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**DETERMINANTS OF STRATEGIC PLAN
IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN
KATULANI SUB-COUNTY, KITUI COUNTY**

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Strategy

DETERMINANTS OF STRATEGIC PLAN IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN KATULANI SUB-COUNTY, KITUI COUNTY

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Abstract

Purpose: This study sought to find out determinants of implementation of strategic plans in public secondary schools in Katulani sub-county, Kitui County. The focus was on resource allocation, government involvement, communication and motivation of employees in relation to implementation of strategic plans in public secondary schools in Katulani sub-county. The study was guided by four objectives based on the said determinants. This study was guided by four theories which include; resource-based theory, stakeholders' theory, hierarchy of needs theory and contingency theory.

Methodology: The study employed descriptive survey design to investigate the determinants that influence implementation of strategic plan. The research involved 105 respondents. Data was collected through questionnaires. The data collected was analyzed using qualitative and quantitative techniques with the help of Statistical Packages for Social Sciences (SPSS 16.0 version). The data was presented by use of percentages, bar graphs, pie charts and frequency distribution tables. Qualitative data was analyzed through content analysis and in the course of the research, ethical consideration was observed.

Findings: The findings of the study indicated that resource allocation, government involvement, communication and motivation of employees among other factors play a very important role in the implementation of strategic plans in public secondary schools in Katulani sub-county. Therefore, the study concluded that more efforts are required to improve on resource allocation, government involvement, communication and motivation of employees in relation to implementation of strategic plans in public secondary schools in Katulani sub-county.

Unique contribution to theory, practice and policy: The study recommended the following:-the leadership or administration of public secondary schools should consider possible ways of ensuring optimum allocation of the resource available as well enhancing effective communication and motivation of employees. These should be considered in the formulation of strategic plans for best achievement of institutional goals and objectives. The study recommends use of the three theories used because they are still relevant hence applicable in similar studies in the future. The foundation provided by the three theories guided in the extraction of the concepts tested in this study. The study recommends further assessment of the influence of parental involvement and local political leaders on strategic plan implementation in public secondary schools. Other areas for further research include assessing the impact of strategic planning in public secondary schools in terms of performance at the Kenya Certificate of Secondary Education.

Keywords: *Determinants, Implementation, Strategic Plans, Public Secondary Schools*

INTRODUCTION

Strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it? (Armstrong, 2006). Anyangi (2013) defines strategic planning as a process that is designed to move an educational organization through the steps of understanding changes in the external environment, assessing the internal strengths and weakness of the organization, developing a vision of the desired future for the organization and in some ways to achieve that mission, developing specific plans to get the organization from where it is to where it wants to be , implementing this plans and monitoring that implementation so that necessary changes or modifications can be made. To deliver the best results, strategic planning requires BOM's to use effective information gathering, development, and exploration of strategic alternative, and an emphasis on future implication of present decisions. The foregoing authors (Bryson 2011 & Romney 1996) consent that strategic planning involves a process of charting the way of the future in consideration of the present and the means to get to the desired future.

Global Perspective of Strategic Plan Implementation in schools

Strategic management analyses the major initiatives taken by an organization's top management on behalf of owners involving resources and performance in external environment. It entails specifying the organization mission, vision and objectives as well as developing policies and plans which are aligned to achieve these objectives. Parents and teachers had a right to enjoy representation of the school governing bodies. In South Africa a strategy has been developed by the executive committee of St. Benedict's Catholic School to provide a disciplined approach to the management and development over the five years' period stretching from 2013 to 2017 (Armstrong, 2018).

Today the schools operate as a Catholic school for boys of all Faiths and are owned by St. Benedict's trust and are administered by a Board of governors. The school has developed a strategic plan which has strategic imperatives to be achieved within the period between 2013 and 2017 and this includes education for citizenship, capacity enhancement, transformation and diversity in various Nations and regions in the world including Spain, Vineland and certain provinces of Canada. In Muslim countries such as Pakistan, religious and denomination influences control the school administration and planning, (Alghamdi, 2015).

