategy is influenced by the schools’ culture that is set in the school as illustrated by 86.5% of the respondents who agreed and 13.5% were neutral; the resultant mean was 4.26 and the standard deviation of 0.683. Lack of compatibility between strategy and the school culture has led to high resistance to change which frustrates strategy implementation as illustrated by 83.1% of the respondents who agreed and 16.9% were neutral; the resultant mean was 4.33 and the standard deviation of 0.750. Lack of communication has been the root of failure in the schools’ strategic policy implementation as illustrated by 88.8% of the respondents who agreed and 11.2% were neutral; the resultant mean was 4.42 and the standard deviation of 0.688. The schools’ strategy is clearly understood by the staff as it is communicated to all those that are involved in the implementation stage as illustrated by 92.1% of the respondents who agreed and 7.9% were neutral; the resultant mean was 4.30 and the standard deviation of 0.611.

4.4.2 Correlations for Critical Issues in Implementation of Strategic Plans by Secondary Schools

Table 4.6 indicates that, lack of resources being a significant factor that affects the implementation of strategic plans in schools was significant to strategic planning in Laikipian secondary schools (r=0.649, p<0.1). Schools operating with inadequate resources due to poor funding was significant to strategic planning in Laikipian secondary schools (r=0.613, p<0.1). The success of strategic plans lying in the level of participation of all stakeholders
who are charged with the responsibility of implementing it was significant to strategic planning in Laikipian secondary schools (r=0.282, p<0.1). Misplacement of priorities and lack of understanding of the strategy by leaders not being a recipe for failure in schools was insignificant to strategic planning in Laikipian secondary schools (r=0.162, p>0.5).

Table 4.6 Correlations for Critical Issues in Implementation of Strategic Plans by Secondary Schools

<table>
<thead>
<tr>
<th>Issue</th>
<th>N</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of resources is a significant factor that affects the implementation of strategic plans in our school</td>
<td>89</td>
<td>.649**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Our school operates with inadequate resources due to poor funding</td>
<td>89</td>
<td>.613**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>The success of our strategic plans lies in the level of participation of all stakeholders who are charged with the responsibility of implementing it</td>
<td>89</td>
<td>.282**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.007</td>
</tr>
<tr>
<td>Misplacement of priorities and lack of understanding of the strategy by our leaders has not been a recipe for failure in our school</td>
<td>89</td>
<td>.162</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.130</td>
</tr>
<tr>
<td>As the school principal, I often-work in poorly well-found school and with teachers who are not sufficiently in-serviced</td>
<td>89</td>
<td>.165</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.122</td>
</tr>
<tr>
<td>Lack of management training has left our school in darkness on how to overcome daily challenges posed by our surrounding environment</td>
<td>89</td>
<td>.058</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.589</td>
</tr>
<tr>
<td>Our organizational strategy is influenced by our school culture that is set in the school</td>
<td>89</td>
<td>.046</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.665</td>
</tr>
<tr>
<td>Lack of compatibility between strategy and the school culture has led to high resistance to change which frustrates strategy implementation</td>
<td>89</td>
<td>.118</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.272</td>
</tr>
<tr>
<td>Lack of communication has been the root of failure in our school’s strategic policy implementation</td>
<td>89</td>
<td>.121</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.260</td>
</tr>
<tr>
<td>Our school strategy is clearly understood by the staff as it is communicated to all those that are involved in the implementation stage</td>
<td>89</td>
<td>.058</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.590</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level
* Correlation is significant at the 0.05 level
Table 4.6 shows that, school principals often working in poorly well-found schools and with teachers who are not sufficiently in-serviced was insignificant to strategic planning in Laikipian secondary schools (r=0.165, p>0.5). Lack of management training leaving schools in darkness on how to overcome daily challenges posed by their surrounding environment was insignificant to strategic planning in Laikipian secondary schools (r=0.058, p>0.5). Organizational strategy being influenced by the schools’ culture that is set in the school was insignificant to strategic planning in Laikipian secondary schools (r=0.046, p>0.5).

Lack of compatibility between strategy and the school culture leading to high resistance to change which frustrates strategy implementation was insignificant to strategic planning in Laikipian secondary schools (r=0.118, p>0.5). Lack of communication being the root of failure in the school’s strategic policy implementation was insignificant to strategic planning in Laikipian secondary schools (r=0.121, p>0.5). Schools’ strategy being clearly understood by the staff as it is communicated to all those that are involved in the implementation stage was insignificant to strategic planning in Laikipian secondary schools (r=0.058, p>0.5).

4.4.3 Regression Analysis of Critical Issues in Implementation of Strategic Plans by Secondary Schools

Table 4.7 indicates the regression model summary for critical issues in implementation of strategic plans by secondary schools, and the adjusted R value of 0.617 shows that, lack of resources, stakeholder participation, employee skills and training, organizational culture, and communication account for 61.7% of the changes in strategic plans for secondary schools.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.799</td>
<td>.639</td>
<td>.617</td>
<td>.20989</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Resources, Stakeholder Participation, Employee Skills and Training, Organizational Culture, and Communication
Table 4.8 presents regression coefficients for critical issues in implementation of strategic plans by secondary schools with a regression equation of:

\[
\text{Strategic Plan} = 1.587 + 0.486 \text{Resources} + 0.121 \text{Stakeholder Participation} - 0.012 \\
\text{Employee Skills and Training} + 0.007 \text{Organizational Culture} + 0.030 \text{Communication}
\]

From Table 4.8, it can be deduced that resources are significant to strategic plan in secondary schools with a sig value of 0.000, and that with, every increase in resources, strategic plans in schools would subsequently be increased by 48.6%. Stakeholder participation is significant to strategic plan in secondary schools with a sig value of 0.024, and that with, every increase in stakeholder participation, strategic plans in schools would subsequently be increased by 12.1%. Employee skills and training is insignificant to strategic plan in secondary schools with a sig value of 0.814, and that, with every increase in employee skills and training, strategic plans in schools would subsequently be decreased by 1.2%, since the variables were inversely related. Organizational culture is insignificant to strategic plan in secondary schools with a sig value of 0.853, and that, with every increase in organizational culture, strategic plans in schools would subsequently be increased by 0.7%. Communication is insignificant to strategic plan in secondary schools with a sig value of 0.540, and that, with every increase in communication, strategic plans in schools would subsequently be increased by 3%.

