

**STRATEGY FORMULATION PROCESS IN PUBLIC SECONDARY  
SCHOOLS IN EMBU COUNTY, KENYA**

**BY**

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## **DECLARATION**

This research project report is my original work and has not been submitted for examination in any other University.

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**D61/79174/2012**

The research project report has been submitted for examination with my approval as a university supervisor.

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## **DEDICATION**

This study is dedicated to fond memories of my late mother, Virginia who taught me value of hard work.

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## **ABBREVIATIONS AND ACRONYMS**

BOG:	Board of Governors
CBOs:	Community Based Organisations
EFA:	Education for All
FSE:	Free Secondary Education
GoK:	Government of Kenya
MSG:	Management Study Guide
NGOs:	Non-Governmental Organisations
RA:	Research Advantage
RBV:	Resource Based View
TIQET:	Totally Integrated Quality Education and Training

## ABSTRACT

Strategic plans are important for all organisations. The process of strategic management formulation is one that has been examined by various scholars as it is usually different from one institution to another and is riddled with several challenges too. The study adopted a descriptive cross sectional survey research design. There were 147 secondary schools in Embu County. A sample size of 60 schools was selected for the study and 54 responded to the survey. Primary data was collected through the administration of a structured questionnaire. The questionnaires were issued to the Principals and/or the Deputy Principals in secondary schools since these were the most involved individuals in the process of strategy formulation and implementation. The researcher administered the questionnaires through the use of drop and pick later method. SPSS version 22 was used to conduct descriptive, correlation and regression analysis. The study found there is no uniform composition of stakeholders involved in strategy formulation in secondary schools in Embu. In most of the cases, there was a mixture of participants drawn from different stakeholder groups. The study found that the deputy principals, the principals, BOG members and experts are the main participants involved in the strategy formulation process, with other stakeholder groups getting involved to only a moderate and less extent. The study found that activities such as analysis of adequacy of staff members; analysis of leadership skills and abilities; resource analysis, needs assessment and problem analysis the main activities carried out in the strategy formulation process for secondary schools in Embu County. The key steps followed in the formulation process involves activities such as setting organisational objectives; performance analysis; setting quantitative targets and choice of strategy and designing aims that are in context with divisional plans. The study also found that most of the participants in the strategy formulation process face very many challenges which mainly included lack finances and lack experts and skills. The study concludes that there is no uniform composition of stakeholders involved in strategy formulation in secondary schools in Embu, with most participants being drawn from different stakeholder groups. Participation in the strategy formulation process was by many stakeholders including teachers, BOG, students and parents. The study concludes that key steps followed in the strategy formulation process for secondary schools in Embu County include activities such as setting organisational objectives; performance analysis; setting quantitative targets and choice of strategy and designing aims that are in context with divisional plans. The major challenges however are lack finances and lack experts and skills. The study recommends that the strategy formulation process in secondary schools should have a structured form of strategy formulation, with defined participants drawn from all stakeholder groups which include, teachers; parents; PTA, BOG; community based organisations, government representatives and local authorities. The study recommends that secondary schools should identify all challenges facing their operations and formulate actionable plans to address all these challenges with an aim of reducing their negative effect on the school's performance.

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Study

Strategy formulation in organisations has been a topic of interest to scholars in strategic management for a very long time (Sije & Ochieng', 2013). This interest stems from the realisation that strategy formulation is the back born of success of a firm's strategy implementation process. Given the application of strategy in virtually all types of organisations, the debate on the process of strategy formulation in various types of organisations still continues. It is in this interest that the present study focuses on the strategy formulation process in secondary schools in Kenya.

There are various theories that can be used to explain the process of strategy formulation and the importance that this process has on firms. The agency theory is a superior theory that can be used to explain this concept and it is a theory that apply where one individual (the agent) acts on behalf of another (the principal) and is supposed to advance the principal's goals (David, 2011). The agent therefore advances both the principals' interests and his own interests in the organization. The resource based view on the other hand stipulates that in strategic management the fundamental sources and drivers to firms' competitive advantage and superior performance are mainly associated with the attributes of their resources and capabilities which are valuable and costly-to-copy (Mills, Platts & Bourne, 2003). The Resource advantage theory draws on differential advantage theory (Porter, 1985). In this theory, marketplace positions of competitive advantage/disadvantage determine superior/inferior financial performance.

Strategic management is relatively more important than any special functional area because all the functional areas come under the strategic management focus. Strategic management gives the ideology and basic guideline to all other functional areas. Nowadays, each functional area is directed towards the strategic focus. Generally, strategic management focuses into long-term goals, relatively broad, and is also very important for the success of an organization. Hence, strategic management is concerned to whole organization whereas operational management is related to any specific functional area (David, 2011).

Public secondary schools in Kenya, through the Ministry of Education were given a policy directive by the Government of Kenya that they should come up with five year strategic plans to prioritise initiatives in schools and enhance their performance (Sije and Ochieng', 2013). Reports reveal that this has been done in most secondary schools in Kenya. Some schools have also come up with five year strategic plans to fulfil the government directive (Njagi, Muathe & Wambui, 2013). However, the process through which these public secondary schools in Embu County followed to come up with these plans has not been evaluated. Such an evaluation is important in informing administrators of other schools on how they can formulate such plans efficiently.

### **1.1.1 Strategy Formulation Process**

A strategy is a set of activities or processes that an organization intends to use in order to achieve its set goals and aims (Pearce, 2009). Strategic formulation process is therefore a set of processes undertaken in order to develop a range of strategies that will contribute to achieving the organizational direction (Tapinos, Dyson, & Meadows, 2005). This therefore calls for formulation of a coherent document which will guide the efforts of all

the stakeholders, outline what the organization is trying to achieve and how it intends to achieve it.

Strategies can be formulated in three levels that is; corporate, business and functional level. At corporate level strategies are formulated by the top level management or the board of directors (Yabs, 2010). At business level strategies are formulated by middle level managers for example; human resource manager, marketing manager, production manager among others (Yabs, 2010). Strategy formulation at functional level is done by first line managers or supervisors (Sababu, 2007).

The process of strategy formulation basically involves five main steps. Though these steps do not follow a rigid chronological order, however they are very rational and can be easily followed in this order. These steps are setting up organisation's objectives, evaluating organisational environment, setting quantitative targets, performance analysis, and choice of strategy (MSG, 2014).

