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## **Determinants of Strategic Plan Implementation in Public Secondary Schools in Katulani Sub-County, Kitui County, Kenya**

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### **Abstract:**

*This study aims to explore the factors of implementation of strategic plans in public secondary schools in Katulani sub-county, Kitui County. The study employed descriptive survey design to investigate the determinants that influence implementation of strategic plan. The accessible population was made up of 21 board of management chairpersons, 21 principals and 63 head of departments making a total of 105 respondents. Data was collected through questionnaires. The pilot test was carried out to establish reliability and validity of the questionnaire. 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. The findings of the study indicated that resource allocation and government involvement play a very important role in the implementation of strategic plans in public secondary schools in Katulani sub-county.*

**Keywords:** Strategic plans, implementation, public schools, government involvement, resource allocation

### **1. Introduction**

Strategic planning is a 'disciplined effort' to shape and guide an organization (Armstrong 2006). Anyangi A. (2013) defines strategic planning as a process that is designed to move an educational organization through the steps of understanding changes. (Bryson 2013 & Romney 2015) consent that strategic planning involves a process of charting the future way.

#### **1.1. 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. Among the many early contributors, the most influential were Alfred Chandler, Philip Selznick, and Igor Ansoff. Strategic management of change was seen primarily as a matter for the military.

Daries (2002) made wide ranging recommendations on school governance in England and Wales. 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. 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 to 2017. In Muslim countries such as Pakistan, religious and denomination influences control the school administration and planning, (Alghamdi, 2015).

#### **1.2. Strategic Plan Implementation in Public Secondary Schools**

Strategic planning provides significantly better performance (Bartmann, 2010). Implementation is the systematic-wide action taken by Institutional members aimed at accomplishing formulated strategies (Raps, 2009). In the United States, Romney (2015) analyzed implementation studies conducted on strategic plan implementation process. The strategic planning process involves more than just planning. Effective strategic plans are also concerned about implication. Unfortunately, that is the point at which many plans are doomed to fail. By considering both strategic planning and strategic implementation throughout the planning process, business, can increase the odds that their plans will achieve intended results (Forbes, 2009). Bartmann (2010), says implementation first is the assignment of responsibility to individuals who will be held accountable to meet the objectives of the plan through the implementation of the identified strategies and tactics it is important that individuals know that they will be held accountable, that they have a clear

understanding of what will be expected of them and that they have the tools and resources they will need to achieve success.

Adanusa (2015) recommended the need for strategic planning to create the framework for determining the direction that addresses the triggering challenges of school. This enables the management to consider critical issues and focus efforts on what would make the organization successful. Butcher (2007) added that, African Education lags behind. Natural and human made disasters and complicity have applied extreme pressure on education systems, many of which were built on weak physical and institutional basis. He further explains, many African countries have been victims of austere structural adjustment programs which have led to cuts in education expenditure. This situation has given rise to the need for educational institutions to develop strategic plan to allocate scarce resources effectively and achieve quality education.

The school strategic plan attempts 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; by carrying out special types of programs designed to break bottlenecks in the planning process. Onyango (2018) 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 is in the view of these that the researcher endeavors to investigate the determinants of strategic plans implementation in public secondary school in Katulani sub-county, Kitui County.

In Kenya school strategic planning involves determining, prioritizing school needs, preparing action plans, implementing and monitoring the plans (1999). Government of Kenya (1998) and Saitoti (2003) outlined the major determinants of quality education (Republic of Kenya, 2005). Kenya had come up with measures that would helping ensuring SSP's are implemented (Kilonzi, 2014).

### *1.3. Public Secondary Schools in Kitui County*

The first class of secondary school is known as Form I and the final class is Form 4 (Eshiwani, 1993). Secondary schools have many stakeholders including 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 a genuine benefactor Alumni, the community and accredited agencies (Kilonzo, 2014).