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>1.587</td>
<td>.392</td>
<td>4.053</td>
<td>.000</td>
</tr>
<tr>
<td>Stakeholder Participation</td>
<td>.486</td>
<td>.044</td>
<td>11.139</td>
<td>.000</td>
</tr>
<tr>
<td>Employee Skills and Training</td>
<td>-.012</td>
<td>.050</td>
<td>-.237</td>
<td>.814</td>
</tr>
<tr>
<td>Organizational Culture</td>
<td>.007</td>
<td>.040</td>
<td>.186</td>
<td>.853</td>
</tr>
<tr>
<td>Communication</td>
<td>.030</td>
<td>.049</td>
<td>.616</td>
<td>.540</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Strategic Plan
4.5 Ways in Which Problems of Implementation Can Be Solved

4.5.1 Rating of Ways in Which Problems of Implementation Can Be Solved

Table 4.9 shows that strategic plans spring from an assessment of the schools’ situation as illustrated by 87.6% of the respondents who agreed and 12.4% were neutral; the resultant mean was 4.25 and the standard deviation of 0.662. The schools have the ability to stick to their long-term strategy, and have resources to unlock short-term revenue growth as illustrated by 80.9% of the respondents who agreed and 19.1% were neutral; the resultant mean was 4.11 and the standard deviation of 0.698. Alignment of the schools’ executive style and strategy is crucial for the schools in pursuing change and innovation as illustrated by 92.1% of the respondents who agreed and 7.9% were neutral; the resultant mean was 4.11 and the standard deviation of 0.510. Opportunistic planning has allowed the schools to be flexible and open in terms of making changes to their strategic planning processes as illustrated by 87.6% of the respondents who agreed and 12.4% were neutral; the resultant mean was 4.34 and the standard deviation of 0.690. Organizational structure specifies the accomplishment of given tasks while the schools’ organizational control provides alignment to these tasks according to their strategic intent as illustrated by 89.9% of the respondents who agreed and 10.1% were neutral; the resultant mean was 4.27 and the standard deviation of 0.635.

The schools encourage participative strategic planning which has increased personal understanding about the school’s strategy and strategic goals as illustrated by 69.7% of the respondents who agreed and 30.3% were neutral; the resultant mean was 3.99 and the standard deviation of 0.776. Laikipian secondary schools have an open and collaborative dialog which helps their strategic management effort as illustrated by 82% of the respondents who agreed and 18% were neutral; the resultant mean was 4.24 and the standard deviation of 0.739. The schools’ open and cooperative dialog enables the schools’ strategic management process to foster strategic thinking among key operating managers as illustrated by 84.3% of the respondents who agreed and 15.7% were neutral; the resultant mean was 4.18 and the standard deviation of 0.684. The schools’ leaders are active and supportive, thus building managerial support for the planning process which results in greater support for implementation of their school plan as illustrated by 82% of the respondents who agreed and
18% were neutral; the resultant mean was 4.17 and the standard deviation of 0.711. The schools’ leaders make strategic planning a priority, and it follows then that the schools also makes strategic planning a priority as illustrated by 78.7% of the respondents who agreed and 21.3% were neutral; the resultant mean was 4.08 and the standard deviation of 0.711.

Table 4.9 Rating of Ways in Which Problems of Implementation Can Be Solved

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our strategic plans spring from an assessment of the school’s situation</td>
<td>0</td>
<td>0</td>
<td>12.4</td>
<td>50.6</td>
<td>37.1</td>
<td>4.25</td>
<td>.662</td>
</tr>
<tr>
<td>Our school has the ability to stick to its long-term strategy, and have resources to unlock short-term revenue growth</td>
<td>0</td>
<td>0</td>
<td>19.1</td>
<td>50.6</td>
<td>30.3</td>
<td>4.11</td>
<td>.698</td>
</tr>
<tr>
<td>Alignment of our executive style and strategy is crucial for our school in pursuing change and innovation</td>
<td>0</td>
<td>0</td>
<td>7.9</td>
<td>73</td>
<td>19.1</td>
<td>4.11</td>
<td>.510</td>
</tr>
<tr>
<td>Opportunistic planning has allowed our school to be flexible and open in terms of making changes to our strategic planning processes</td>
<td>0</td>
<td>0</td>
<td>12.4</td>
<td>41.6</td>
<td>46.1</td>
<td>4.34</td>
<td>.690</td>
</tr>
<tr>
<td>Our organizational structure specifies the accomplishment of given tasks while our organizational control provides alignment to these tasks according to our strategic intent</td>
<td>0</td>
<td>0</td>
<td>10.1</td>
<td>52.8</td>
<td>37.1</td>
<td>4.27</td>
<td>.635</td>
</tr>
<tr>
<td>Our school encourages participative strategic planning which has increased personal understanding about the school’s strategy and strategic goals</td>
<td>0</td>
<td>0</td>
<td>30.3</td>
<td>40.4</td>
<td>29.2</td>
<td>3.99</td>
<td>.776</td>
</tr>
<tr>
<td>Our school has an open and collaborative dialog which helps our strategic management effort</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>40.4</td>
<td>41.6</td>
<td>4.24</td>
<td>.739</td>
</tr>
<tr>
<td>Our school’s open and cooperative dialog enables the school’s strategic management process to foster strategic thinking among key operating managers</td>
<td>0</td>
<td>0</td>
<td>15.7</td>
<td>50.6</td>
<td>33.7</td>
<td>4.18</td>
<td>.684</td>
</tr>
<tr>
<td>Our school leaders are active and supportive, thus building managerial support for the planning process which results in greater support for implementation of our school plan</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>47.2</td>
<td>34.8</td>
<td>4.17</td>
<td>.711</td>
</tr>
<tr>
<td>Our school leaders make strategic planning a priority, and it follows then that our school also makes strategic planning a priority</td>
<td>0</td>
<td>0</td>
<td>21.3</td>
<td>49.4</td>
<td>29.2</td>
<td>4.08</td>
<td>.711</td>
</tr>
</tbody>
</table>

47
4.5.2 Correlations for Ways in Which Problems of Implementation Can Be Solved

Table 4.10 shows that strategic plans springing from an assessment of the school’s situation was significant to strategic planning in Laikipian secondary schools (r=0.393, p<0.1). The school having the ability to stick to its long-term strategy, and have resources to unlock short-term revenue growth was significant to strategic planning in Laikipian secondary schools (r=0.428, p<0.1). Alignment of the schools’ executive style and strategy being crucial for the schools in pursuing change and innovation was significant to strategic planning in Laikipian secondary schools (r=0.499, p<0.1). Opportunistic planning having allowed the schools to be flexible and open in terms of making changes to the strategic planning processes was insignificant to strategic planning in Laikipian secondary schools (r=0.078, p>0.5).