### **1.1.2 Public Secondary Schools in Kenya**

Secondary school education in Kenya has undergone numerous changes which have always necessitated the need for continuous planning. After independence the primary aim for secondary school education was to fight disease, poverty and ignorance. GoK (2005) has outlined the steps taken to solve the problem of ignorance through various commissions and task forces. These commissions include; the Ominde report 1964 which focused on fostering national unity and creating sufficient human capital; Gachathi Report 1976 focused on redefining Kenya's education policies and objectives; Mackay Report 1981 recommended removal of the Advanced level (A - level) of secondary education and establishment of 8.4.4 system of education; Kamunge Report 1988 focused

on improving education, financing, quality and relevance and finally Koech Report 2000 which recommended TIQET (Totally Integrated Quality Education and Training).

Recent government policy initiatives have focused on attainment of Education for all (EFA) in Kenya which led to declaration of Free Secondary Education (FSE) in 2008. All these changes require continuous planning of secondary school education so as to realize the government objectives in education. A survey by Ngware, et al. (2006), showed that over 60% of schools in the country do not have strategic plans. A base line study in conducted in the district showed that only two out of the twenty four secondary schools in the district had formulated and were implementing strategic plans and this represents only 8.3 % of all eligible schools.

### **1.1.3 Public Secondary Schools in Embu County**

According to the 2009 census survey, Embu County has a population of 543,221 with a population density of 193 people/km<sup>2</sup> and an annual population growth rate of 1.7% for Embu and 3.0% for Mbeere. It has 131,683 households. The county has four sub-counties namely Manyatta, Runyenjes, Mbeere North and Mbeere South with a total 20 wards (Embu County Government, 2014a).

There are 147 secondary schools in Embu County with an enrolment of 27,173 students (Embu County Government, 2014b). Some top schools include Kangaru girls' and Kangaru boys' high schools, Kyeni girls' secondary near Runyenjes, St. Mary Kiangima girls boarding school, Kiambeere school complex, Nguvui boys, Nguvui girls secondary schools among others. The ratio of pupil to teacher in public secondary schools is 1:25. Embu County is no different from the rest of the country as far as strategic plans is concerned. It is for this reason that the present study focuses on Embu County.

Some of the challenges facing secondary schools in Embu County are the lack of adequate teachers in some of the schools which has affected their overall performance in national exams. These challenges can be addressed by better strategies put in place by the school administration together with relevant stakeholders. While schools have tried to do this as a requirement by the Ministry of Education, this process has not been smooth as most of the school administrators are not knowledgeable on the process of strategy formulation (Njagi et al., 2013). The present study seeks to examine the process which secondary school administrators follow to formulate their strategies in order to recommend on how best to carry out the process in the future to avoid hiccups.

## **1.2 Research Problem**

Strategic plans are important for all organisations. The process of strategic management formulation is one that has been examined by various scholars as it is usually different from one institution to another and is riddled with several challenges too (Pearce, 2009). Many scholars agree that a strategic plan needs to be simple, realistic and neither too ambitious nor insufficiently demanding (Leggate & Thompson, 1997 and Aldehyyat, Khattab & Anchor, 2011). It should allow some degree of flexibility to fit with the changing environment. Mintzberg (1994) adds another perspective by highlighting the danger of planning in that it assumes the world will stop while managers wait to plan and implement strategies. This explains why a strategic plan should be made in a way that it is flexible to accommodate environmental changes. .

Embu County has 147 secondary schools. A recent study by Njagi et al. (2013), some of the schools did not have strategic plans in place. For purposes of informing other public schools in Embu County on what they need to do while forming their strategic plans, an

evaluation of the process of strategy formulation for public schools in the county is important. The Kenya Government through the Ministry of Education noted the importance of strategic plans to schools and issued a policy guideline for secondary schools to have strategic plans but not all schools have come up with these plans (Sije & Ochieng', 2013).

Most studies on strategic management in secondary schools have been pre-occupied with one issue – assessing the factors that influence strategy formulation or implementation. For instance, Gachogu (2012) examined the factors influencing formulation of strategic plans in public secondary schools in Kirinyaga County and Njagi et al. (2013) examined the factors influencing formulation of strategic plans in Embu North District. In yet another study, Wanjiku & Ombui (2013) examined the factors influencing implementation of strategic plans in public secondary schools in Lari District of Kiambu County. Another study by Sije & Ochieng' (2013) assessed the relationship between strategic planning and its formulation in public schools in Homa-Bay County.

As can be noted from the above, none of the studies has examined how schools formulate these strategies. Given that strategy formulation is an important process not only for educational institutions but also for other organisations, it is important to understand what process school head-teachers go through as they formulate the strategies for their schools. The study therefore seeks to answer the following research questions: what is the process of strategy formulation in public secondary schools in Embu County? What challenges do schools face in the formulation of strategic plans?

### **1.3 Research Objectives**

The objectives of this study are:

- i. To determine the process of strategy formulation in public secondary schools in Embu County.
- ii. To identify the challenges facing public secondary schools in Embu County in the formulation of their strategic plans.

### **1.4 Value of the Study**

First, this study will add onto the growing literature on strategic management in education institutions and specifically in secondary schools in Kenya by providing evidence of how schools formulate their strategic plans and the challenges they go through while formulating such plans. This will be important for strategic management in expanding the knowledge about strategy formulation process in educational institutions.

Secondly, this study is important to public secondary schools in Embu and other counties in Kenya as the school administrators can use the results of this study as a guide on the process they should undergo to formulate their strategic plans. Thus, secondary schools in other parts of the country will understand the process of strategy formulation and the challenges they are likely to face while formulating their strategic plans.

The Government of Kenya through the Ministry of Education will be informed on what challenges public secondary schools face while they formulate their strategic plans. This will be important in guiding the ministry on policy initiatives to help streamline the formulation of strategic plans in public secondary schools in Kenya.

Lastly, this study is important to researchers, students, and other academicians in the area of Strategic Management as they will use this study as reference point when carrying out related studies. More studies can therefore be carried out on how schools can be strategically managed.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents the review of literature. The first section presents a theoretical foundation. The second section reviews empirical studies on strategy formulation process, and the third section discusses the challenges of strategy formulation.

