
School Stakeholders: An Overview on Implementation of Strategic Plans in Public Secondary Schools, Bungoma County, Kenya

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Abstract: The government of Kenya recognizes the importance of implementing strategic of plans in schools as the key approach of management of institutions, strategic planning is very crucial in realization of management outlook for the Kenyan vision 2030. The purpose of this study was to investigate networking dimensions as determinant implementing strategic of plans in public secondary schools, Bungoma County Kenya, The study sought to examine stakeholders influence on the implementation of strategic plan in public secondary schools. The study was guided by a mixed method Research design. The study sample comprised of 9 sub-county education officials, and 85 principals. The respondents were selected using purposive and simple random sampling technique. Cronbach's Alpha coefficient was used to test reliability of the instruments. The findings of this study revealed that stakeholders influence have a significant relationship with implementation of strategic plan in public secondary schools. The study recommended that the management on public secondary schools should consider adopting training programmes during strategic plans implementation process, this will help the institutions to gather valuable information that will provide valuable insights in the strategic plans implementation. This study will help the government, educational managers, principles, teachers and relevant stakeholders to improve on their strategic plan implementation and generally the way of operations.

Keywords: School, Stakeholders, Implementation, Strategic Plans.

INTRODUCTION

Secondary schools seem to have difficulties in implementing their strategies; however, researchers have revealed a number of problems in strategy implementation [1] which include: weak school stakeholder's roles in implementation, poor communication, lack of commitment to the strategy, unawareness or misunderstanding of the strategy, unaligned organizational systems and resources, poor coordination and sharing of responsibilities, inadequate. Understanding the concept of strategy is useful in enabling the school managers to decide on the appropriate educational planning systems and tools to employ in formulation and eventual implementation process.

Bell [2] indicates that strategy and the development of strategic planning now constitute an important weapon in the armory of the modern management. Thompson & Strickland [3], point out that, without a strategy the organization is like a ship without a rudder, going round in circles. They add that, that strategy is the institution's game plan to attract and please the stakeholders this are students, staff, alumni, parents stakeholders hold a position in the academic industry and regulatory and social environment; manage its operations, customers, innovation and regulatory and

social environment; compete successfully; and achieve organizational objectives.

This research study shows that strategies have been put in place by the public secondary school managers so that the efficiency is realized. Effective leadership and management by principals, governors and school staff are key factors in bring about high standard of students' achievement and school improvement. Leadership is the important element that harnesses the energies and commitment of staff, students and parents, and provides a clear direction for the work and development of the school points out, the great that seem to be a mantra of many organizations [4].

Strategic planning can be best understood as matching the activities of an organization to its environment and its resource capabilities. Steven [5] summarized strategic planning as: A systematic method used by a school to anticipate and adapt to expected changes; suggested ways to identify and to move towards desired expected future state; process of developing and implementing plans to each goals and objectives; and creating an action plan based on clear results and accurate assessment of current reality.

School strategic plan is a written document that members of school BoM, parents, teachers, and education managers want to see implemented in terms of infrastructure and academic performance in a specified period of time. All schools should have a strategic plan. Without one, the school's key stakeholders (parents, students, staff and the community) do not know where they are going. With a strategic plan, everyone is working towards the same vision, trying to reach the same goals, and building commitment to the organization,

Within educational institutions there may be a need to resolve pressing internal problems or to accommodate environmental changes. Butcher [6], identifies four such environmental changes that mostly affect public education and must be accommodated: the unprecedented demographic shifts and reformations, transitions of a nation's economy due to technological advancement, the corresponding transitions and consequent redefinition of excellence Bell [2] adds; to control costs, to react to a demanding and selective population to deal with governmental constraints on actions, to be competitive like other organization, to ensure quality or to react to concerns for the environment.

Statement of the Problem

The Kenya Ministry of education developed its strategic plan in 2011-2016 as a statutory requirement that public organizations develop the strategic plans as a means of enhancing result-based management and efficiency in their operations. The plan was to provide strategic direction for the MOE with regard to resource targeting and programme implementation [7]. Myles [8] points out that, educational development planning at the national level is mainly centered on policies. These policies should be translated into action in a school situation. Educational development planning at the school level means, preparing the institution to face future challenges well in advance. Education, being a service industry must view institution of learning and training as the crucial field where such services are delivered to the respective customers: the learners.

Objective of the Study

To examine the stakeholders influence on implementation of strategic plans in public secondary schools.