### *1.4. Statement of the Problem*

Secondary schools in Kenya are charged with provision of education to its residents. The Kenya Education sector has since the year 2003 embarked on plans to institute reforms at all levels. The study was specifically dealing with public schools but not private schools in Katulani Sub County Kitui County. Basically, the private secondary schools are managed by individuals or non-governmental organizations where strategic planning may not be an issue. However, in private secondary schools are not open to public views hence it could be difficult to get the right information unlike the public secondary school which are government entities, information and views are open (Ng'anga, 2013).

Ndegwa (2014) stated that strategic plan in secondary schools should be seen as a way of enhancing results based on management and efficiency in their operation. Katulanisubcounty is unique with its challenges ranging from environmental hardship and lack of private schools (MOE, 2019). However, among the reviewed studies none of them had dealt with resource allocation, government involvement, and motivation of employees in this sub-county.

### *1.5. Objectives of the Study*

The Objective of the study focused on general and specific objectives as outlined below.

### *1.6. Objectives of the Study*

The specific objectives of the study were:

- To assess the effect of resource allocation on strategic plan implementation
- To determine the influence of government involvement on implementation of strategic plans.
- To determine the effect of motivation of employees on strategic plan implementation.

The study area is public secondary schools in Katulani sub-county, Kituicounty.

### *1.7. Significance of the Study*

The findings of this study will be important first to all teachers because it exposes the causes of failure in strategic plan implementation in public secondary schools which has remained a mystery to many. Teachers therefore will have the audacity to demand as well as to work towards correcting the mistakes which might have caused such failures. Secondly, school principals will have information on the reason as to why many strategic plans although they are appealing, have remained in the shelves as documents which cannot be actualized. As a result, it may become easier for them to initiate the

accomplishment and implementation of such strategic plans. By so doing many public secondary schools may sail high in national examinations' performance which in turn may lead to increased literacy level in the sub-county.

The government through the Ministry of Education (MOE) may also find the study quite useful because it may assist them to know the extra mile; they need to travel beyond ensuring each public school has a strategic plan because a strategic plan that is not implemented is worth nothing in terms of value addition. As the policy making organ in education matters it will be necessary to know the impediments that lead to lack of strategic plan implementation thus bring about corrective measures to cure the problem. This is in line with Millennium Development Goals and Vision 2030 in which the government targets increased literacy levels in both urban and rural settlements.

The findings of this study may be helpful to owners of private schools who may want to borrow a leaf from public schools because some of the phenomena may be equally applicable in private schools within the County. Other researchers who wish to gather more information on strategic management especially in public education institutions will find this study very useful.

### 1.8. Scope of the Study

The scope refers to the Geographical area covered by the study and the period within which the study was carried out. The study focused on resource allocation, government involvement, and motivation of employees in public secondary school in Katulani sub-county, Kitui County. The study covered 21 public secondary schools in Katulani sub-county, Kitui County with a population of 252 respondents who included 21 B.O.M chairpersons, 21 Principals and 210 H.O.Ds. The study undertook to research on issues within the scope addressed by research objectives. It reviewed the past activities explained by the literature review of this study.

### 1.9. Limitations of the Study

The study faced some limitations such as respondents withholding crucial information and this was overcome by the researcher assuring the respondent of confidentiality and informs them that the information will be used for academic purpose only.

As for the busy schedule of respondents, the researcher used a friendly approach when requesting them to spare their time to respond to the questionnaire. The questionnaires were also given out and left for an agreed period of time before picking them after which the respondents delayed. Distance between the 21 schools was an issue and there were two rivers separating some schools and the sub-county Headquarters. To overcome this limitation, a research assistant helped in dropping the questionnaires and the research was done before the rains so as to make travelling easier.

### 1.10. Assumptions of the Study

The study assumed that all the 21 secondary schools in Katulani sub-county had strategic plans and the sampled respondents were cooperative to give the correct information. It also assumed that resource allocation, government involvement, and motivation of employees influence strategic planning implementation in public secondary schools or not.

## 2. Research Methodology

### 2.1. Research Design

The study adopted descriptive survey research design. According to Mugenda and Mugenda (2003), it is probably the best method available to researchers interested in collecting original data for the purpose of describing population.

### 2.2. Target Population

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).

