



Original Article

Factors Influencing the Implementation of Strategic Plan in Public Secondary Schools in Kisii South Sub-County, Kisii County, Kenya

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The goal of education for all is now being looked into freshly by the organizations concerned to ensure that not just education but quality education is received. In Kenya, it is a ministerial requirement that public organizations including educational institutions develop strategic plans as a means of enhancing results-based management and efficiency in their operations. Even the schools with strategic plans rarely implement them and the result has been haphazard planning techniques, poor prioritization, and failure to use the meagre resources for the right projects. A descriptive design was used in this study. Descriptive and inferential were used to analyse the qualitative data obtained to enable critiques to conceptualize the results. The study established that in summary, there was a positive and significant relationship between communication and the implementation of the strategic plan in public secondary schools at $r = .445^{**}$, $p < .01$ significant level contributing 19.8% variability to the implementation of strategic plan when other factors are held constant. The study established that there was a positive and significant relationship between leadership activities and the implementation of the strategic plan in public secondary schools at $r = .667^{**}$, $p < .01$ significant level contributing 44.5% variability to the implementation of a strategic plan when other factors are held constant. Lastly; the study found that there was a positive and significant relationship between Resources and the implementation of the strategic plan in public secondary schools at $r = .767^{**}$, $p < .01$ significant level contributing 58.8% variability to the implementation of strategic plan when other factors are held constant.

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INTRODUCTION

The most challenging thing when implementing strategy is the top management's commitment to the strategic direction itself. This is undoubtedly a prerequisite for strategy implementation. In some cases, top managers may demonstrate unwillingness to give energy and loyalty to the implementation process. This demonstrable lack of commitment becomes, at the same time, a negative signal for all the affected organizational members (Don, 2014). Overall, though, it is increasingly acknowledged that the traditionally recognized problems of inappropriate organizational structure and lack of top management backing are the main inhibiting factors to effective strategy implementation (Mugasia, 2012). Mugasia recognize the role of middle managers, arguing they are the "key actors" "who have a pivotal role in strategic communication".

Atkinson, H. (2006) talk about middle managers as threatened silent resistors whose role needs to change more towards that of a "coach", building capabilities, providing support and guidance through the encouragement of entrepreneurial attributes. If they are not committed to performing their roles the lower ranks of employees will not be provided support and guidance through encouragement of entrepreneurial attributes.

In addition to the above, another inhibitor to successful strategy implementation that has been receiving a considerable amount of attention is the impact of an organization's existing management controls (Langfield-Smith, 2007) and particularly its budgeting systems (Marginson, 2002). To successfully improve the overall probability that the strategy is implemented as intended, senior executives must abandon the notion that lower-level managers have the same perceptions of the strategy and its implementation, of its underlying rationale, and its urgency. Instead, they must believe the exact opposite. They must not spare any effort to persuade the employees of their ideas (Don, 2014).

RESEARCH METHODOLOGY

Research design is a framework or blueprint for conducting a research project (Paurav and Shukla, 2008). Research design is the methodological connection between the philosophies and subsequent selection of data collection methods (Denzen and Lincoln, 2007).

The sample size was determined by Magnani, (1997) formula:

$$n = \frac{t^2 * p(1 - p)}{m^2}$$

Where; n = required sample size, t = confidence level at 95 % (standard value of 1.96), p = estimated

of teachers with knowledge in a strategic plan, $m =$ margin of error at 5%.

The sample size, therefore, is 179 teachers plus 11 principals making a total of 190 respondents.

$$n = \frac{1.96^2 * 0.135(1 - 0.135)}{0.05^2} = 179$$

Table 1: Sample size distribution of teachers

Category of sample	Sampled schools	Sample teachers	%
Day girls	2	33	18.4
Day boys	2	33	18.4
Mixed day	3	47	26.4
Boarding girls	2	33	18.4
Boarding boys	2	33	18.4
Total sample size		179 +11 principals = 190 respondents	100

Questionnaires were used to collect data. Descriptive and inferential statistics (involves formulation of regression models; analysis of the coefficient of determination of the models and standard errors of the model parameters) will be used to analyse the qualitative data obtained to enable critiques to conceptualize the results. This includes mode, mean, percentages, and totals. The data will be analysed using the statistical package

for social sciences (SPSS) Version 21 computer software.