### **2.2 Theoretical Foundation**

This study will be anchored on the Agency Theory, the Resource Based View and the Resource Advantage Theory. A discussion of these theories is presented below

#### **2.2.1 The Agency Theory**

Agency theory is a management approach where one individual (the agent) acts on behalf of another (the principal) and is supposed to advance the principal's goals (Judge & Stahl, 1995). The agent therefore advances both the principals' interests and his own interests in the organization. A balance of these interests should be merged in order to arrive at the corporate objectives of the organization through the agent because he/she is in charge of the vast resources of the organization. Laffont & Martimost (2002) contends that the agency theory of strategic Management is so crucial since the action chosen by a particular individual (the agent) affects not only one, but several other parties (the principals). Hence, the agents' role in strategic formulation and the overall strategic management process cannot be underestimated. They say that the firm is often characterized as a nexus of both explicit and implicit contracts linking the management and its different stakeholders, including claimholders, workers, unions, customers, suppliers and the state among others. The Agency Theory holds the view that there should be proper synergy between the management and its stakeholders in order to work

towards a common goal. The Agency Theory has also been described as the central approach to managerial behaviour. Rugman, & Verbeke (2008) says that the Agency Theory is used in the managerial literature as a theoretical framework for structure and managing contract, which is among the emerging issues in strategic management. It therefore explains the behaviour of principals and agents relationships in performance contracting in management.

The agency theory tends to take precedence against other strategic management theories. Krueger, (2004), in his paper in strategic management and management by objectives says that the plethora of strategy implementation is the agency theory in practice at all levels of the strategic management process. He contends that starting from the corporate strategy to operational strategy the objectives designed at all these levels must be supervised by the agents or managers for the organization to achieve its objectives management by objectives which observes that organization must formulate objectives at all strategic hierarchy levels cited by Henry et al (2006) stresses that for these objectives to be achieved there has to be collaborative efforts between the managers as agents and subordinates.

In conclusion therefore that the Agency theory of strategic management proves to be superior to any other theory of strategic management when it comes to strategy implementation hierarchy. This is in the light that at each level of the strategic formulation hierarchy, there has to be an agent charged with the responsibility of representing other stakeholders at other levels. It is therefore prudent to note that there should be synergy using the Agency theory and proper understanding between the principal and the Agent for the organization to achieve its objectives efficiently and

effectively (Rugman, & Verbeke, 2008). Thus in conclusion the agency theory should be embraced particularly at the strategy formulation level of strategic management and generally to the overall process of strategic Management to enhance the performance of secondary schools in Kenya.

### **2.2.2 The Resource Based View**

The resource-based view (RBV) stipulates that in strategic management the fundamental sources and drivers to firms' competitive advantage and superior performance are mainly associated with the attributes of their resources and capabilities which are valuable and costly-to-copy (Mills et al., 2003 and Peteraf & Bergen, 2003). Building on the assumptions that strategic resources are heterogeneously distributed across firms and that these differences are stable overtime, Barney, (1991) examines the link between firm resources and sustained competitive advantage. Four empirical indicators of the potential of firm resources to generate sustained competitive advantage can be value, rareness, inimitability, and non-substitutability. In Barney, (1991), firm resources include all assets, capabilities, organizational processes, firm attributes, information, knowledge, etc. controlled by a firm that enable the firm to conceive and implement strategies that improve its efficiency and effectiveness.

A resource approach stresses internal aspects of the firm. As such, competitive strategy should be more influenced by accumulated resources than by the environment; what a firm possesses would determine what it accomplishes. Resources become fundamental drivers of firm performance (Conner, 1991). According to Das & Teng (2000), a resource-based view emphasizes value maximization of a firm through effective resource integration with the partner's valuable resources for the purpose of gathering otherwise

unavailable competitive advantages and values to the firm. Dyer & Singh (1998) define complementary resource endowment as a “distinctive resource of alliance partners that collectively generate greater rents than the sum of those obtained from the individual endowments of each partner.” But first, firms must find each other and recognize the potential value of combining resources. Utilizing a resource-based view of the firm, Lambe, Spekman & Hunt (2002) define and conceptualize a firm’s alliance competence as an organizational ability for finding, developing, and managing alliances. Therefore, finding the right partner and recognizing the complementary resources would be the first step in achieving successful supply chain integration.

### **2.2.3 Resource Advantage Theory**

Resource advantage theory draws on marketing's heterogeneous demand theory (Alderson, 1965). This theory holds that, because intra-industry demand is significantly heterogeneous, different market offerings are required for different market segments in the same industry. Resource advantage theory draws on differential advantage theory (Porter, 1985). In this theory, marketplace positions of competitive advantage/disadvantage determine superior/inferior financial performance. Thus, firms can have an efficiency advantage, (more efficiently producing value) or they can have an effectiveness advantage, (efficiently producing more value) or they can have an efficiency/effectiveness advantage, (more efficiently producing more value). In the same manner, for secondary schools to successfully carry out the strategy formulation process to help them achieve improved academic performance, they need to utilize the resources at their disposal well.

R-A theory has affinities with several research traditions. First, it traces to the resource-based theory of the firm and the historical tradition (Conner 1991). Defining resources as the tangible and intangible entities available to the firm that enable it to produce efficiently and/or effectively a market offering that has value for some market segment(s), this theory views firms as combiners of heterogeneous, imperfectly mobile resources that are historically situated in space and time.

### **2.3 Strategic Management**

One management tool that has been acclaimed internationally as effective in improving the performance of state owned enterprises as well as government departments is the use of strategic planning. Strategic planning is important to any organizational work performance because it determines the organisation's success or failure (Bryson, 1988).

A strategy is a plan that is intended to achieve a particular purpose. It is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organisation is, what it does and how it does it with a focus on the future. Wernham, (2004) observes that in a strategic planning process, resources such as people, skills, facilities and money to implement the strategy must be adequate. Many organizations today are focusing on becoming more competitive by launching competitive strategies that give them an edge over others. To do this, they need to craft workable strategies.

The process of strategy formulation basically involves six main steps. Though these steps do not follow a rigid chronological order, however they are very rational and can be easily followed in this order. These steps include setting organizations' objectives, evaluating the organizational environment, setting quantitative targets, designing aims

that are in context with the divisional plans, performance analysis, and choice of strategy (Dandira, 2011).