Strategic Plan Implementation in Public Secondary Schools

The Kenya ministry of Education (MOE) is responsible for providing an appropriate regulatory framework, developing policies and guidelines, providing educational support services, mobilizing resources for education sector inputs and co-coordinating human capital development through education and training (Republic of Kenya, 2005). The Kenya Education sector has since the year 2003 embarked on plans to institute reforms at all levels. The MOE circular MOE/PLAN POLICY/NO. 12/04/2003, instructed all secondary schools to develop strategic plans and submit copies to the permanent secretary. In view of that, the Kenya's MOE demanded that adequate and deliberate planning should be made to ensure continuous and phased improvement and provision of all resources that contribute to effective and efficient performance and development (Republic of Kenya, 2005).

Although emphasis has been clearly placed on the need for strategic plans in developed countries, little emphasis has been placed on strategic planning in developing countries including Kenyan Educational institutions. Hence, there was need to carry out a study on the determinants of strategic plan implementation in public secondary schools and make appropriate recommendations on the future use of these important management tools

whereby Kenya had come up with measures that would help in ensuring SSP's are implemented (Kilonzi, 2014).

Public Secondary Schools in Kitui County

Under the current system, students attend secondary school for four years before sitting for the school leaving examination at the end of the fourth year. The first class of secondary school is known as Form I and the final class is Form 4. At the end of fourth year, students sit for the Kenya certificate of secondary Education examination (K.C.S.E). The students who excel in the K.C.S.E are admitted to the public Universities and colleges (Eshiwani, 1993). Secondary schools have many stakeholders who must be involved in the strategic planning process. These stakeholders include administrators, Board of Management (BOM), Parents Association (PA), Teachers, support staff and students.

Parents in Kenyan secondary schools play a role of financing boarding requirements of the school and other developmental projects. Parents are also involved in school financial management through PTA committee, (Anyieni, 2015). Azeem (2010), school governance generally becomes weak due to poor parental involvement in school financial management and key decision making areas. Raps (2009) argued that school governors give an enormous amount to the education system in England, yet their contribution is largely hidden from public view. However, in a number of cases evidence suggests that their roles occasionally overlap resulting in tensions and conflicts (World Bank, 2008). The Institutions also needed to account for the interests of students, parents, government genuine benefactors Alumni, the community and accredited agencies, (Kilonzi, 2014).

Statement of the Problem

In Katulani sub-county, there are schools which are yet to successfully implement the strategic planning idea. However, many of the schools in Katulani sub-county have unique challenges such as environmental hardships which affect strategic plans implementation. The MOE in an effort to ensure quality output in education made it compulsory for all public secondary schools to prepare five-year strategic plans and was optional to private schools. A survey by Ngware *et.al* (2016) showed that over 60% of schools in the country do not have strategic plans. In the year 2006-2007 the MOE organized workshops for BOM Chairperson, PA Chairpersons, Principals, Education officials and secretaries of various religious organizations to sensitize on strategic plans, whereby most of the schools rolled out their first strategic plans in the year 2008 for the period between 2009 and 2012 (MOE, 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. (Anyieni, 2015). Various studies have been done on the challenges facing organizations in implementing strategic plans. According to Heracleous (2016), strategic planning deal largely with the processes involved in arriving at the strategic plan. Limited attention has been given to actions taken to implement plans, favoring instead the thought processes involved in developing thorough strategic plans.

Purpose of the study

Based on the above statement of the problem, this study aimed at establishing the determinants of implementing strategic plans in public secondary schools which include resource allocation, government involvement, communication among stakeholders and motivation of employees in public secondary schools in Katulani sub-county, Kitui County which have not been studied. The findings of the study would inform the public and interested stakeholders on how each of the above variables influenced the implementation of

strategic plans in public secondary schools.

Research Objectives

The specific objectives of the study were:

1. To assess the effect of resource allocation on strategic plan implementation in public secondary schools in Katulani sub-county.
2. To determine the influence of government involvement on implementation of strategic plans in public secondary schools in Katulani sub-county.
3. To assess the effects of communication on strategic plan implementation in public secondary schools in Katulani sub-county.
4. To determine the effect of motivation of employees on strategic plan implementation in public secondary schools in Katulani sub-county.