RESEARCH FINDINGS AND DISCUSSIONS

Effect of School Culture on Implementation of Strategic Plans

The respondents were asked to rate the statements in *Table 2*.

Table 2: Effect of school culture on the implementation of strategic

Statement (Culture)	Mean	Std.
Poor integration of activities and diminished feelings of ownership and commitment	4.322	0.453
Management Lack understanding of how the strategy should be implemented	4.311	0.112
leadership style of managers – how they spend their time, what they focus attention on, what questions they ask of employees, how they make decisions affect the implementation of SP	4.132	0.213
Lower-level employee participation in both strategy formulation and implementation	4.441	0.311

The results in *Table 2* show that the respondents agree ($M = 4.00$) that Poor integration of activities and diminished feelings of ownership and commitment, Management Lack of understanding, the leadership style of managers (how they spend their time, what they focus attention on, what questions they ask of employees, how they make decisions) and lower-level employee participation

in strategy formulation affects the implementation of the strategic plan.

Table 3: Correlation between Culture levels and SP implementation levels.

Culture Levels		Implementation of Strategic Plan			
		Quality education	Development of talent	Good learning environment	Stages and process
Integration	Pearson Correlation	.333**	.423**	.373**	.423**
	Sig. (2-tailed)	0.001	0.000	0.001	0.001
	N	168	168	168	168
lack of ownership/commitment	Pearson Correlation	-.422**	-.427**	-.433**	-.334**
	Sig. (2-tailed)	0.001	0.000	0.001	0.001
	N	168	168	168	168
Lack of understanding	Pearson Correlation	-.364**	-.422**	-.473**	-.362**
	Sig. (2-tailed)	0.001	0.000	0.001	0.001
	N	168	168	168	168
Leadership style	Pearson Correlation	.423**	.444**	.443**	.433**
	Sig. (2-tailed)	0.001	0.000	0.001	0.001
	N	168	168	168	168

***. Correlation is significant at the 0.01 level (2-tailed).*

First, the results in *table 10* show that integration positively and significantly influence the Implementation of the strategic plan at the levels of quality education, development of talent, good learning environment, and stages and process of strategic implementation at ($r=.333^{**}$, $p<.01$), ($r=.423^{**}$, $p<.01$) ($r=.373^{**}$, $p<.01$) and ($r=.423^{**}$, $p<.01$).

Secondly, the results show that lack of ownership/commitment negatively and significantly influences the Implementation of the strategic plan at the levels of quality education, development of talent, good learning environment, and stages and process of strategic implementation at ($r= -.422^{**}$, $p<.01$), ($r= -.427^{**}$, $p<.01$) ($r= -.433^{**}$, $p<.01$) and ($r= -.334^{**}$, $p<.01$).

Thirdly, the results show Lack of understanding negatively and significantly influences the

Implementation of the strategic plan at the levels of quality education, development of talent, good learning environment, and stages and process of strategic implementation at ($r= -.364^{**}$, $p<.01$), ($r= -.422^{**}$, $p<.01$) ($r= -.473^{**}$, $p<.01$) and ($r= -.362^{**}$, $p<.01$).

Lastly, the results show that Leadership style positively and significantly influence the Implementation of the strategic plan at the levels of quality education, development of talent, good learning environment, and stages and process of strategic implementation at ($r=.423^{**}$, $p<.01$), ($r=.444^{**}$, $p<.01$) ($r=.443^{**}$, $p<.01$) and ($r=.433^{**}$, $p<.01$).

The levels under the Culture factor were merged and correlated with merged levels of Implementation of the Strategic plan. The results of their correlation are shown in *Table 4*.