The key component of any strategy statement is to set the long-term objectives of the organization. It is known that strategy is generally a medium for realization of organizational objectives. Objectives stress the state of being there whereas Strategy stresses upon the process of reaching there. Strategy includes both the fixation of objectives as well the medium to be used to realize those objectives. Thus, strategy is a wider term which believes in the manner of deployment of resources so as to achieve the objectives. While fixing the organizational objectives, it is essential that the factors which influence the selection of objectives must be analysed before the selection of objectives. Once the objectives and the factors influencing strategic decisions have been determined, it is easy to take strategic decisions (Pearce & Robinson, 2007).

The next step is to evaluate the general economic and industrial environment in which the organization operates. This includes a review of the organizations competitive position. It is essential to conduct a qualitative and quantitative review of an organizations existing product line. The purpose of such a review is to make sure that the factors important for competitive success in the market can be discovered so that the management can identify their own strengths and weaknesses as well as their competitors' strengths and weaknesses. After identifying its strengths and weaknesses, an organization must keep a track of competitors' moves and actions so as to discover probable opportunities of threats to its market or supply sources (Drucker, 2004).

The next step involves setting quantitative targets where an organization must practically fix the quantitative target values for some of the organizational objectives. The idea

behind this is to compare with long term customers, so as to evaluate the contribution that might be made by various product zones or operating departments. The next step is designing aims that are in context with the divisional plans due to the fact that the contributions made by each department or division or product category within the organization is identified and accordingly strategic planning is done for each sub-unit. This requires a careful analysis of macroeconomic trends (Wernham, 2004).

The next step is performance analysis and it includes discovering and analysing the gap between the planned or desired performance. A critical evaluation of the organizations past performance, present condition and the desired future conditions must be done by the organization. This critical evaluation identifies the degree of gap that persists between the actual reality and the long-term aspirations of the organization. An attempt is made by the organization to estimate its probable future condition if the current trends persist. Finally, the choice of the strategy is the ultimate step in Strategy Formulation. The best course of action is actually chosen after considering organizational goals, organizational strengths, potential and limitations as well as the external opportunities (Wernham, 2004).

## **2.4 Challenges of Strategy Formulation**

For the organization to be able to formulate strategies effectively, they need to possess effective communication skills, interpersonal skills, professional skills and ability to scan an environment to be able to predict future events. Effective communication skills are necessary for the leader to pass down the vision to all the employees and relevant stake holders. Dandira (2011) is of the opinion that communication should cascade from top to bottom of the firm so that all employees are kept in the light on how the strategic plan is being conceived and what is required of them. This means that managers should not hold

back any information in their possession which can be helpful in strategic planning. The professional skills are necessary in strategic planning.

Sherman, Rowley & Armandi (2007), note that a common problem experienced in Africa is that people are appointed to positions to which they have no matching professional ability. They cite a case where a former army general (who is used to autocratic style of leadership) is appointed to a position of a university administrator which requires democratic style of leadership. This leads to a mismatch between the personalities appointed with the strategies that can work well for the organization. This problem is very rampant in Africa due to the fact that political leaders tend to appoint their cronies to positions that require professional skills and in most cases, these cronies lack the professional skills required. This makes the process of strategy formulation very difficult since the leader cannot provide the strategic vision and professional guidance required.

Researchers note that the formulation of strategic plans in institutions of learning seems to be slow than many have expected it to be, giving rise to the notion that there are barriers at work blocking formulation and implementation. Johnson, (2004) also believes that 66 per cent of organisational strategies are not executed at all. In many cases this is not because of poor strategy and the idea behind them. Basically, the main challenges in the strategic management lie in the implementing of the strategies rather than in developing stage. Johnson (2004) further believes that impeded affecting the successful implementation of the strategy are as: organization structure, organization culture, information and communication technology and reporting systems, motivation and reward systems, providing adequate resources, decision-making processes, effective communication, education, capabilities and skills.

Ngware et al. (2006) proposes that for teachers to provide quality education they must be well qualified and motivated. Bell, (2002) proposes that teachers must be proactive and seek to influence the external environment and deploy resources to influence it. This may call for teachers to formulate appropriate strategies meant to realize set goals. A lowly motivated staff may avoid such strategies or absent themselves during the time of strategy formulation (Bennell, 2004). Absenteeism has theoretical basis from Herzberg theory and worker's- adjustment- to equilibrium strategy. According to Herzberg, absenteeism may be linked to job dissatisfaction with terms and conditions of employment such as supervision, organizational policies, salary, job security, interpersonal relationship and physical environment.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter presents the research methodology of the study. First, a presentation of the research design is provided. This is followed by an explanation on the target population, sample size, a description of data collection and data analysis methods.

### **3.2 Research Design**

The study adopted a descriptive cross sectional survey research design. The study chose this research design because the aim was to collect information from respondents on their attitudes and opinions in relation to strategy formulation process in their schools. This method had a clear advantage of being effective way of collecting data from a large sample cheaply and faster.

Mugenda & Mugenda (2003) notes that survey research is probably the best method available to researchers who are interested in collecting original data for the purpose of describing a population. This is a snap short review of the current situation, with an aim to build more analytical studies in future.

Kothari (2006) describes descriptive research studies as those studies, which are concerned with describing characteristics to particular individuals or a group. Descriptive research is a process of collecting data in order to test hypothesis or to answer questions concerning the current status of the object of the study. It is in light of this observation that the study settled on this research design.

### 3.3 Population of the Study

There were 147 secondary schools in Embu County with an enrolment of 27,173 students (Embu County Government, 2014b). Some top schools include Kangaru girls' and Kangaru boys' high schools, Kyeni girls' secondary near Runyenjes, St. Mary Kiangima girls boarding school, Kiambeere school complex, Nguvu boys, Nguvu girls secondary schools among others. The population of this study was all the 147 public secondary schools in Embu County.