Theoretical Framework

The study was based on competing theories which had been proposed to try and understand strategic plan implementation in public secondary schools in terms of multiple theoretical perspectives. Theoretical foundation of the study included Resource Based Theory, Stakeholders Theory, Hierarchy of Needs Theory and Contingency Theory.

a) Resource Based Theory

This theory was formulated by Barney (1995). According to Barney, resources include any specific physical assets a firm owns as well as the knowledge held by its employees. Barney uses the strategic factor market, a conceptual tool, to illustrate that firm name gives different options and different values for investments rather than simply evaluation of environment, opportunities and threats in conducting business (Barney, 1995). While this prediction is intuitively true, researchers will never be able to separate luck from managerial skills in a large-scale empirical study, even if it is possible to evaluate resource-based view theory, research must begin to specify when certain kinds of resource will be valuable and when resources will provide competitive advantage. The theory relates to this study in that resource allocation may influence strategic plan implementation by giving a school competitive advantage over another school that lack adequate resource allocation.

b) Stakeholders Theory

This theory was formulated by Edward Freeman (1984). It is a theory of organizational management and business ethics that addresses moral and value in managing an organization. It was originally detailed by Edward freeman in the book Strategic Management. The stakeholder theory argues that there are other parties involved; including government bodies, political groups, trade association, trade unions, communities, financial institutions, suppliers, employees, and customers. Sometimes even competitors are counted as stakeholders.

This theory informs this study in that the government of Kenya is the main stakeholder in the Public schools. It does more than half of the total contribution in terms of financial support through Free Day Secondary Education Fund, Human resource in terms of employment of teachers and in curriculum development and implementation, just to mention some of its roles in public secondary schools. As a stakeholder the government has great influence in the way public schools are run and in the implementation of each school's strategic plan. It controls use of resources through schools' auditors and gives term dates which must be adhered to

and therefore government involvement may determine SPI which this study confirms.

c) Hierarchy of Needs Theory

One of the most widely accepted theories of human motivation is Abraham Maslow's (1954) hierarchy of Needs Theory which classifies needs according to a pyramidal hierarchy, consisting of five levels; physiological, safety, social, self-esteem and self-actualization. In essence, Maslow's hierarchy of needs indicates that there is some relation between motivation and need satisfaction. A need that has been satisfied is no longer a motivator. A need that has not been satisfied motivates but even then, the need must be an immediate and pressing one. Maslow has set up a hierarchy of five levels of basic needs.

Beyond these needs higher level of needs exist. These include needs for understanding, aesthetical appreciation and purely spiritual needs, (Mumo 2010). In the levels of the five basic needs the person does not feel the second need until the demands of the first have been satisfied and neither the third until the second has been satisfied and so on. This hierarchy of needs theory is applicable in this study. It will help school managements know how to motivate their employees to enhance performance in the schools. The study assumes that motivation of employees enhance implementation of strategic plans in schools. This will be determined if it is the case in Katulani sub-county, Kitui County.

d) Contingency Theory

Fiedler (1964) proposed the Contingency Theory of Leadership. This theory emphasizes on the idea that there is no one or single best way or approach to manage organizations. Organizations should then develop management strategy based on the situation and condition they are experiencing. The most profitable firm's environment according to Lester and Parnel (2007) maintains that the leader must adjust his/her style of leadership according to the capabilities of the employee. Luthians (1973) suggested contingency theory could be the unifying management theory. A contingent leader effectively applies their wrong style of leadership to the right situation. This theory is applicable to this study in that administrators should consider adjusting accordingly when curriculum and government policies change. This is because the government of Kenya has a critical role to play in strategy formulation and implementation. It is the government that formulates the school curriculum and the broader education policy, therefore the Board of Management and the teachers must learn to cope with the government policies as delocalization policy, ban on extra levies and 100% transition among others.