Table 4: Correlation between Culture and implementation of a strategic plan

Culture	Implementation of Strategic Plan
Pearson Correlation	.363**
Sig. (2-tailed)	0.000
N	168

***. Correlation is significant at the 0.01 level (2-tailed).*

The results in the *Table 4* reveal that there was a positive and significant relationship between Culture and the implementation of the strategic plan in public secondary schools at $r=.363^{**}$, $P<.01$ significant level. Calculating the coefficient of determinant r^2 , Culture contributes 13.2% variability to the implementation of strategic plan when other factors are held constant.

Influence of Resources on the Implementation of Strategic Plans

The results in *Table 5* show that the respondents agree (mean 4.00) that The availability of resources

in terms of staff, skills, knowledge, finance, and time, is thought to be a crucial part of strategy implementation; the budgeting process influence implementation of SP; training and development of staff to increase the level of skills within the organization and availability of physical resources such as assets for use in the organization and Proper application of technology affects the implementation of SP.

Table 5: Influence of resources on the implementation of SP

Statement (resources)	Mean	Std.
The availability of resources in terms of staff, skills, knowledge, finance, and time, is thought to be a crucial part of strategy implementation	4.312	0.113
budgeting process influences the implementation of SP	4.332	0.322
training and development of staff to increase the level of skills within the organization and availability of physical resources such as assets for use in the organization	4.133	0.033
Proper application of technology affects the implementation of SP	4.211	0.001

First, the results in *Table 6* show that budgetary allocation positively and significantly influences Implementation of strategic plan at the levels of quality education, development of talent, good learning environment and stages and process of strategic implementation at ($r=.533^{**}$, $p<.01$), ($r=.543^{**}$, $p<.01$) ($r=.473^{**}$, $p<.01$) and ($r=.432^{**}$, $p<.01$).

Secondly, the results show that skill and training positively and significantly influence Implementation of the strategic plan at the levels of

quality education, development of talent, good learning environment and stages and process of strategic implementation at ($r=.512^{**}$, $p<.01$), ($r=.531^{**}$, $p<.01$) ($r=.355^{**}$, $p<.01$) and ($r=.432^{**}$, $p<.01$).

Lastly, the results show that technology positively and significantly influence Implementation of strategic plan at the levels of quality education, development of talent, good learning environment and stages and process of strategic implementation

at ($r=.583^{**}$, $p<.01$), ($r=.567^{**}$, $p<.01$) ($r=.563^{**}$, $p<.01$) and ($r=.422^{**}$, $p<.01$).

Table 6: Correlation between Resource levels and implementation of SP levels

Resources		Implementation of Strategic Plan			
		Quality education	Development of talent	Good environment	Stages and process
Budgetary Allocation	Pearson Correlation	.533**	.543**	.453**	.432**
	Sig. (2-tailed)	0.001	0.000	0.001	0.001
	N	168	168	168	168
Skill training	Pearson Correlation	.512**	.531**	.355**	.432**
	Sig. (2-tailed)	0.001	0.000	0.001	0.001
	N	168	168	168	168
Technology	Pearson Correlation	.583**	.567**	.563**	.422**
	Sig. (2-tailed)	0.001	0.000	0.001	0.001
	N	168	168	168	168

***. Correlation is significant at the 0.01 level (2-tailed).*

The levels under the resources factor were merged and correlated with merged levels of Implementation of the Strategic plan. The results of their correlation are shown in *Table 7*

Table 7: Correlation between Resources and implementation of strategic plan

Resources	Implementation of Strategic plan
Pearson Correlation	.767**
Sig. (2-tailed)	0.000
N	168

***. Correlation is significant at the 0.01 level (2-tailed).*

The results in *Table 7* reveal that there was a positive and significant relationship between Resources and the implementation of the strategic plan in public secondary schools at $r=.767^{**}$, $P<.01$ significant level. Calculating the coefficient of determinant r^2 , resources contribute 58.8% variability to the implementation of a strategic plan when other factors are held constant.

DISCUSSIONS

The study established that the availability of resources in terms of staff, skills, knowledge, finance, and time, is thought to be a crucial part of strategy implementation; the budgeting process

influences the implementation of SP; training and development of staff to increase the level of skills within the organization and availability of physical resources such as assets for use in the organization and Proper application of technology affects the implementation of SP.