### 3.4 Sample Size

In order to arrive at an appropriate sample size used in this research study, the researcher decided to use Cochran's (1977) simplified formula for proportions in calculating the sample size. This formula is

$$n = \frac{N}{1 + N(e)^2}$$

Where "n" is the sample size, "N" is the population size and "e" is the level of precision required. In using this formula, the researcher assumed a confidence level of 90% and the precision level of 0.1. The researcher therefore used the above formula as follows in order to arrive at the sample

$$n = 147 / (1 + 147(0.1)^2)$$

$$n = 147 / (1 + 147(0.01))$$

$$n = 147 / 1 + 1.47; n = 147 / 2.47; n = 60$$

Therefore the sample size for the study was 60 schools.

### **3.5 Data Collection**

Data was collected from primary sources. The data was collected through the administration of a structured questionnaire. Primary data addressed the issues to do with the formulation process and the challenges that schools face in the formulation process.

The questionnaire was structured based on the objectives of the study and contained both closed ended and opened ended questions. It contained likert scale type of questions in order to elicit responses that can be ranked to show how the respondents feel about the process in their schools.

The questionnaires were issued to the Principals and/or the Deputy Principals in secondary schools since these were the most involved individuals in the process of strategy formulation and implementation.

The researcher administered the questionnaires through the use of drop and pick later method where the respondents were given a period of two weeks to fill in the questionnaires and then the researcher went back to pick them. This allowed ample time for the respondents to answer all the questions with valid answers.

### **3.6 Data Analysis**

After data collection, the obtained information was arranged and grouped according to the relevant research questions. Data was analysed using descriptive analysis techniques. The statistics such as frequencies and percentages were used. The results were then presented through the use of tables and figures. The analysis was done using SPSS version 22.

## **CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION**

### **4.1 Introduction**

This chapter presents the results of the study. The chapter is organised as follows. The first section presents the results of the study, which describes in detail, the biographical data of the respondents and analysis of the responses received. The last section of the chapter is the discussion of results.

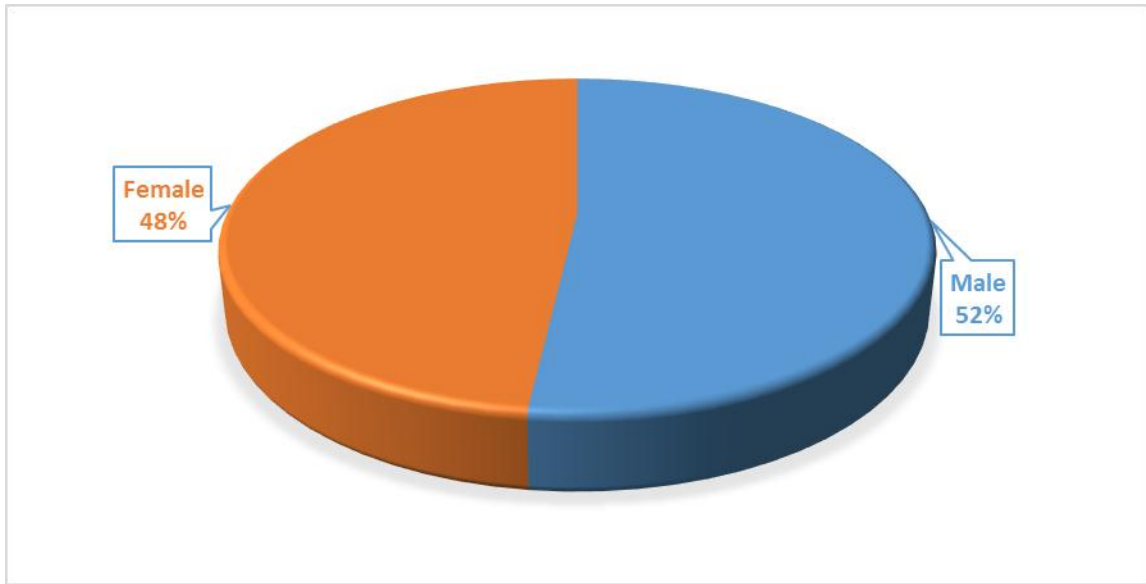
### **4.2 Results**

The results have been analysed in three parts based on the structure of the questionnaire. The first part shows the demographic data of the sample population, mainly gender, length of service and positions held. Part two presents the responses on the strategy formulation process as is performed by the respondents and part three indicates the findings on the challenges faced in the strategy formulation process.

#### **4.2.1 Demographic Data of the Respondents**

The study sought to determine the age distribution of the respondents. The results are shown in Figure 4.1.

**Figure 4.1: Gender of Respondents**

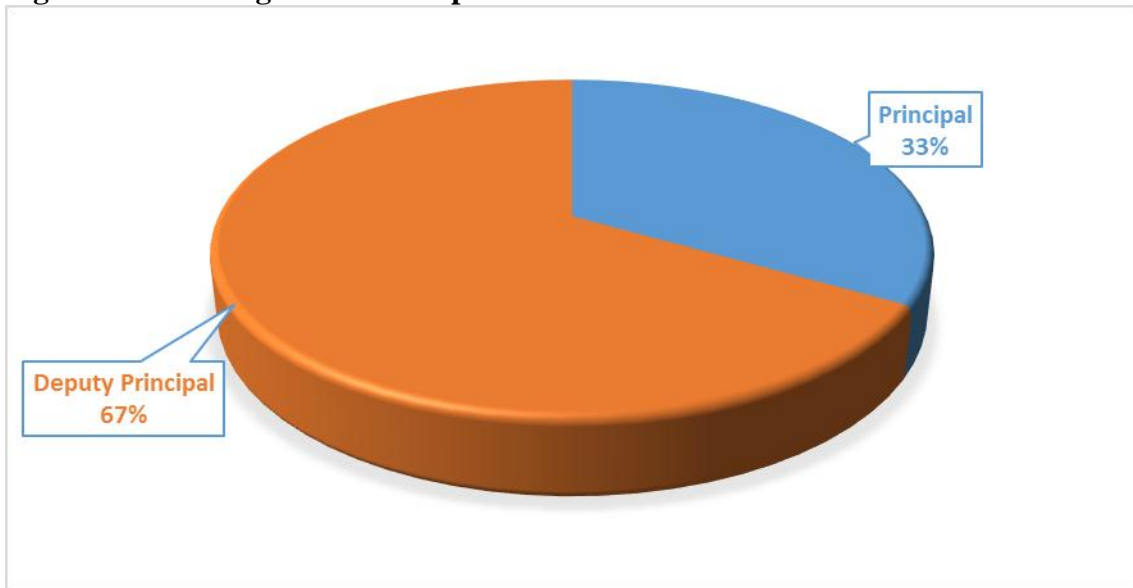


**Source: Survey Data (2014)**

The results in Figure 4.1 indicate that 52% of the respondents were male, while 48% were female. This implies that there was no significant difference in target audience, since the proportions are fairly comparable.