Organizational structure specifying the accomplishment of given tasks while the schools’ organizational control provide alignment to these tasks according to their strategic intent was insignificant to strategic planning in Laikipian secondary schools (r=0.115, p>0.5). The schools encouraging participative strategic planning which increased personal understanding about the school’s strategy and strategic goals was insignificant to strategic planning in Laikipian secondary schools (r=0.009, p>0.5). The school having an open and collaborative dialog which helps the strategic management effort was insignificant to strategic planning in Laikipian secondary schools (r=0.187, p>0.5).

The school’s open and cooperative dialog enabling the school’s strategic management process to foster strategic thinking among key operating managers was insignificant to strategic planning in Laikipian secondary schools (r=0.025, p>0.5). The school leaders being active and supportive, thus building managerial support for the planning process which results in greater support for implementation of the schools’ plan was significant to strategic planning in Laikipian secondary schools (r=0.246, p<0.5). The school leaders making strategic planning a priority, and it follows then that the schools also make strategic planning a priority was significant to strategic planning in Laikipian secondary schools (r=0.418, p<0.1).
<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Correlations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our strategic plans spring from an assessment of the school’s situation</td>
<td>89</td>
<td>.393**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Our school has the ability to stick to its long-term strategy, and have</td>
<td>89</td>
<td>.428**</td>
</tr>
<tr>
<td>resources to unlock short-term revenue growth</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Alignment of our executive style and strategy is crucial for our school</td>
<td>89</td>
<td>.499**</td>
</tr>
<tr>
<td>in pursuing change and innovation</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Opportunistic planning has allowed our school to be flexible and open</td>
<td>89</td>
<td>.078</td>
</tr>
<tr>
<td>in terms of making changes to our strategic planning processes</td>
<td></td>
<td>.470</td>
</tr>
<tr>
<td>Our organizational structure specifies the accomplishment of given tasks</td>
<td>89</td>
<td>.115</td>
</tr>
<tr>
<td>while our organizational control provides alignment to these tasks</td>
<td></td>
<td>.284</td>
</tr>
<tr>
<td>according to our strategic intent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school encourages participative strategic planning which has increased</td>
<td>89</td>
<td>.009</td>
</tr>
<tr>
<td>personal understanding about the school’s strategy and strategic goals</td>
<td></td>
<td>.933</td>
</tr>
<tr>
<td>Our school has an open and collaborative dialog which helps our strategic</td>
<td>89</td>
<td>.187</td>
</tr>
<tr>
<td>management effort</td>
<td></td>
<td>.079</td>
</tr>
<tr>
<td>Our school’s open and cooperative dialog enables the school’s strategic</td>
<td>89</td>
<td>.025</td>
</tr>
<tr>
<td>management process to foster strategic thinking among key operating</td>
<td></td>
<td>.817</td>
</tr>
<tr>
<td>managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school leaders are active and supportive, thus building managerial</td>
<td>89</td>
<td>.246*</td>
</tr>
<tr>
<td>support for the planning process which results in greater support for</td>
<td></td>
<td>.020</td>
</tr>
<tr>
<td>implementation of our school plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school leaders make strategic planning a priority, and it follows</td>
<td>89</td>
<td>.418**</td>
</tr>
<tr>
<td>then that our school also makes strategic planning a priority</td>
<td></td>
<td>.000</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level
* Correlation is significant at the 0.05 level
4.5.3 Regression Analysis of Ways in Which Problems of Implementation Can Be Solved

Table 4.11 indicates the regression model summary for ways in which problems of implementation can be solved, and the adjusted R value of 0.443 shows that, strategic decision determinants, organizational executive, corporate governance, communication, and leadership account for 44.3% of the changes in strategic plans for secondary schools.

### Table 4.11 Regression Analysis Model for Ways in Which Problems of Implementation Can Be Solved

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.689</td>
<td>.474</td>
<td>.443</td>
<td>.25323</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Strategic Decision Determinants, Organizational Executive, Corporate Governance, Communication, and Leadership

Table 4.12 presents regression coefficients for ways in which problems of implementation can be solved with a regression equation of:

\[
\text{Strategic Plan} = 1.088 + 0.603 \text{ Strategic Decision Determinants} + 0.194 \text{ Organizational Executive} + 0.052 \text{ Corporate Governance} + 0.089 \text{ Communication} - 0.197 \text{ Leadership}
\]

From Table 4.12, it can be deduced that strategic decision determinants are significant to strategic plan in secondary schools with a sig value of 0.000, and that with, every increase in strategic decision determinants, strategic plans in schools would subsequently be increased by 60.3%. Organizational executive significant to strategic plan in secondary schools with a sig value of 0.006, and that with, every increase in organizational executive, strategic plans in schools would subsequently be increased by 19.4%. Corporate governance is insignificant to strategic plan in secondary schools with a sig value of 0.311, and that with, every increase in corporate governance, strategic plans in schools would subsequently be increased by 5.2%. Communication is insignificant to strategic plan in secondary schools with a sig value of 0.129, and that with, every increase in communication, strategic plans in schools would subsequently be increased by 8.9%. Leadership is insignificant to strategic plan in secondary
schools with a sig value of 0.125, and that with, every increase in leadership, strategic plans in schools would subsequently be decreased by 19.7%, since the variables were inversely related.