First, a correlation analysis found that budgetary allocation positively and significantly influenced Implementation of strategic plan at the levels of quality education, development of talent, good learning environment and stages and process of strategic implementation at ($r=.533^{**}$, $p<.01$), ($r=.543^{**}$, $p<.01$) ($r=.473^{**}$, $p<.01$) and ($r=.432^{**}$, $p<.01$).

Secondly, analysis established that skill and training positively and significantly influence Implementation of strategic plan at the levels of quality education, development of talent, good learning environment and stages and process of strategic implementation at ($r=.512^{**}$, $p<.01$), ($r=.531^{**}$, $p<.01$) ($r=.355^{**}$, $p<.01$) and ($r=.432^{**}$, $p<.01$).

Lastly, the results showed that technology positively and significantly influence Implementation of strategic plan at the levels of quality education, development of talent, good learning environment and stages and process of strategic implementation at ($r=.583^{**}$, $p<.01$), ($r=.567^{**}$, $p<.01$) ($r=.563^{**}$, $p<.01$) and ($r=.422^{**}$, $p<.01$).

In summary; the study revealed that there was a positive and significant relationship between Resources and the implementation of the strategic plan in public secondary schools at $r=.767^{**}$, $P<.01$ significant level contributing 58.8% variability to the implementation of strategic plan when other factors are held constant.

These findings are in line with the arguments and findings of many other scholars too. Alexander, (1985) and Miller, (2002) argue that the availability of resources in terms of staff, skills, knowledge, finance, and time, is thought to be a crucial part of strategy implementation. In essence represent the strengths that forms can use to assist with the conception and implementation of strategies (Barney, 1991). Therefore, the appropriate allocation of resources is important to use the survival and success of an organization.

CONCLUSION AND RECOMMENDATIONS

The study established that the availability of resources in terms of staff, skills, knowledge, finance, and time, is thought to be a crucial part of strategy implementation; the budgeting process influences the implementation of SP; training and development of staff to increase the level of skills

within the organization and availability of physical resources such as assets for use in the organization and Proper application of technology affects the implementation of SP.

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In summary; the study revealed that there was a positive and significant relationship between Resources and the implementation of the strategic plan in public secondary schools at $r=.767^{**}$, $P<.01$ significant level contributing 58.8% variability to the implementation of strategic plan when other factors are held constant.

CONCLUSION

In summary, the study revealed that there was a positive and significant relationship between communication and the implementation of the strategic plan in public secondary schools at

$r=.445^{**}$, $P<.01$ significant level contributing 19.8% variability to the implementation of strategic plan when other factors are held constant.

The study established that there was a positive and significant relationship between leadership activities and the implementation of the strategic plan in public secondary schools at $r=.667^{**}$, $P<.01$ significant level contributing 44.5% variability to the implementation of strategic plan when other factors are held constant.

Lastly; the study found that there was a positive and significant relationship between Resources and the implementation of the strategic plan in public secondary schools at $r=.767^{**}$, $P<.01$ significant level contributing 58.8% variability to the implementation of strategic plan when other factors are held constant.

Recommendation

The study makes the following recommendations relative to the findings; The findings revealed that the roles of the implementers of their schools' strategic plans conflicted during the implementation of the strategic plans and the scope of implementation of the strategic plan was not well communicated to all in the school. Therefore, the study recommends that the training for key stakeholders responsible for the implementation of the strategic plans in the schools be carried out and in addition, the schools should consult with ex-officio members on how to restructure their organizations' configuration to support the implementation of the strategic plans.

The study also found that the school's leadership was not good at communicating the strategic plan. Further, the schools' leadership's consultative behaviour in the implementation of the strategic plan was unsatisfactory as the schools' leaderships were not keen on involving all the stakeholders in the decision-making process during the implementation of the strategic plan. The study, therefore, recommends that the school's leadership

improve their communication and stakeholder involvement practices right from the formulation of the strategic plans to the implementation phases in order to have a good rapport with all involved.

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