The study also sought to determine the designation of respondents. The results are shown in Figure 4.2.

**Figure 4.2: Designation of Respondents**

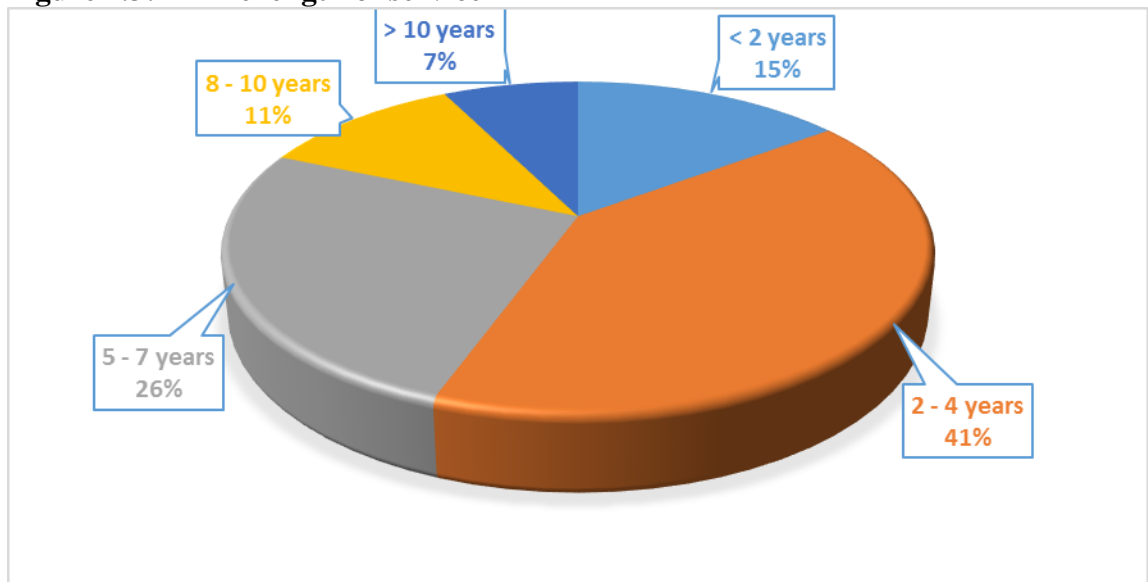


**Source: Survey Data (2014)**

The results in Figure 4.2 show that 33% of the respondents were principals and 67% were deputy principals. This further implies that the mix of the respondents was relatively sufficient since the two positions are usually in charge of the strategy formulation process.

The study also assessed the length of service the respondents had been serving in their current positions. The results are shown in Figure 4.3.

**Figure 4.3: The length of service**



**Source: Survey Data (2014)**

The results in Figure 4.3 show that the majority of the respondents at 40% had served in their positions for between 2-4 years; 26% had served for between 5-7 years; 15% had worked for below 2 years; 11% had served for 8-10 years and 7% had served for over 10 years.

#### **4.2.2 Strategy Formulation Process**

The respondents were required to indicate whether the strategy formulation process has been done in their respective schools and if so, to indicate the persons involved in the strategy formulation process. All the 54 schools surveyed had formulated their strategic plans. The results in Table 4.1 show the parties involved in the formulation.

**Table 4.1: Parties Involved in Strategy Formulation in Schools**

<b>Party</b>	<b>Frequency</b>	<b>Percent</b>
All stakeholders	46	85
BOG & Teachers only	4	7
BOG, H/Teachers & Deputy H/Teachers	2	4
Teachers only	2	4
<b>Total</b>	<b>54</b>	<b>100</b>

**Source: Survey Data (2014)**

The results in Table 4.1 indicate that in 85% of the schools all stakeholders were involved. The results also show that in 7% of the schools, the BOG and teachers only were involved while in 4% of the schools the BOG, the head teachers and the deputy head teachers were involved. The results also show that in 4% of the schools, only the teachers were involved in the strategy formulation.

Table 4.2 shows the results of the level of involvement of various participants in the strategy formulation process. The respondents were required to indicate the level of involvement using a scale of 1-5, with 1 denoting no involvement and 5, indicating involvement to a very large extent.

**Table 4.2: Level of Involvement**

<b>Parties</b>	<b>Mean</b>	<b>SD</b>
Deputy principal	4.5556	0.57188
Principal	4.4815	0.88469
BOG members	4.1923	0.79307
Experts	4.0000	1.06399
Teachers	3.7692	1.19829
Students	3.7037	1.22289
Parents	3.6154	0.97325
Support staff	3.4074	1.07315
Ministry of Education	2.8519	1.25002
Community	2.6400	0.94242
Supporting NGOs and CBOs	2.3846	1.34535

**Source: Survey Data (2014)**

The results in Table 4.2 indicate that the deputy principals and the principals, BOG members and experts are involved in the formulation process to a large extent, with a score of 4-4.5 with a standard deviation of less than 1. Teachers; students, parents and support staff are involved in the formulation process to some extent, with a score of between 3.4- 3.7. The ministry of education; the community and supporting NGOs and CBOs are involved to a less extent with a score of 2.

Table 4.3 indicates the extent to which certain activities are carried out in the strategy formulation process. The respondents were required to indicate the extent to which the activities were carried out using the scale of 1 – 5, with 1 being not at all and 5 being to a very large extent.

**Table 4.3: Extent to which key activities are performed**

<b>Activities</b>	<b>Mean</b>	<b>SD</b>
Analysis of adequacy of staff members	4.4074	.83595
Resource analysis	4.4000	.75593
Analysis of leadership skills and abilities	4.3704	.87516
Needs assessment	4.2593	.89411
Problem analysis	4.2593	.70538
Analysis of core competencies	4.0000	.92884
Analysis of external environment	3.8889	1.07575

**Source: Survey Data (2014)**

The results in Table 4.3 show that all the listed activities, except the analysis of external environment are carried out to a large extent during the formulation process with the score for each ranging from 4.0 – 4.4 with a standard deviation of below 1. Analysis of external environment is done to a moderate extent with a score of 3.8 and a standard deviation of 1.