**Table 4.12 Regression Coefficients for Ways in Which Problems of Implementation Can Be Solved**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>1.088</td>
<td>.433</td>
<td>.194</td>
<td>2.516</td>
</tr>
<tr>
<td>Strategic Decision Determinants</td>
<td>.603</td>
<td>.134</td>
<td>.829</td>
<td>4.503</td>
</tr>
<tr>
<td>Organizational Executive</td>
<td>.194</td>
<td>.069</td>
<td>.236</td>
<td>2.818</td>
</tr>
<tr>
<td>Corporate Governance</td>
<td>.052</td>
<td>.051</td>
<td>.083</td>
<td>1.020</td>
</tr>
<tr>
<td>Communication</td>
<td>.089</td>
<td>.058</td>
<td>.128</td>
<td>1.534</td>
</tr>
<tr>
<td>Leadership</td>
<td>-.197</td>
<td>.127</td>
<td>-.284</td>
<td>-1.550</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Strategic Plan

**4.5.4 Correlations for Challenges in Implementation of Strategic Plans in Secondary Schools**

Table 4.13 indicates that significance of strategic management and implementation was significant to strategic planning in Laikipian secondary schools (r=0.654, p<0.1). Critical issues in strategic implementation were significant to strategic planning in Laikipian secondary schools (r=0.726, p<0.1). Problem solving of strategic implementation was significant to strategic planning in Laikipian secondary schools (r=0.647, p<0.1).
Table 4.13 Correlations for Challenges in Implementation of Strategic Plans in Secondary Schools

<table>
<thead>
<tr>
<th></th>
<th>Strategic Plan</th>
<th>Significance of Strategic Management and Implementation</th>
<th>Critical Issues in Strategic Implementation</th>
<th>Problem Solving of Strategic Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Plan</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significance of Strategic Management and Implementation</td>
<td>.654** .000</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Issues in Strategic Implementation</td>
<td>.726** .000</td>
<td>.563** .000</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Problem Solving of Strategic Implementation</td>
<td>.647** .000</td>
<td>.258* .014</td>
<td>.280** .008</td>
<td>1</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

4.5.5 Regression Analysis of Challenges in Implementation of Strategic Plans in Secondary Schools

Table 4.14 indicates the regression model summary for challenges in implementation of strategic plans in secondary schools, and the adjusted R value of 0.791 shows that, significance of strategic management and implementation, critical issues in strategic implementation, and problem solving of strategic implementation account for 79.1% of the changes in strategic plans for secondary schools.

Table 4.14 Regression Analysis Model for Challenges in Implementation of Strategic Plans in Secondary Schools

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.893</td>
<td>.798</td>
<td>.791</td>
<td>.15502</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Significance of Strategic Management and Implementation, Critical Issues in Strategic Implementation, and Problem Solving of Strategic Implementation
Table 4.15 presents regression coefficients challenges in implementation of strategic plans in secondary schools with a regression equation of:

\[
\text{Strategic Plan} = -0.279 + 0.215 \times \text{Significance of Strategic Management and Implementation} + 0.403 \times \text{Critical Issues in Strategic Implementation} + 0.456 \times \text{Problem Solving of Strategic Implementation}
\]

From Table 4.15, it can be deduced that significance of strategic management and implementation is significant to strategic plan in secondary schools with a sig value of 0.000, and that with, every increase in significance of strategic management and implementation, strategic plans in schools would subsequently be increased by 21.5%. Critical issues in strategic implementation is significant to strategic plan in secondary schools with a sig value of 0.000, and that with, every increase in critical issues in strategic implementation, strategic plans in schools would subsequently be increased by 40.3%. Problem solving of strategic implementation is significant to strategic plan in secondary schools with a sig value of 0.000, and that with, every increase in problem solving of strategic implementation, strategic plans in schools would subsequently be increased by 45.6%.

### Table 4.15 Regression Coefficients for Challenges in Implementation of Strategic Plans in Secondary Schools

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>-.279</td>
<td>.250</td>
<td></td>
<td>-1.115</td>
</tr>
<tr>
<td>Significance of Strategic</td>
<td>.215</td>
<td>.044</td>
<td>.292</td>
<td>4.916</td>
</tr>
<tr>
<td>Management and Implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Issues in Strategic</td>
<td>.403</td>
<td>.055</td>
<td>.436</td>
<td>7.283</td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving of Strategic</td>
<td>.456</td>
<td>.052</td>
<td>.450</td>
<td>8.794</td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Strategic Plan
4.6 Chapter Summary

Results for challenges that face secondary schools in Laikipia County in implementing school strategic plans have been provided in this chapter using descriptive analysis. Results for significance of strategic management in schools, critical issues in implementation of school’s strategic plans, and ways in which problems of implementation can be solved have all been provided in this chapter. Chapter five offers the study’s discussions, conclusions, and recommendations.
CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction
This chapter dwells on the study’s discussions, conclusions, and recommendations of the study, based on the study findings. The chapter provides the summary of the study findings, discussions based on the research questions, the study conclusions from the research questions, and recommendations.

5.2 Summary of the Study
The aim of the study was to identify the challenges facing secondary schools in Laikipia County in implementing school strategic plan and to establish how they overcome the challenges. This study was guided by research question that set out to explore: Why is the significance of strategic management important in modern organizations? What are the critical issues in implementation of school strategic plans by secondary schools in Laikipia County? And what are some of the ways in which problems of implementation can be solved?

The study adopted a cross sectional survey design that aimed at providing data on the entire population under study. The population of the study were all the secondary schools in Laikipia County, and as at 31st December 2017, they were 96 secondary schools. The study would focus on one employee who would either be a principal, deputy principal, or head of department from each school. This gave the study a population of 96 respondents. Provided the population involved, the study used a census in determining the sample size, meaning all respondents were included in the study. A structured questionnaire was used to collect the primary data. Descriptive statistics such as means, percentages and frequency distributions were used to describe the responses. Inferential statistics was also used to determine, the nature of relationship between the study variables. Presentation of the results was done using figures and tables.
The study showed that Laikipian schools used strategic management to achieve and maintain their competitive advantage, and they also had formal planning systems that contributed to the development of strategies. These schools used strategic planning to respond to changing demographics while staying within their funding boxes, and the school communities had embraced the idea that strategic planning was best accomplished with the inclusion of their surrounding community. The study revealed that, strategic planning was often done as a pre-event and was based on previous experience and expertise, since these strategic plans facilitated the schools’ ability to obtain funds to run their operations while focusing on their business’ efforts on shareholder value.