Type of Schools	Public Sec. Schools	BOM Chairpersons	Principals	HOD's	Total
Mixed day School	13	13	13	130	169
Mixed Day and Boarding	2	2	2	20	26
Boys Boarding	1	1	1	10	13
Girls Boarding	3	3	3	30	39
Girls Day	2	2	2	20	26
Total	21	21	21	210	252

Table 1: Target Population  
Source: Author (2021)

### 2.3. Sampling Procedure and Sample Size

Gay (2002), a researcher selects a sample due to various limitations that may not allow researching the whole population. Gay (2002) identifies random sampling as it allows all members of population to have equal and unbiased chance of appearing in the sample. In this study 100% included BOM, chairpersons and principals for 21 public secondary schools while 30% represented heads of department.

This is because Heads of Departments are not directly managers but only receive instructions from principals and deputy principals concerning what has been decided by the Board of Management and so the researcher will require a representation other than 100% as is the case with other respondents. This means 3 heads of departments per school making a total of 63 Heads of departments. These led to 105 respondents taking part in the study, from the 21 schools in the sub-county.

Type of Schools	Public Sec. Schools	BOM Chairpersons (100%)	Principals (100%)	HOD's (30%)	Total
Mixed Day School	13	13	13	39	75
Mixed Day and Boarding	2	2	2	6	10
Boys Boarding	1	1	1	3	5
Girls Boarding	3	3	3	9	15
Girls' day	1	1	1	3	5
Girls' day and boarding	1	1	1	3	5
Total	21	21	21	63	105

Table 2: Sample Population

Source: Author, (2021)

#### 2.4. Data Collection Procedure

The study utilized a questionnaire to collect data. A questionnaire is a number of questions printed or typed in a definite order on a form or a set of forms. According to Mugenda and Mugenda (2003), questionnaires are commonly used to obtain information about a population with each item in the questionnaire being developed to address a specified objective, research question or hypothesis of the study. The questionnaire contained both structured and unstructured questions.

The researcher informed 105 respondents from 21 public secondary schools at Katulani sub-county in advance before the questionnaires were distributed to them. The questionnaires were administered through drop-off and pick up later method (DOPU), this technique was an effective means to reduce potential no-response bias through increased response rate.

#### 2.5. Pilot Study

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. validity is concerned with the ability of an instrument to test or measure what is intended to measure. The researcher gave out 12 questionnaires to be filled by respondents and then the results were used to do necessary alterations on the questions.

The reason behind pre-testing was to access the clarity of the questionnaires items so that those items found to be irrelevant or inadequate are discarded or modified to improve the quality of research instruments. The respondents of the pilot study were not to be used in the actual study to avoid predicted responses.

#### 2.6. Data Analysis and Presentation

The data collected was coded and entered into a spread sheet and was 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). This offers extensive data handling capabilities and numerous statistical analysis routines that can analyse small and large amount of data statistics (Owino, 2015).

In statistics linear regressions is a linear approach to modeling the relationship between a scalar response and one or more explanatory variables. The case of one explanatory variable is called simple linear regressions while more than two the process is called multiple linear regression. The study did not apply both multiple and simple linear regressions (Orodho, 2005).

#### 2.7. Validity of the Research Instruments

Validity is the degree to which the research instruments will appropriately and accurately measure what they are supposed to measure (Orodho (2005). Validity of research instrument assets the extent to which the instrument measure what it is designed to measure Obiga (2011). There are numerous stratified tests and measures to assess the validity of quantitative instruments which generally involves pilot testing (Richard, 2014).

#### 2.8. Reliability of the Research Instruments

Reliability refers to the consistency of a measure and is one of the important characteristics of any test Day (1994). The questionnaire's reliability is statistically measured by measuring the internal consistency using Cronbach's Alpha. Kothari (2004) suggests that a Cronbach Alpha value over 0.7 qualifies an instrument as reliable and consistent for data collection.

### 2.9. Ethical Considerations

Ethical considerations in research are critical and can be specified as one of the most important part of research. Oxford English dictionary, Ethics can be defined as norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviors among researchers. Ethical standards prevent against the fabrication or falsifying of data and therefore, promote the pursuit of knowledge and truth which is the primary goal of research.