Table 7 indicates the extent to which the respondents followed the key steps in the strategy formulation process. The respondents were required to indicate the extent to which they carry out the listed activities using the scale of 1 – 5, where 1 indicates not at all and 5 indicates to a very large extent.

**Table 4.4: Extent to which key steps are implemented**

<b>Key Steps</b>	<b>Mean</b>	<b>SD</b>
Setting organisational objectives	4.5926	.63002
Performance analysis	4.4815	.74582
Setting quantitative targets	4.4444	.69137
Choice of strategy	4.1852	.82586
Designing aims that are in context with the divisional plans	4.0000	.82416
Evaluating the organisational environment	3.9630	.69941

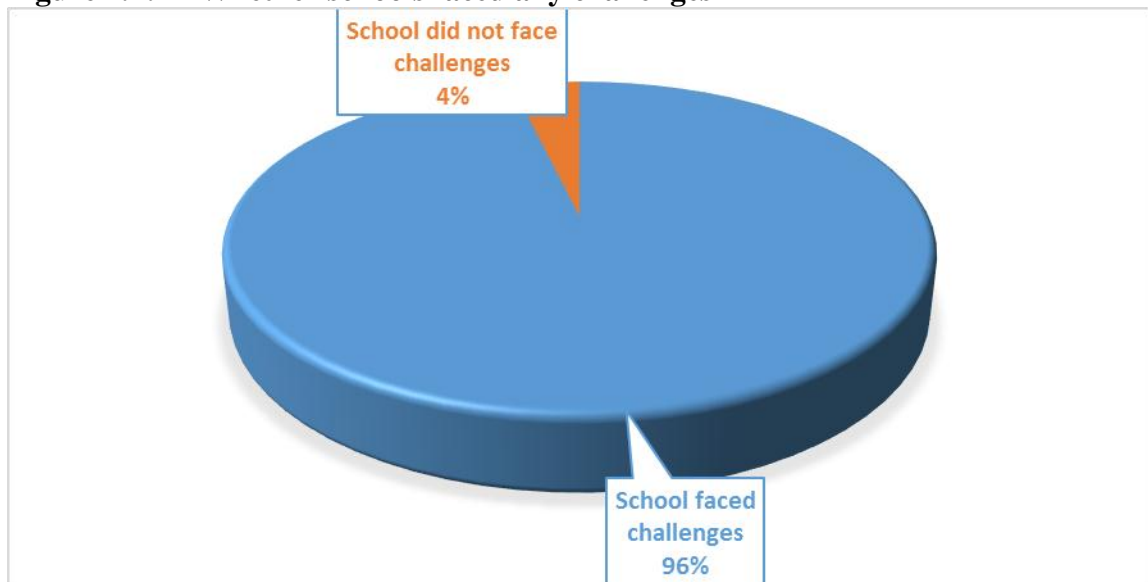
**Source: Survey Data (2014)**

The results in Table 4.4 show that the respondents perform all the key activities to a very large extent, except the evaluation of organisational environment which had a score of 3.9 with a standard deviation of 0.6, indicating that this is done only to some extent.

#### **4.2.3 Challenges Faced in the Strategy Formulation Process**

The respondents were required to indicate whether they face any challenges in the strategy formulation process and if so, to list these challenges. The results are shown in Figure 4.4.

**Figure 4.4: Whether schools faced any challenges**



**Source: Survey Data (2014)**

The results in Figure 4.4 shows that 96.3% of the respondent face challenges in the formulation process, with only 3.7% indicating that they have not faced any challenges.

The study examined the challenges faced by the respondents during the formulation process. The results are shown in Table 4.5.

**Table 4.5: Challenges facing strategy implementation in secondary schools**

Challenge	Frequency	Percent
Lack of adequate finance	28	52
Lack of expertise and skills	16	30
Lack of motivation	10	19
Lack of support from Government	6	11
Time constraints	6	11
Mobilisation of stakeholders	8	9
Lack of leadership	4	7

**Source: Survey Data (2014)**

The results in Table 4.5 show that in most cases, lack finances is the main challenge in the formulation process, with at least 52% of the respondents listing this as a challenge. Other main challenges face in the process also include lack experts and skills with a total of 30% listing this as a main challenge. Other challenges included lack of motivation (19%), lack of government support (11%), time constraints (11%) and mobilisation (9%). A number of respondents (7%) also cited lack of leadership as a challenge.

Table 4.6 shows the extent to which the respondents faced the listed challenges using a score of 1 – 5, where 1 represents not at all and 5 represents to a very large extent.

**Table 4.6: Severity of challenges facing secondary schools**

<b>Challenges</b>	<b>Mean</b>	<b>SD</b>
Lack of finances	4.1852	0.82586
Lack of support from the government and other stakeholders	3.9630	1.30258
Lack of skills in strategic management	3.6667	1.13270
Lack of motivation in teachers	3.6296	0.99615
Lack of visionary leadership	3.4815	1.46327

**Source: Survey Data (2014)**

The results in Table 4.6 show that lack of finances as a challenge is experienced to a large extent with a score of 4.1 and a standard deviation of 0.8. The other listed challenges have a score of between 3.4 – 3.9 with a standard deviation of between 1.4 – 1.13, indicating that the challenges are experienced to only a moderate extent.

### **4.3 Discussion**

The study established that there is no structured composition of stakeholders involved in strategy formulation in secondary schools in Embu. In most of the cases, there was a mixture of participants from the possible classes of stakeholders expected to participate in the formulation process. This was affirmed by the fact that for 70% of the respondent, the stakeholders involved were an alternating mixture of BOG member; teachers, principals; deputy principals; PTA members; parents and support staff, however not all the stakeholders are usually involved at any one time. This is consistent with the findings of Njagi et al. (2013).