The study indicates that lack of resources was a significant factor that affected the implementation of strategic plans in Laikipian schools since they operated with inadequate resources due to poor funding. The success of strategic plans in these schools was based on the level of participation of all stakeholders who were charged with the responsibility of implementation, and misplacement of priorities and lack of understanding of the strategy by leaders had not been a recipe for failure in the schools. The study showed that the schools’ principals often worked in poorly well-found schools and with teachers who were not sufficiently trained in-serviced. Lack of management training had left the schools in darkness on how to overcome daily challenges posed by their surrounding environment, and organizational strategy was influenced by their school culture that was set in the school.

The study revealed that strategic plans sprung from an assessment of the school’s situation, and the schools had the ability to stick to their long-term strategy, and had resources to unlock short-term revenue growth. Alignment of their executive style and strategy was crucial for the schools in pursuing change and innovation, while opportunistic planning had allowed the schools to be flexible and open in terms of making changes to their strategic planning processes. The study showed that, the schools’ organizational structure specified the accomplishment of given tasks, while their organizational controls provided alignment to these tasks according to their strategic intent. The schools encouraged participative strategic planning which had increased personal understanding about the schools’ strategy and strategic goals.
5.3 Discussions

5.3.1 Significance of Strategic Management and Strategic Implementation

The schools use strategic management to achieve and maintain their competitive advantage. This has also been established by Bigler and Williams (2013) who state that, strategic management is a continuous process of strategic analysis used by organizations with the purpose to achieve and maintain a competitive advantage. The schools have formal planning systems that contribute to the development of strategies within the school. This agrees with Koliadis, Ghose and Padmanabhuni (2008) who observe that, most organizations do have formal planning systems and find that they contribute usefully to the development of the strategy of their organization.

The schools use strategic planning to respond to changing demographics while staying within the funding box. This coincides with Kaufman and Herman (1991) who state that, school districts of all sizes use strategic planning to achieve the broad goals of improving student outcomes and responding to changing demographics while staying within the funding box they are given. The school community has embraced the idea that strategic planning is best accomplished with the inclusion of our surrounding community. This has been confirmed by Inkson et al. (2012) who state that, the education and community development sectors have embraced the idea that strategic planning is best accomplished with the inclusion of community.

Strategic planning is often done as a pre-event and is based on previous experience and expertise. This was also observed by Reh (2017) who states that, strategic planning often is done pre-event, based on previous experience and expertise. Strategic plans facilitate the schools’ ability to obtain funds to run their operations and focus their business efforts on shareholder value. This has been confirmed by Mauboussin and Rappaport (2016) who note that, other purposes for planning include obtaining funds to run the operation, as in business plans, focusing business efforts and resources to maximize shareholder value.
The schools’ operational plans help them to effectively perform their basic activities in order to achieve their tactical objectives. This agrees with Surbhi (2015) who states that, operational plans are made to effectively perform the basic activities of the business in order to achieve tactical objectives. Strategic planning can only take place if it can be made to work and put into effect by members of the school. This was confirmed by Cater and Pucko (2010), who state that, strategic change does not take place simply because it is considered to be desirable, but it takes place if it can be made to work and put into effect by members of the organization.

Strategic managers always ensure that new strategies are implemented effectively and efficiently. This agrees with Bhasin (2016) who notes that, formulating the appropriate strategy is not enough, thus strategic managers must ensure that the new strategies are implemented effectively and efficiently. The schools’ implementation process involves a deliberate plan of creating a variety of fits that brings the schools’ conduct of internal operations into good alignment with set strategies. This concurs with Rigby and Bilodeau (2015) who state that, the administrative tasks of implementing and executing the strategy involves a process of moving incrementally and deliberately to create a variety of fits that bring an organizations conduct of its internal operations into good alignment with strategy.

The schools’ project teams are responsive to the changing business requirements and have strong communication, analytical and problem-solving skills. This is confirmed by Gammie (2015) who observed that, the project team must be responsive to the changing business requirements and have strong communication, analytical and problem-solving skills. The schools’ principal openly show a clear commitment to the implementation of the school’s strategic plan. This confirms Worley and Doolen (2015) sentiments that, as the Chief Executive Officer (CEO) of the institution he/she must openly show a clear commitment to the implementation of the school strategic plan.
Critical Issues in Implementation of Strategic Plans by Secondary Schools

Lack of resources is a significant factor that affects the implementation of strategic plans in the schools, and that, the schools operate with inadequate resources due to poor funding. This was confirmed by TESSA (2014) who observed that, lack of resources is a factor that could affect the implementation of strategic plans, and that, most secondary schools in Sub-Saharan Africa (SSA) operate with inadequate resources due to poor funding.

The success of the schools’ strategic plans lies in the level of participation of all stakeholders who are charged with the responsibility of implementing. This was also confirmed by Majeed (2017) who stated that, the success of any strategic plan lies in the level of participation of all those who will be charged with the responsibility of implementing it. Misplacement of priorities and lack of understanding of the strategy by our leaders has not been a recipe for failure in our school. This was also confirmed by Kraft (2013) who observed that, the misplacement of priorities and lack of understanding of the strategy has been a recipe for failure in most organizations.

The school principals often work in poorly well-found school and with teachers who are not sufficiently in-serviced. This concurs with observations made by Magak and Ochieng (2013) that, school principal’s often-work in poorly well-found schools and with teachers who are not sufficiently in-serviced. Lack of management training has left the schools in darkness on how to overcome daily challenges posed by their surrounding environment. This concurs with Northouse (2012) who observed that, teachers and their managers do not attend any management course, and this leaves them in darkness on how to overcome daily challenges posed by the surrounding environment.

The schools’ organizational strategy is influenced by the schools’ culture that is set in the school. This agrees with Kuratko, Covin and Hornsby (2014) who state that, organizational culture and strategy are linked because organizational strategy can be devised by studying the organizational culture in place. In other words, organizational strategy is influenced by the culture set in the organization.
Lack of compatibility between strategy and the school culture has led to high resistance to change which frustrates strategy implementation. This was confirmed by Ejim (2017) who observed that, lack of compatibility between strategy and culture can lead to high organizational resistance to change and demonization which can in turn frustrate the strategy implementation.