Literature Review

The study came across very few studies on strategic plan implementations in Kenyan secondary schools. Ngware et al. (2006) conducted a study on total quality management in secondary schools in Kenya, but strategic plan implementation has not been given attention, especially on these specific objectives resource allocation, government involvement, communication and motivation of employees specifically in public secondary schools at Katulani sub-county, Kitui County. There was a research gap related to the study to address these independent variables in relationship to dependent variable in implementing strategic plan in public secondary schools.

School strategic plans attempt to promote school development in the following ways: by assessing the current state of the school strategic plan and providing information about it; by increasing the overall rate of development and by carrying out special types of programs

designed to break bottlenecks in the planning process. Collins and Nicols (2007) looking at the school strategic planning said that, the worst thing was spending all the time to develop the strategic plan and then ignoring it or finding it unworkable. Lawrence (2001) adds that very few countries have committed themselves to the discipline necessary for implementing and integrating school development programs. It was in the view of these that the researcher endeavored to investigate the determinants of strategic plans implementation in public secondary school in Katulani sub-county, Kitui County.

METHODOLOGY

The study adopted descriptive survey research design. The target population was 21 public secondary schools in Katulani sub-county, Kitui County which consisted of 21 BOM chairpersons, 21 principals, and 210 heads of departments, totaling to 252 respondents which formed the target population (MOE, 2019). In this study 100% included BOM, chairpersons and principals for 21 public secondary schools while 30% represented heads of department. The study utilized a questionnaire to collect data. The questionnaire contained both structured and unstructured questions. Before the actual data was collected, the researcher conducted a pilot study in two schools at Yatta Sub County in Machakos County.

The piloting program aimed at determining the validity and reliability of the research instrument. To ensure validity of instruments in this study pilot study was conducted at Yatta sub-county in Machakos County. The study utilized a questionnaire to collect data. The study done by Richard (2014), a questionnaire is a number of questions printed or typed in a definite order on a form or a set of forms. The data collected was coded and entered into a spread sheet and were analyzed using quantitative techniques so as to gather as much information as possible regarding strategic plan implementation. The data was then presented using tables and charts.

Descriptive statistics specifically measure of central tendency (percentage and frequencies) was analyzed using the aid of Statistical Package for Social Science (SPSS 16.0 version). The study applied single linear regression presented as;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + E, \text{ where:}$$

Y = Dependent variable (strategic plan implementation).

X₁ = resource allocation

X₂ = Government involvement

X₃ = Communication

X₄ = Motivation

E = Error

In this study the researcher followed all the ethical norms and standards of a research by getting permission from the Ministry of Education through the CDE to collect data in Kitui County then sought consent from the respondents. During data collection, correct data was used and total confidentiality was maintained throughout the research.

RESULTS

Response rate

Questionnaire return rate represents the proportion of the sample that participated in the survey and returned their questionnaires as intended by the researcher. The response rate for

this study was 100 respondents which was 95.2 per cent of the sample size. This was sufficient for analysis since a response rate of 70 per cent was considered good for analysis (Mugenda and Mugenda, 2003). The response rate is presented in Table 1.

Table 1: Response rate

Response	Frequency	Response Rate
Returned Questionnaires	100	95.2%
Unreturned Questionnaires	5	4.8%
Total	105	100.00

Correlation analysis

Correlation analysis was done by use of Pearson correlation coefficient. The Pearson correlation, which ranges from negative one to positive one inclusive ($-1 \leq r \leq +1$) was used. Using the correlation, -1 means there is perfect negative correlation implying that as one variable increases the other perfectly decreases and +1 shows perfect positive correlation meaning that as one variable increases the other perfectly increases. Using Pearson correlation coefficient (r) and p-value analysis, a correlation is considered significant when the probability value is below 0.05 ($p\text{-value} \leq 0.05$). The correlation coefficient for resource allocation, Government involvement, communication and motivation are 0.851, 0.784, 0.812 and 0.822 respectively. This shows that there is a positive relationship between the independent variables (resource allocation, Government involvement, communication and motivation) and dependent variable (implementation of strategic plan).