Ethical behavior is also critical for collaborative work because it encourages an environment of trust, accountability and mutual respect among researchers. This is important when considering issues such as data sharing, copyright guidelines and confidentiality. Some important ethical concerns that should be taken into account while carrying out research are anonymity, confidentiality and informed consent. It is important to adhere to ethical norms in research. Ethical norms help to ensure that researchers can be held accountable to the public. 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 (ROK, 2005).

## 3. Research Findings

### 3.1. Response Rate

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

Table 3: Response Rate  
Source: Author (2021)

### 3.2. Demographic Characteristics

The respondents were requested in the questionnaires to indicate their demographic characteristics, which included; gender, age, highest academic qualifications, current position and school type.

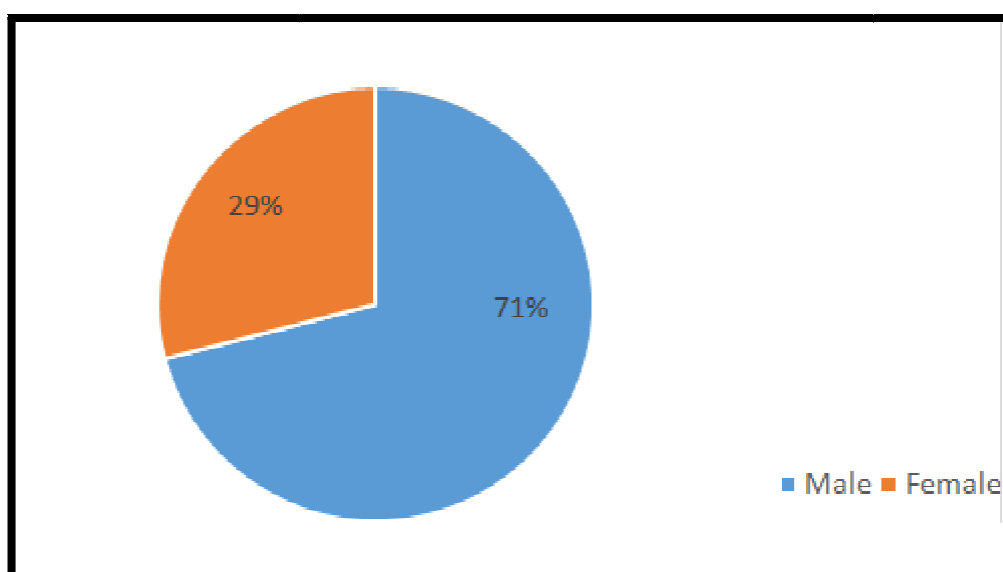


Figure 1: Distribution of Respondents by Gender  
Source: Author 2021

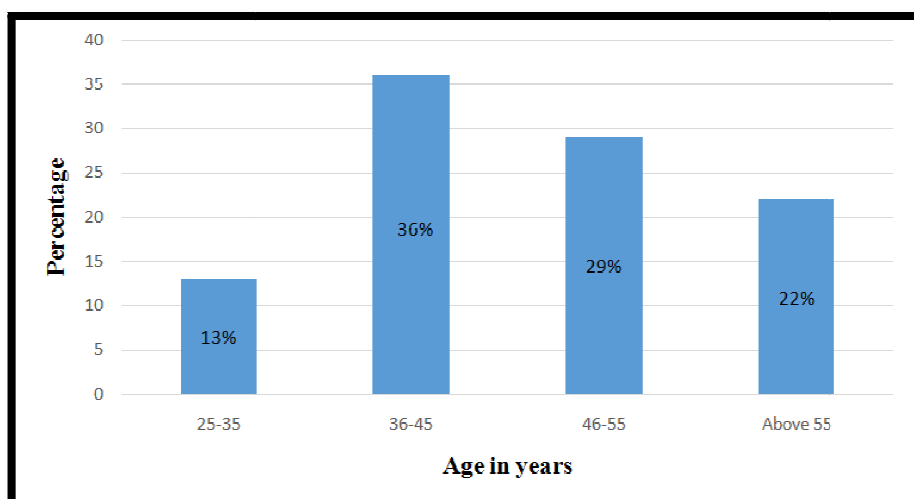


Figure 2: Distribution of Respondents by Age  
Source: Author 2021

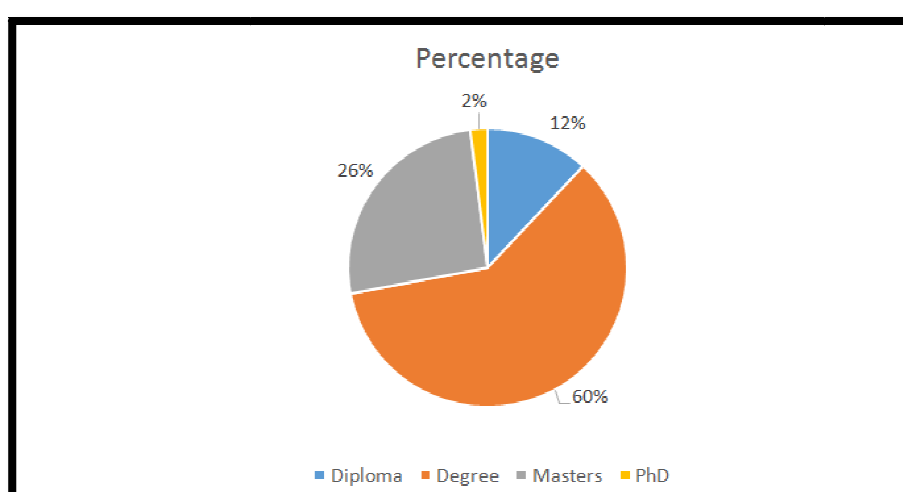


Figure 3: Distribution of Respondents by Academic Qualification  
Source: Author 2021

	Frequency	Frequency	Percentage(%)
Boys Boarding	1	1	5.0
Girls Boarding	3	3	15.0
Mixed Day and Boarding	7	7	45.0
Mixed Day	9	9	35.0
Total	20	20	100.0

Table 4: Distribution of Schools by Type  
Source: Author (2021)

### 3.3. Descriptive Statistics

Means and standard deviation were used to describe features of the sample and its measures. The mean was used as a measure of central tendency while standard deviation was used as a measure of dispersion to inform how responses were dispersed from mean.