Lack of communication has been the root of failure in the schools’ strategic policy implementation. This was confirmed by Jiang (2010) who observed that, misunderstanding and lack of communication is at the root of failures in corporate strategic policy implementation. The schools’ strategy is clearly understood by the staff as it is communicated to all those that are involved in the implementation stage. This agrees with Cater and Pucko (2010) who note that, for strategy, to be clearly understood by the staff it should be communicated to all those that will be involved in the implementation of the strategy.
5.3.3 Ways in Which Problems of Implementation Can Be Solved

Strategic plans spring from an assessment of the school’s situation. This concurs with Beckham (2016) who notes that, every strategic plan should spring from an assessment of the organization’s situation, and that a situation assessment concerns itself not only with the external environment but with the organization’s internal environment as well. The schools have the ability to stick to its long-term strategy, and have resources to unlock short-term revenue growth. This is confirmed by Isenberg (2014) who states that, strategic opportunism is the ability to remain focused on long-term objectives while staying flexible enough to solve day-to-day problems and recognize new opportunities, meaning the ability to stick to long-term strategy/vision, but have resources to unlock short-term revenue growth.

Alignment of the schools’ executive style and strategy is crucial for the schools in pursuing change and innovation. This was confirmed by Hakonsson et al. (2012) who examined how and when executive style affects strategy implementation, and his findings demonstrated that the alignment of executive style and strategy is especially crucial for SMEs pursuing change and innovation. Opportunistic planning has allowed the schools to be flexible and open in terms of making changes to their strategic planning processes. This agrees with Kadefors and Badenfelt (2009) who state that, opportunistic planning allows organizations to be flexible and open to making changes to the strategic planning process, if it becomes necessary in the face of unexpected events and changes in the initial assumptions.

The schools’ organizational structure specifies the accomplishment of given tasks while their organizational control provides alignment to these tasks according to their strategic intent. This concurs with Hitt et al. (2013) who note that, organizational structure specifies the accomplishment of given tasks whereas organizational control provide alignment to these tasks according to the strategic intent and also suggests improvements in performance when it falls below expectations.

The schools encourage participative strategic planning which has increased personal understanding about the school’s strategy and strategic goals. This was confirmed by Kohtamaki et al. (2012) who state that, participative strategic planning increases personal
understanding about company’s strategy and strategic goals and help in implementing the strategy efficiently.

The schools have an open and collaborative dialog which helps their strategic management effort. This concurs with Duverge (2015) who states that, an open and collaborative dialog helps the strategic management effort in many ways. The school’s open and cooperative dialog enables the school’s strategic management process to foster strategic thinking among key operating managers. This was confirmed by Giannopoulos et al. (2013) who states that, an open and cooperative dialog also enables the strategic management process to foster strategic thinking among key operating managers.

The schools’ leaders are active and supportive, thus building managerial support for the planning process which results in greater support for implementation of our school plan. This concurs with Newhall (2015) who states that, an active and supportive leader builds managerial support for the planning process which results in greater support for implementation of the plan. The school leaders make strategic planning a priority, and it follows then that our school also makes strategic planning a priority. This was confirmed by Van Niekerk et al. (2015) who state that, if the leader makes strategic planning a priority, it follows then that the organization is more likely to make strategic planning a priority.

5.4 Conclusions

5.4.1 Significance of Strategic Management and Strategic Implementation

The study concludes that Laikipian schools used strategic management to achieve and maintain their competitive advantage, and they also had formal planning systems that contributed to the development of strategies. These schools used strategic planning to respond to changing demographics while staying within their funding boxes, and the school communities had embraced the idea that strategic planning was best accomplished with the inclusion of their surrounding community. The study concludes that, strategic planning was often done as a pre-event and was based on previous experience and expertise, since these strategic plans facilitated the schools’ ability to obtain funds to run their operations while focusing on their business’ efforts on shareholder value. The schools’ operational plans
helped them to effectively perform their basic activities in order to achieve their tactical objectives, and strategic planning only took place if it was made to work and put into effect by members of the schools. The study concludes that strategic managers in these schools always ensured that their new strategies were implemented effectively and efficiently, and the implementation processes involved deliberate plans of creating a variety of fits that brought the schools’ conduct of internal operations into good alignment with set strategies.

5.4.2 Critical Issues in Implementation of Strategic Plans by Secondary Schools

The study concludes that lack of resources was a significant factor that affected the implementation of strategic plans in Laikipian schools since they operated with inadequate resources due to poor funding. The success of strategic plans in these schools was based on the level of participation of all stakeholders who were charged with the responsibility of implementation, and misplacement of priorities and lack of understanding of the strategy by leaders had not been a recipe for failure in the schools. The study concludes that the schools’ principals often worked in poorly well-found schools and with teachers who were not sufficiently trained in-serviced. Lack of management training had left the schools in darkness on how to overcome daily challenges posed by their surrounding environment, and organizational strategy was influenced by their school culture that was set in the school. The study concludes that, lack of compatibility between strategy and the school culture has led to high resistance to change which frustrated strategy implementation, and lack of communication had also been the root of failure in the school’s strategic policy implementation.

5.4.3 Ways in Which Problems of Implementation Can Be Solved

The study concludes that strategic plans sprung from an assessment of the school’s situation, and the schools had the ability to stick to their long-term strategy, and had resources to unlock short-term revenue growth. Alignment of their executive style and strategy was crucial for the schools in pursuing change and innovation, while opportunistic planning had allowed the schools to be flexible and open in terms of making changes to their strategic planning processes. The study concludes that, the schools’ organizational structure specified the accomplishment of given tasks, while their organizational controls provided alignment to
these tasks according to their strategic intent. The schools encouraged participative strategic planning which had increased personal understanding about the schools’ strategy and strategic goals. The schools had an open and collaborative dialog which helped their strategic management effort, and also fostered strategic thinking among key operating managers. The study concludes that the schools’ leaders were active and supportive, thus building managerial support for the planning process which resulted in greater support for implementation of the schools’ plan, and they made strategic planning a priority, and it followed then that the schools also made strategic planning a priority.