Research hypothesis

H₀: There is no statistically significant relationship between stakeholders influence and the implementation of strategic plan in public secondary schools

Research paradigm

The study adopted the pragmatism research paradigm. Pragmatism is a deconstructive paradigm that advocates the use of mixed methods in research, "sidesteps the contentious issues of truth and reality [9], and "focuses instead on 'what works' as the truth regarding the research questions under investigation". In that sense, pragmatism rejects a position between the two opposing viewpoints. In other words, it rejects the choice associated with the paradigm. One the most important features of Pragmatism were that it rejects the distinction between realism and anti-realism, which has been the core of debates about positivism versus interpretivism in the social sciences. For pragmatists, there is indeed such a thing as reality, but it is ever changing, based on our actions. The emphasis on actions and their consequences creates a gap between pragmatism and most versions of interpretivism because it does away with the idea that we are free to interpret our experiences in whatever way we see fit (e.g., relativism). Instead, our actions have outcomes that are often quite predictable, and that we build our lives around experiences that link actions and their outcomes.

Reliability Test Results

The responses were used to determine the reliability of the instrument. Cronbach's Alpha coefficient was employed. Cronbach's Alpha is a coefficient of reliability. It is commonly used as a measure of internal consistency. These indicated the items had a high level of internal consistency as shown in table-1.

Table-1: Overall Model of Reliability

Reliability statistics	
Cronbach Alpha	No. of items
.849	16

Source: Research study, 2017

FINDINGS AND DISCUSSION

Stakeholders Influence on Implementation of Strategic Plans in schools

The study sought to examine the school leaders' competencies on the implementation of the

strategic plans in public secondary schools. The results were analyzed in the table-2.

Table-2: The Influence Stakeholders on Implementation of Strategic Plans

		SD	D	U	A	SA	TOTAL	MEAN	SD
Staffs are allowed to participate and contribute in setting achievable targets in the school strategies	F	0	6	2	252	72	336	4.14	0.566
	%	0	2.9	1.1	74.6	21.4	100	82.8	
The staff is motivated to achieve school objectives, goals and mission	F	0	4	1	224	103	336	4.26	0.577
	%	0	2.2	0.4	66.3	31.2	100	85.2	
I feel the quality of work produced is better if am involved in the setting of targets of a strategies	F	0	4	1	236	92	336	4.22	0.564
	%	0	2.2	0.7	69.9	27.2	100	84.4	
Are continuously involved in the determine the cost and duration of the entire project	F	0	4	3	232	92	336	4.21	0.578
	%	0	2.2	1.8	68.8	27.2	100	84.2	
Gantt charts are the most common methods displayed in a project schedule	F	0	0	3	226	108	336	4.3	0.526
	%	0	0	1.1	66.7	32.2	100	86.0	
The initial schedule represents the combination of task sequence and task duration	F	0	0	0	210	126	336	4.37	0.484
	%	0	0	0	63.0	37.0	100	87.4	
The goal of resource leveling is to optimize the use of people and equipment	F	0	0	0	190	146	336	4.43	0.496
	%	0	0	0	56.9	43.1	100	88.6	

Key: SD=1, D=2, U=3, A=4, SA=5, %=Percentage, F=frequency, S Dev=Standard

Deviation

The study findings indicated that 2.9% disagreed that staffs are allowed to participate and contribute in setting achievable targets in the school strategies, 1.1% were undecided that staffs are allowed to participate and contribute in setting achievable targets in the school strategies, 74.6% agreed that staffs are allowed to participate and contribute in setting achievable targets in the school strategies while 21.4% strongly agreed that staffs are allowed to participate and contribute in setting achievable targets in the school strategies. The study results revealed that 82.8% (mean=4.14) of the responses were of the opinion that staffs are allowed to participate and contribute in setting achievable targets in the school strategies. Adizes [10] support this idea as well that, the role of school managers include producing, implementing, innovating and integrating role. The integrating role is the process by which individuals are merged into group strategy.

The study findings indicated that 2.2% disagreed that the staff is motivated to achieve schools objectives, goals and mission, 0.4% were undecided that the staff is motivated to achieve school objectives, goals and mission, 66.3% agreed that the staff is motivated to achieve school objectives, goals and mission while 31.2% strongly agreed that the staff is motivated to achieve school objectives, goals and mission. 85.2% (mean=4.26) of the respondents were of the view that the staff is motivated to achieve school objectives, goals and mission. Sushila [11], agree that

school principal should be a leader. He should be decisive, pleasant, strong, compassionate and understanding.

The study findings indicated that 2.2% disagreed that they feel the quality of work produced is better if they are involved in the setting of targets of a strategies, 0.7% were undecided that they feel the quality of work produced is better if they are involved in the setting of targets of a strategies, 69.9% agreed that they feel the quality of work produced is better if they are involved in the setting of targets of a strategies while 27.2% strongly agreed that the staff is motivated to achieve school objectives, goals and mission. 84.4% (mean=4.22) were of the opinion that they feel the quality of work produced is better if they are involved in the setting of targets of a strategies. This agree with Okumbe [12], that the functions of the school managers are to provide assurance that policies and goals are formulated and that the methods are determined for the achievement of the stated objectives. In addition, they should evaluate the school activities in accordance to the blueprint evaluation which enables the school to determine the achievement of predetermined goals.