### 3.4. Effect of Government Involvement on Implementation of Strategic Plans in Public Secondary

The second objective of the study was to investigate the effect of government involvement in terms of funding, policies, staffing and curricula on implementation of strategic plans in public secondary schools in Katulani Sub County. To achieve this objective, the respondents were first required to indicate their level of agreement with the statements presented in Table 5 Using the following key; Strongly Agree (SA) =5, Agree (A) =4, Undecided (U) =3, Disagree (D =2), and Strongly Disagree (SD =1).

From Table 5, the findings indicated that majority of the respondents felt that their school was not adequately staffed with qualified teachers, as shown by mean of 4.92, compared to the other attributes. The respondents also felt that the current government funding has not been enough for implementation of the school strategic plan with a mean of 4.23 and other mean of 4.12 and 3.22 were presenting curricula and policies.

The findings also reveal a low coefficient of variance (CV) which implies less variation in the data set.

S/Nos	Statement	N	Minimum	Maximum	Mean	SD	CV
1	The current government funding is enough for implementation of the school strategic plan	100	1	5	4.23	.331	0.046
2	This school is adequately staffed with qualified teachers	100	1	5	4.92	.273	0.057
3	Government policies are likely to interfere with3 strategic plan implementation in schools	100	1	5	3.22	.263	0.070
4	Change of curriculum can affect strategic plan implementation positively	100	1	5	4.12	.255	0.062

Table 5: Government Involvement

### 3.5. Resources Allocation and Strategic Plan Implementation in Public Secondary Schools

The first objective for this study was to determine the influence of resources allocation on strategic plan implementation in public secondary schools in Katulani Sub County, Kitui County. To achieve this objective, respondents were first required to indicate how often the resources are allocated in terms of time, finances, physical facilities and human resource.