5.5 Recommendations

5.5.1 Recommendations for Improvement

5.5.1.1 Significance of Strategic Management and Strategic Implementation
The study recommends the governors of Laikipian secondary schools to ensure that the choices they make with regards to strategic plans in the school are balanced in terms of decision-making, as well as, tradeoffs across the education system and through a consensus building process. This will make their plans inclusive, and thus facilitate implementation.

5.5.1.2 Critical Issues in Implementation of Strategic Plans by Secondary Schools
The study recommends the governors of Laikipian secondary schools to ensure that there is compatibility between strategy and the school culture in order to minimize resistance to change from employees and the surrounding community which may frustrate strategy implementation.

5.5.1.3 Ways in Which Problems of Implementation Can Be Solved
The study recommends the school governors to improve organizational corporation and communication which is the root of failure in the school’s strategic policy implementation, since employees will be aware of the schools’ strategy and thus work towards implementation, since they will feel like they own the process.
5.5.2 Recommendations for Further Studies

This study forms a great foundation on the challenges that are faced by secondary schools in Laikipia County in terms of implementing school strategic plans. The study however did not focus on the role of leadership or resources, and how they influence implementation, and thus, further research needs to be conducted in the specified areas on Laikipian schools for a wide-range analysis of strategic plan and implementation challenges.
REFERENCES


Dear Respondent,

RE: REQUEST FOR RESEARCH DATA.

I am a Master of Business Administration (MBA) student at the United States International University. I am required to submit as part of my course work assessment, a research proposal report on challenges in implementation of school strategic plans by secondary schools in Laikipia County in Kenya. I am kindly requesting you to assist me in this study by filling the attached questionnaire honestly and to the best of your ability as it applies to your institution. Please be assured that the information you provide will be used solely for academic purposes and all responses will remain confidential.

Kanja Dennis
Student Researcher
APPENDIX II: QUESTIONNAIRE

Section I: General Information

1. (a) Name of the school (Optional)

______________________________________________________________________

(b) What is the nature of your school?

Public ( ) Private ( )

(c) What position do you hold in school?

Principal ( ) Deputy Principal ( ) Head of Department ( )
Other ( )

2. How long have you worked in the school?

1 - 5 Years ( ) 6 - 10 Years ( ) 11 - 15 Years ( )
16 - 20 Years ( ) 21 Years and Above ( )

3. Highest level of education

O-level / A-level ( )
Diploma ( )
Degree ( )
Masters ( )
Any Other ( ) Specify ____________________________

4. Does your school have school strategic plans?

Yes ( ) No ( )

5. If yes who are involved in the formulation and implementation of the school strategic plan:
   i. Formulation ________________________________
   ii. Implementation ________________________________
Section II: Significance of Strategic Management and strategic Implementation

6. (a) To what extent does the significance of strategic management matter in your school? Rate on a 5 – point scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

<table>
<thead>
<tr>
<th>Significance of Strategic Management</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school uses strategic management to achieve and maintain its competitive advantage</td>
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<tr>
<td>Our school has formal planning systems that contribute to the development of strategies within the school</td>
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<tr>
<td>Our school uses strategic planning to respond to changing demographics while staying within the funding box that we are given</td>
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<td>Our school community has embraced the idea that strategic planning is best accomplished with the inclusion of our surrounding community</td>
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<td>Our strategic planning is often done as a pre-event and is based on previous experience and expertise</td>
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<td>Our strategic plans facilitate our ability to obtain funds to run our operations and focus our business efforts on shareholder value</td>
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<td>Our operational plans help us to effectively perform our basic activities in order to achieve our tactical objectives</td>
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<td>Our strategic managers always ensure that our new strategies are implemented effectively and efficiently</td>
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<td>Our implementation process involves a deliberate plan of creating a variety of fits that brings our school’s conduct of internal operations into good alignment with set strategies</td>
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<td>Our project teams are responsive to the changing business</td>
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requirements and have strong communication, analytical and problem-solving skills

Our school principal openly shows a clear commitment to the implementation of the school’s strategic plan

(b) Is there any other significance of strategic management and implementation that matters in your school? Kindly indicate.

___________________________________________________________________________

___________________________________________________________________________

Section III: Critical Issues in Implementation of Strategic Plans by Secondary Schools

7. (a) To what extent does the following critical issues in implementation of strategic plans by secondary schools affect your school? Rate on a 5 – point scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

<table>
<thead>
<tr>
<th>Critical Issues in Implementation of Strategic Plans</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Lack of resources is a significant factor that affects the implementation of strategic plans in our school</td>
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<tr>
<td>Our school operates with inadequate resources due to poor funding</td>
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<td>The success of our strategic plans lies in the level of participation of all stakeholders who are charged with the responsibility of implementing it</td>
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<td>Misplacement of priorities and lack of understanding of the strategy by our leaders has not been a recipe for failure in our school</td>
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<td>As the school principal, I often-work in poorly well-found school and with teachers who are not sufficiently in-serviced</td>
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<td>Lack of management training has left our school in darkness on how to overcome daily challenges posed by our surrounding environment</td>
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<tr>
<td>Our organizational strategy is influenced by our school culture that</td>
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</table>
Lack of compatibility between strategy and the school culture has led to high resistance to change which frustrates strategy implementation.

Lack of communication has been the root of failure in our school’s strategic policy implementation.

Our school strategy is clearly understood by the staff as it is communicated to all those that are involved in the implementation stage.

(b) Is there any other critical issues in implementation of strategic plans by secondary schools affecting your school? Kindly indicate.

___________________________________________________________________________
___________________________________________________________________________

Section IV: Ways in Which Problems of Implementation Can Be Solved

8. (a) To what extent does the following ways of improving strategy implementation affect your school? Rate on a 5 – point scale, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

<table>
<thead>
<tr>
<th>Ways in Which Problems of Implementation can Be Solved</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Our strategic plans spring from an assessment of the school’s situation</td>
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<tr>
<td>Our school has the ability to stick to its long-term strategy, and have resources to unlock short-term revenue growth</td>
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<tr>
<td>Alignment of our executive style and strategy is crucial for our school in pursuing change and innovation</td>
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<tr>
<td>Opportunistic planning has allowed our school to be flexible and open in terms of making changes to our strategic planning processes</td>
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</tbody>
</table>
Our organizational structure specifies the accomplishment of given tasks while our organizational control provides alignment to these tasks according to our strategic intent.