Multiple Regression Analysis

The researcher further sought to establish the contribution of each of the independent variables; (resource allocation, Government involvement, communication and motivation) to the dependent variable (implementation of strategic plan). The model summary shows that the adjusted R squared was 0.626 which implies that 62.6% of the variations in the implementation of strategic plan are explained by the independent variables (resource allocation, Government involvement, communication and motivation). The remaining variations are caused by other factors not related to the study.

Table 2: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 ^a	.642	.626	.15066

Predictors: (Constant), (resource allocation, Government involvement, communication and motivation).

The model coefficients were presented in Table 3 below

Table 3: Coefficients

Model	Unstandardized				
	Coefficients		Standardized	Coefficients	
	B	Std. Error	Beta	t	Sig.
(Constant)	.774	.022		23.150	.000
Resource allocation (X_1)	.312	.039	-.663	-3.130	.002

Government involvement (X ₂)	.285	.063	.449	1.667	.001
Communication(X ₃)	.285	.050	.938	4.16	.000
Motivation (X ₄)	.514	.044	.874	3.22	.000

Dependent Variable: Implementation of strategic plan
 The Regression model was obtained as;

$$Y = 0.774 + 0.312X_1 + 0.285X_2 + 0.201 X_3 + 0.501X_4, \text{ where:}$$

Y = Dependent variable (strategic plan implementation)

X₁ = resource allocation

X₂ = Government involvement

X₃ = Communication

X₄ = Motivation

It can be noted that all the independent variables were significant. The variable with the greatest influence on the implementation of strategic plan was motivation of employees (B=0.514). This means that a unit positive change in motivation of employees would cause a change in implementation of strategic plan by a factor of 0.514 at 5% significant level. This was followed by resource allocation with a factor of 0.312 implying a unit positive change in resource allocation would cause a positive change in implementation of strategic plan by a factor of 0.312 at 5% significant level. The factor with the least variation was communication with a factor of 0.201 at 5% significant level. This means that a unit positive change in communication will cause a positive change in implementation of strategic plan by a factor of 0.201.

Analysis of Variance (ANOVA)

In trying to test the significance of the model, the study used ANOVA. The ANOVA test was done in order to investigate whether the variation in the independent variables explain the observed variance in the outcome.

Table 4: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.21	2	.25	20.08	.000 ^b
	Residual	1.54	98	.0411		
	Total	4.75	100			

a. Dependent Variable: Implementation of strategic plan

Predictors: (Constant), resource allocation, Government involvement, communication and Motivation

From Table 4 above, the F-value for regression is 20.08 which is significant at p value 0.000. The regression model is therefore significant at 95% confidence level and is useful in predicting the relationship between the independent variables and dependent variable.

DISCUSSION

Resource allocation and implementation of strategic plan

The study established that the correlation coefficient for resource allocation and implementation of strategic plan was high. This implies that there was a significant relationship between resource allocation and implementation of strategic plan. The findings also revealed that the resource allocation highly influenced implementation of strategic plan. The results agreed with Abdulrahman and Bamiduro (2008) who researched on allocation of financial resources and performance of colleges in Nigeria. The study targeted 12 colleges whereby descriptive survey was employed. Performance in the colleges was found to be influenced by resources allocation in the colleges.

Effectiveness of Nigerian colleges relies on the allocation of financial resources by the top management. They concluded that financial resources influence implementation of strategic plans in the organization. Mumo (2014) on his study in Machakos Central Sub-County, Machakos County stated that adequate resources should be allocated to the public secondary schools for effective implementation of strategic plans. Richard (2014) carried out a study on factors affecting implementation of strategic plans in public secondary schools in Kitui Central Sub-County; Kitui County where he found out that resources allocation was one of the factors that influenced strategic plan implementation in the said sub-county.