From the findings, the respondents specified that better strategic plan implementation is resulted by good allocation of resources according the time, finances, physical facilities and human resource as indicated in Tables 7, 8 and 9 respectively.

Table 6 used to answer the question on how often do stakeholders meet to deliberate on resources allocation in public secondary schools to enhance strategic plan implementation process. From Table 6 above, the findings indicated that majority of the respondents (50%) were meeting twice per year to discuss strategic plan implementation in public secondary schools. This was followed by those who were meeting once per year (45%) and only 5% of the respondents meet more than twice.

Frequency	Frequency	Percentage (%)
Once per year	45	45.0
Twice per year	50	50.0
More than twice	5	5.0
Total	100	100.0

Table 6: Frequency of Meetings

Source: Author (2020)

Table 7 was used to establish the school's main source of funding (finances) for implementation of strategic plan. From Table 7 indicated that public secondary schools obtain their resources from government allocation in terms of finances. It was established that majority (85%) of the school's strategic plans were funded by the Government with no school funded by well-wishers and NGOs. The other 15% were funded by the parents.

Source	Frequency	Percentage (%)
Parents	15	15.0
Government	85	85.0
NGOs	0	0.0
Well wishers	0	0.0
Total	100	100.0

Table 7: Source of Funding

Source: Author (2020)

From Table 8 indicated that public secondary schools sought to establish the physical facilities as part of resources allocation in order to implement strategic plan. The findings shown in Table 8 established that most, (82%) of the schools had enough classrooms. This was followed by 12% had each one school bus, 6% had equipped computer lab and none had equipped library.

Facilities	Frequency	Percentage (%)
School bus	12	12.0
Equipped library	0	0.0
Enough classrooms	82	82.0
Equipped computer lab	6	6.0
Total	100	100.0

Table 8: Physical Facilities

Source: Author (2020)

## 4. Summary of Major Findings

### 4.1. Resource Allocation and Implementation of Strategic Plan

There was a significant relationship between resource allocation and implementation of strategic plan (p-value  $\leq 0.05$ ). The findings also revealed that the resource allocation influenced implementation of strategic plan by a factor of 0.312. The results agreed with Abdulrahman (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 impact implementation of strategic plan in the organization.

### 4.2. Government Involvement and Implementation of Strategic Plan

The study established that, the correlation coefficient for government involvement and implementation of strategic plan was;  $r = 0.784$ . The findings also revealed that the government involvement influenced implementation of strategic plan by a factor of 0.285.

These results agree with The Tailor committee of 1997 on governance according to Daries (2002) made wide ranging recommendations on school governance in England and Wales. It made radical proposals in the structure, of the governing bodies. The stakeholder theory was formulated by Edward (1984), who argued that the Government has great influence in the way public schools are run and in the implementation of each schools' strategic plan. It controls use of resources through schools' auditors and gives term dates, which must be adhered to, therefore government involvement, may determine SPI and this study has confirmed.

## 5. Conclusion

Based on the findings the researcher established an important relationship between the independent variables and the dependent variable. This study suggests resource allocation in many terms. It further suggests that government should increase the capitation in all public secondary schools in Katulani sub-county, Kitui County. The study indicated that Strategic Plan Implementation is very important.

## 6. Recommendations

The study findings indicated that strategic plan implementation in public secondary school in Katulani Sub County, Kitui County is low. As a result, the following recommendations were given to remedy the situation based on the policy, practice and academia. 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 timely resource allocations to enhance proper implementation of strategic plan in schools. This study therefore recommends that public schools in Katulani sub-county should adopt proper mechanism to ensure that its functions are backed with necessary policies to support their implementation.

## 7. Practice Recommendations

From the study findings, Teachers Service Commission should post qualified teachers to all the schools in order to support the implementation process of strategic plan. In order to make effective strategic plan, BOM's should come up with ways of mobilizing resources. It provides suggestions that secondary schools should allocate more resources in order to achieve academic success.

## 8. Suggestions for Further Research

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 in public secondary schools in Kitui County.



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