In relation to the extent of involvement of various stakeholders the study found that the deputy principals, the principals, BOG members and experts are involved in the formulation process to a large extent, however teachers; students, parents and support staff are involved in the formulation process only to some extent. The ministry of education; the community and supporting NGOs and CBOs are involved to a less extent. This was also consistent with the findings of Njagi et al. (2013).

The study found that in the strategy formulation process, activities such as analysis of adequacy of staff members; analysis of leadership skills and abilities; resource analysis, needs assessment and problem analysis are done to a large extent. However analysis of the external environment is only done to a moderate extent. The study established that in the process of strategy formulation key activities such as setting organisational objectives; performance analysis; setting quantitative targets and choice of strategy and designing aims that are in context with divisional plans are performed to a large extent,

however, the evaluation of organisational environment which is done only to some extent.

The study also found that most of the participants in the strategy formulation process face very many challenges. This was because 96.3% of the respondent indicated that they face challenges in the formulation process. The study confirmed that in most cases, lack finances is the main challenge in the formulation process, with other main challenges being lack experts and skills. In relation to the listed common challenges, the study also established that of the lack of finances as a challenge is experienced to a large extent. The other listed challenges such as lack of support from the government and other stakeholders; lack of skills in strategic management and lack of motivation in teachers were experienced to a moderate extent. These challenges are consistent with the findings of Njagi et al. (2013) and Sije & Ochieng' (2013).

## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter presents the summary of research findings, conclusion of the study, recommendations for policy and practice, limitations of the study, and suggestions for further research.

### **5.2 Summary of Findings**

The study objectives were to determine the process of strategy formulation in public secondary schools in Embu County and identify the challenges facing public secondary schools in Embu County in the formulation of their strategic plans. The study found there is no uniform composition of stakeholders involved in strategy formulation in secondary schools in Embu. In most of the cases, there was a mixture of participants drawn from different stakeholder groups.

The study found that the deputy principals, the principals, BOG members and experts are the main participants involved in the strategy formulation process, with other stakeholder groups getting involved to only a moderate and less extent. The study found that activities such as analysis of adequacy of staff members; analysis of leadership skills and abilities; resource analysis, needs assessment and problem analysis the main activities carried out in the strategy formulation process for secondary schools in Embu County.

The study found that key steps followed in the formulation process involves activities such as setting organisational objectives; performance analysis; setting quantitative targets and choice of strategy and designing aims that are in context with divisional plans. The study also found that most of the participants in the strategy formulation process face very many challenges which mainly included lack finances and lack experts and skills.

### **5.3 Conclusion**

The study concludes that there is no uniform composition of stakeholders involved in strategy formulation in secondary schools in Embu, with most participants being drawn from different stakeholder groups. The study concludes that for secondary schools in Embu County, the deputy principals, the principals, BOG members and experts are the main participants involved in the strategy formulation process. The study concludes that the main activities carried out in the strategy formulation process for secondary schools in Embu County include analysis of adequacy of staff members; analysis of leadership skills and abilities; resource analysis, needs assessment and problem analysis.

The study concludes that key steps followed in the strategy formulation process for secondary schools in Embu County include activities such as setting organisational objectives; performance analysis; setting quantitative targets and choice of strategy and designing aims that are in context with divisional plans. The study concludes that most of the participants in the strategy formulation process in secondary schools in Embu County face very many challenges however the most common ones are lack finances and lack experts and skills.

## **5.4 Recommendations**

The study recommends that the strategy formulation process in secondary schools should have a structured form of strategy formulation, with defined participants drawn from all stakeholder groups which include, teachers; parents; PTA, BOG; community based organisations, government representatives and local authorities. The involvement of all stakeholders is likely to give a wholesome approach to strategy formulation and consequently great results during implementation.

The study recommends that, other stakeholders, other than the secondary schools administration should be involved to a larger extent in the formulation of strategies. The views of all key participants, especially teachers and parents should be incorporated in the school's strategies. The study recommends that analysis of external environment should be done in the process of strategy formulation, to enable to schools identify opportunities and threats that come from the external environment. This will assist in forming opinions on the expansion of schools; available sources of finance; compliance with regulations and addressing issues that relate to cohesiveness with the community. The study recommends that secondary schools should identify all challenges facing their operations and formulate actionable plans to address all these challenges with an aim of reducing their negative effect on the school's performance.

## **5.5 Limitations of the Study**

The study focused solely on secondary schools in Embu County. This therefore limited the sample size to Embu County and therefore may limit the applicability of the results to other secondary schools in Kenya. The study was also based on primary data collected from the respondents. Primary data may be non-reliable at times and the respondents can

be biased in their responses. The study therefore suffers from the limitations inherent in all primary data.

## **5.6 Suggestions for Further Research**

This study should be replicated in other counties in Kenya, such a study will provide results that can be compared to the present one or generalised to inform strategy formulation in all secondary schools in Kenya. The study also suggests that more studies should examine the successful strategies that have been formulated and implemented in secondary schools. This is important in order to highlight the importance of strategy formulation and implementation.

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	1	2	3	4	5
Experts					
Principal					
Deputy Principal					
Teachers					
Support Staff					
Students					
BOG members					
Ministry of Education					
The Parents					
The community in general					
Supporting NGOs and CBOs					

7. Using the same scale as in (6) above, tick to indicate the extent to which you carry out the following activities during strategic planning.

	1	2	3	4	5
Resource analysis					
Analysis of leadership skills and abilities					
Needs assessment					
Problem analysis					
Analysis of core competencies					
Analysis of adequacy of staff members					
Analysis of external environment					

8. Using the same scale as in (6) above, tick to indicate the extent to which you follow the stated steps during strategic formulation process.

	1	2	3	4	5
Setting organisational objectives					
Evaluating the organisational environment					
Setting quantitative targets					
Designing aims that are in context with the divisional plans					
Performance Analysis					
Choice of Strategy					

**Section 3: Challenges facing the Formulation Process**

9. Are there any challenges that your school has faced in the formulation of a strategic plan

Yes ( )

No ( )

10. If yes, Please list the challenges below

.....

.....

.....

11. Using the same scale as in (6) above, tick to indicate the extent to which your school has faced the following problems during the strategy formulation process

	1	2	3	4	5
Lack of finances					
Lack of skills in strategic management					
Lack of support from the government and other stakeholders					
Lack of motivation in teachers					
Lack of visionary leadership					