The study findings indicated that 2.2% disagreed that they are continuously involved in the determine the cost and duration of the entire project, 1.8% were undecided that they are continuously involved in the determine the cost and duration of the entire project, 68.8% agreed that they are continuously

involved in the determine the cost and duration of the entire project while 27.2% strongly agreed that they are continuously involved in the determine the cost and duration of the entire project. 84.2% (mean=4.21) of the responses were of the opinion that they are continuously involved in the determination of the cost and duration of the entire project. The findings are in agreement with a study by Mandelle [13], which observed that clear communication is essential for motivating, planning and organizing in an organization. It is through communication that a secondary school principal is able to give necessary guidance and transfer his ideas and those of others people in and outside the school.

The study findings indicated that 1.1% were undecided that Gantt charts are the most common methods displayed in a project schedule, 66.7% agreed that Gantt charts are the most common methods displayed in a project schedule while 32.2% strongly agreed that Gantt charts are the most common methods displayed in a project schedule. 86.0% (mean=4.30) were of the opinion that Gantt charts are the most common methods displayed in a project schedule. Oyedepo [14] agree that, where success is concerned, people are not measured in terms of inches, pounds or background; they are measured by the size of their thinking.

The study findings indicated that 63.0% agreed that initial schedule represents the combination of task sequence and task duration while 37.0% strongly agreed that initial schedule represents the combination of task sequence and task duration. The results further revealed that 87.4% (mean=4.37) of the responses were of the opinion that the initial schedule represents the combination of task sequence and task duration. The study findings indicated that 56.9% agreed that the goal of resource leveling is to optimize the use of people and equipment while 43.1% strongly agreed that the goal of resource leveling is to optimize the use of people and equipment. 88.6% (mean=4.43) were of the view that the goal of resource leveling is to optimize the use of people and equipment. Prevalence of resource managers

in many schools points to the importance of resource management with optimization to create value and satisfaction to stakeholders giving a competitive advantage and an impetus to effectively implement strategic plans. If the school’s resources are not utilized to the school’s advantage, the resources become a waste and burden that hinders effective strategy implementation.

The sub-county education officer observed that;

“Regardless of what means were used to acquire the organization resources, stakeholders will always want to compare the amount of resources used with the success of a given strategy implementation. Most organizations and stakeholders have now started placing more emphasis on accountability and transparency not just on financial resources, but also on the way human resources are motivated to avoid large turnovers that are a detriment to strategy implementation”

These findings are in agreement with findings by Aosa [15] who attributed the lack of proper management of resources schools to the frequent failure to implement well planned and documented strategic plans across Africa. Involvement of Stakeholders from the beginning of strategy planning to the implementation stage is a key success factor in effective implementation and hence there is need therefore for proper team of the school planners and Board of management that must constitute good thinkers.

The Hypothesis

H₀: There is no statistically significant relationship between stakeholders influence and the implementation of strategic plans in public secondary schools at $p \leq 0.05$ significance level. The hypothesis of the study was tested using Pearson Correlation Coefficient at $p \leq 0.05$ significance level. Table-3 shows the interpretation of the strength of the correlation coefficient.

Table-3: Relationship between stakeholders & Implementation of Strategic plans

Correlations			
		Implementation of Plans	Stakeholders influence
Implementation of strategic plans	Pearson Correlation	1	.312**
	Sig. (2-tailed)		0.000
	N	336	336
Stakeholders influence	Pearson Correlation	.312**	1
	Sig. (2-tailed)	0.000	
	N	336	336
** . Correlation is significant at the 0.05 level (2-tailed).			

Table-3 shows that there was a significant relationship between stakeholders influence and

implementation of strategic plan in public secondary schools ($r=0.312$, $p=0.000$). Comparing this value P

value with alpha, in this case 0.000; since the "sig." level is less than alpha, the results are significant. Therefore the researcher failed to accept the hypothesis that there is no statistically significant relationship between stakeholders influence and implementation of strategic plan in public secondary schools. The alternate hypothesis there is a statistically significant relationship between stakeholders influence and implementation of strategic plan in public secondary schools was accepted. This implies that there was a weak significant relationship between stakeholders influence and implementation of strategic plan in public secondary schools in Bungoma County.

CONCLUSION

The findings of the study revealed that majority of the respondents were of the opinion that the goal of resource leveling is to optimize the use of people and equipment. This implies that resource variation on strategic planning implementation during strategic plans implementation practice in public secondary schools affects strategic plans implementation to a very high extent this was achieved since school managers had the skills from the training on use of finances and other resources for effective strategic planning of schools. Prevalence of resource managers in many schools points to the importance of resource management with optimization to create value and satisfaction to stakeholders giving a competitive advantage and an impetus to effectively implement strategic plans. If the school's resources are not utilized to the school's advantage, the resources become a waste and burden that hinders effective strategy implementation.

Policy Implication

Management on public secondary schools should consider adopting training programs for school stakeholders during strategic plans implementation phases. This will allow the school management to create a comprehensive understanding that can be leveraged to influence stakeholders and create better decisions making.

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