Our organization encourages participative strategic planning which has increased personal understanding about the school’s strategy and strategic goals.

Our school has an open and collaborative dialog which helps our strategic management effort.

Our school’s open and cooperative dialog enables the school’s strategic management process to foster strategic thinking among key operating managers.

Our school leaders are active and supportive, thus building managerial support for the planning process which results in greater support for implementation of our school plan.

Our school leaders make strategic planning a priority, and it follows then that our school also makes strategic planning a priority.

(b) Is there any other ways of improving strategy implementation affecting your school? Kindly indicate.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Thank You for Your Participation
APPENDIX III: LIST OF SCHOOLS IN LAIKIPIA COUNTY

30514104  St Jude Nturukuma Secondary School – Girls
30514106  Loise Nanyuki Girls’ Sec School – Girls
30543101  Doldol Secondary School – Boys
30543102  St Francis Girls Secondary School – Girls
30544101  G.G Rumuruti Secondary School – Boys
30555101  Tigithi Secondary School – Boys
30555201  St Augustine Sirima Secondary School – Mixed
30555301  Ngobit Secondary School – Boys
30555303  Ngobit Girls Secondary School – Girls
30556101  Gatero Girls High School – Girls
30556201  Mwenje Mixed Secondary School – Mixed
30514103  Thingithu Secondary School – Mixed
30514107  Endana Secondary School – Mixed
30514109  Nanyuki Garrison Secondary – Mixed
30514110  Nkando Secondary School – Mixed
30514111  PCEA Nanyuki Girls Secondary School – Girls
30514112  Naibor Secondary School – Mixed
30514201  Muramati Secondary School – Mixed
30514202  Ngenia Secondary School – Mixed
30514203  Kalalu Secondary School – Mixed
30514204  Bingwa Secondary School – Mixed
30514205  Nyariginu Secondary School – Mixed
30514206  Miamoja Secondary School – Mixed
30514207  Daiga Mixed Secondary School – Mixed
30514208  Ndemu Secondary School – Mixed
30514209  Kalalu Girls Secondary School – Girls
30543103  Ilpolei Mixed Day Sec – Mixed
30543104  Kimanjo Mixed Secondary School – Mixed
30544103  Aiyam Secondary School – Mixed
<table>
<thead>
<tr>
<th>School Code</th>
<th>School Name</th>
<th>Type</th>
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<tbody>
<tr>
<td>30544104</td>
<td>Mutara Secondary School</td>
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<tr>
<td>30544108</td>
<td>Olarinyiro Secondary School</td>
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<tr>
<td>30544109</td>
<td>Rumuruti Day Secondary School</td>
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<tr>
<td>30544110</td>
<td>Thome Secondary School</td>
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<tr>
<td>30544201</td>
<td>Ngumo Boys Secondary School</td>
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<tr>
<td>30544202</td>
<td>Muhotetu Girls Secondary School</td>
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<tr>
<td>30544203</td>
<td>Kangumo Day School</td>
<td>Mixed</td>
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<tr>
<td>30544204</td>
<td>Chereta Secondary School</td>
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<tr>
<td>30544205</td>
<td>Kite Secondary School</td>
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<td>30544206</td>
<td>Gatundia Secondary School</td>
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<td>30544207</td>
<td>Majani Secondary School</td>
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<td>30544208</td>
<td>Kiriti Day Mixed Secondary School</td>
<td>Mixed</td>
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<td>30544209</td>
<td>Tetu Day Secondary School</td>
<td>Mixed</td>
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<td>30544210</td>
<td>Karaba Secondary School</td>
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<td>Kio Secondary School</td>
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<td>Ndurumo Day Secondary School</td>
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<td>30544401</td>
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<td>30544402</td>
<td>Mithuri Secondary School</td>
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<td>30555102</td>
<td>Inoro Secondary School</td>
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<tr>
<td>30555103</td>
<td>Male Secondary School</td>
<td>Girls</td>
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<tr>
<td>30555104</td>
<td>Sweetwaters Secondary School</td>
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<tr>
<td>30555105</td>
<td>Laikipia Airbase Secondary School</td>
<td>Mixed</td>
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<tr>
<td>30555106</td>
<td>Thome Boys Sec School</td>
<td>Boys</td>
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<tr>
<td>30555202</td>
<td>Tharua Secondary School</td>
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<td>30555203</td>
<td>Oltaffeta Secondary School</td>
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<td>30555205</td>
<td>Withare Day Secondary School</td>
<td>Mixed</td>
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<tr>
<td>30555206</td>
<td>Muhonia Secondary School</td>
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Wiyumiririe Secondary School – Mixed
Mwituria Secondary School – Mixed
Mathenya Secondary School – Mixed
Kariguini Day Secondary School – Mixed
Marmanet Secondary School – Mixed
Salama Secondary School – Mixed
Muruku Secondary School – Mixed
Thiru Secondary School – Mixed
Mung’etho Secondary School – Mixed
Pesi Day Secondary School – Mixed
Gatero Mixed Day Secondary School – Mixed
Muthengera Mixed Day Secondary – Mixed
Kundarilla Mixed Day Sec – Mixed
Brethren Day Secondary School – Mixed
Ol ng’arua Secondary School – Mixed
Njorua High School – Mixed
Umoja Day Secondary School – Mixed
Nyakinyua Secondary School – Mixed
Karandi Secondary School – Mixed
Tandare Mixed Day Secondary School – Mixed
Ndindika Secondary School – Mixed
G.G. Kinamba Mixed Day Secondary School – Mixed
Naigera Secondary School – Mixed
Matuiku Secondary School – Mixed
Thigio Mixed Day Sec – Mixed
Milimani Secondary School – Mixed
Ndururi Secondary School – Mixed
Igwamiti Secondary School – Mixed
Nyahururu Munyaka Day Secondary School – Mixed
Shamanei Secondary School – Mixed
Bishop Louis Piaro Ngare Naro Secondary School – Mixed
30556321  Kiandege Secondary School – Mixed
30951401  Laikipia Private – Mixed