Government Involvement and Implementation of Strategic Plan

The study established that, the correlation coefficient for government involvement and implementation of strategic plan was high. This implies that, there was a significant relationship between government involvement and implementation of strategic plan. These results agree with The Tailor committee of 1997 on governance which made radical proposals in the structure, of the governing bodies. Daries (2002) made wide ranging recommendations on school governance in England and Wales.

Edward (1984) argued that the government has great influence in the way public schools are run and in the implementation of each school's strategic plan. Kilonzi (2014) stated that the government involvement is very key in the funding through free secondary education fund and control of use of resources through schools' auditors. The government also gives term dates and formulates the curriculum which must be adhered to, therefore government involvement determines SPI as confirmed by this study.

Communication and Implementation of Strategic Plan

The study established that, the correlation coefficient for communication and implementation of strategic plan was high. This implies that, there was a significant relationship between communication and implementation of strategic plans. The findings also revealed that communication influenced implementation of strategic plan. The results obtained in this study agree with the findings of a study done by Kumar, *et al*, (2006) which pointed out that excellent communication and transparency between involved parties as well as clearly defined performance factors play a vital role in creating trust in the strategic plan implementation.

The most profitable firm's environments according to Lester and Parnel (2007) maintain that the leader must adjust his/her style of leadership according to the capabilities of the employee. This will improve performance of the employees. Alali (2015) confirmed that effective communication enhances strategic plan implementation in an organization. This was done in his study on factors affecting strategic plan implementation at St. Monica hospital in Kisumu, Kenya.

Motivation and implementation of strategic plan

The study established that, the correlation coefficient for motivation and implementation of strategic plan was high. This implies that, there is a significant relationship between motivation and implementation of strategic plan. The findings also revealed that motivation of employees positively influenced implementation of strategic plan in an institution. These results agree with Mumo (2014) who argued that increased employee motivation leads to effective strategic plan implementation and the opposite is true. Ng'ang'a (2013) in her study on factors influencing implementation of strategic plans in public secondary schools in Lari District, Kiambu County pointed out that motivation of employees influences implementation of strategic plans in public secondary schools. The results also agree with Anyieni (2015), who argued that communicating with employees can make them feel involved in the process and this enhances strategic plan implementation in public secondary schools in Kisii County.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the findings of this study, the researcher concluded that there was a significant relationship between the four independent variables; resource allocation, government involvement, communication and motivation of employees and the dependent variable in Katulani Sub County, Kitui County.

Policy Recommendations

From the study findings, the Government of Kenya should use appropriate forums to advise and induct stakeholders in the management of secondary schools to support strategic plan implementation. The Government of Kenya should also review education policies, practices and procedures that hinder strategic plan implementation in public secondary school such as delocalization of school managers before the implementation cycle is completed. The Government of Kenya should ensure that the policy that requires all schools to have strategic plan is implemented. The government and the BOMs should work together and ensure proper channels of communication, timely resource allocations and motivation of employees are put in place so as to enhance proper implementation of strategic plans in schools. This study therefore recommends that public schools in Katulani sub-county should adopt proper mechanism to ensure that the schools functions are backed with necessary policies to support their implementation.

Practice Recommendations

From the study findings, Teachers Service Commission should increase the number of teachers to all the schools in order to support the implementation process of strategic plans. The BOM's should come up with ways of mobilizing resources for effective strategic plan implementation in public secondary schools. The school management should come up with ways of motivating staff in the institution to encourage them to support strategic plan implementation in their schools. This study recommends that secondary schools should allocate more resources on the implementation of strategic plan for enhanced performance. The stakeholders should increase the frequency of meetings to review the strategic plan implementation process. The Government should employ more teachers to enhance implementation of strategic plans as well as the sets of communication media should be increased.

Suggestions for Further Research

This study may serve as a basis for further studies in strategic plan implementation. Further studies can be done on the following; to assess the influence of parental involvement in terms of guidance and counseling, students discipline and resource mobilization towards strategic plan implementation in public secondary schools, to assess the impact of strategic planning in public secondary schools in Kitui County, interms of performance at the Kenya Certificate of Secondary Education. Further research can also be done by increasing the scope of the study.

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