FACTORS INFUENCING STRATEGIC PLANNING IN PRIVATE OWNED PRIMARY SCHOOLS IN NAIROBI: A CASE OF HARVEST VIEW ACADEMY

BY

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UNITED STATES INTERNATIONAL UNIVERSITY AFRICA

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STUDENT DECLARATION

I, the undersigned declare that this is my original work and that it has not been submitted to any other College, Institution or University other than the United States International University for academic purposes.

Signed: _____   **Date: _____**

Mike Ross Ochola Opere (ID. No: 631513)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: _____   **Date: _____**

Prof. Fred Newa

Signed: _____   **Date: _____**

Dean, Chandaria School of Business

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I wish to register my appreciation to all those people who contributed in various capacities that enabled me complete my studies. I am greatly indebted to my supervisors for their close guidance, support and scholarly opinions and for their unfailing availability when sough for consultations.

To my family members and friends, many thanks for your patience, academic liaisons, scholarly response, guidance and prayers that gave me enough strength. Finally, I thanks the Almighty God, the most Gracious and the most Merciful, without whom I could have not reached this far.

DEDICATION

This research project is dedicated to my family members who stood with me during my challenges and hard times in my job, balancing this with the academic pursuit and my demanding and sensitive responsibilities and enabling me realize my academic dream.

ABSTRACT

The purpose of this study was to establish factors affecting strategic planning in Harvest View Academy which is a private institution. The study was guided by the following research questions: What is the influence of resources on strategic planning? What is the influence of Leadership on strategic planning? What is the influence of organization culture on strategic planning?

The study employed a descriptive research design. Harvest View Academy has a total of 20 teachers, 5 support staff, 9 PTA representatives, 1 director 1 headteacher, and a deputy headteacher.This formed the population for this study. This researcher employed a census survey, to ensure that data from each and every respondent would be captured accurately. This survey was appropriate because the total population was small and easily accessible. Two instruments were used in the research obtain the needed information from the respondents.

The questionnaire was for both the PTA representative and the teacher's and the support staff.The interview guide was for the school director, head teacher and deputy head teacher. The researcher made a budget for the materials to be used during data collection and purchased materials before the actual data collection. The date and time for collecting data was carefully planned. The researcher then visited Harvest View Academy to obtain permission to carry out the study. At the end of data collection, data analysis was carried out to show how each variable contributed strategic planning at Private Primary Schools. The study's data was quantitatively and qualitatively analyzed using frequency distribution, percentages and mean and standard deviations with the help of Statistical Package for Social Sciences (SPSS version 21). The data was descriptive and thus invariants which included frequencies, means and percentages were used to interpret the study findings. Quantitative data was analyzed using Multiple Linear Regression Model.

From the study findings, it was revealed that adequacy of resources such as physical facilities, equipment, teaching and learning materials determine how effective a strategic plan is in the school. In addition the study revealed thst competent staff plays a significant role in the strategic plan development and implementation.

The study also revealed that there were challenges in school communication. The communication modes used between various levels of organization's employees in the strategic planning process included meeting forums between the director, teachers, and support staff which were held every week.

The study therefore concludes that active involvement of all stakeholders and collaboration with other stakeholder in school strategic planning assist in the resource mobilization and monitoring.Further school leadership should actively involve all the stakeholders in decision making.

The study therefore recommends that private schools should hire a team of trained workers in aspects pertaining to their fields. This is to ensure ease of implementing strategy and also maintaining an organization as rich in human resources. The school management should create motivational plans for its staff members to enhance strategic planning implementation. School management should also create a culture in all stakeholders to keep them delivering the best and encourage communication both ways to create a conducive environment to nurture an effective organization culture that will add value to the organization.

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LIST OF ABBREVIATIONS

FPE: Free Primary Education

ICT: Information Communication Technology

IT: Information Technology

KCPE: Kenya Certificate of Primary Education

PPSs: Private Primary Schools

PTA: Parent-Teacher-Student Association

RBV: Resource-Based View

SPSS: Statistical Package for Social Sciences

SWOT: Strength,Weakness Opportunity And Threats

USA: United States of America

USIU: United States International University

<center>**CHAPTER ONE**</center>

1.0 INTRODUCTION

1.1 Background of the Study

Strategic management emerged in the last quarter of the 20th century with the main aim of providing companies with a proper manner of implementing various strategies (Pearce & Robinson, 2007). In the recent past, the business environment has been characterized with a lot of turbulence thus leading to various companies developing new ways of implementing strategies thus giving them an edge over other companies operating in the same industry. Strategic implementation is referred to as the activities within an organization which are used to manage the execution of a strategic plan in order for a company to be able to achieve its objectives (Sundbo, 1998).

Scholars in strategic management have stated that it's very easy to formulate strategy but on the other hand implementation of these strategies has proved to be an uphill task in many organizations (Thompson, Strickland & Gamble, 2008). According to Leting (2009) Leadership within an organization is very critical in influencing strategies formulated and implemented within an organization. If management has poor top-down style of management or poor communication on vertical basis this may cause resistance among the workforce within an organization leading to poor strategy implementation. Moreover, it was observed that management has the responsibility of providing various factors which are necessary in ensuring that the strategic planning process is a success through providing leadership and organizational culture.

The process of strategic planning involves formulation, implementation and assessment of various steps. Strategic planning is considered a process which is initiated by the top management within a firm deliberately and is based on an in-depth analysis of the industry in which a firm operates in with the aim of designing a comprehensive strategy for a firm (Mintzberg, Ahlstrand & Lampel, 1998). A firm cannot generate value for itself and its stakeholders with just a good strategic decision but it also has to be implemented properly as most of the time good strategic decisions have been found ineffective due to poor implementation. Strategy implementation process is very important in ensuring that a firm is able to achieve its vision, mission, strategy and strategic objectives within a specific reasonable period of time (Rugman, Collins & Hodgetts, 2006).

<center>1</center>

In order for an organization to have an effective strategic plan, the organization must put into consideration the environment in which it operates to find out the threats posed to its normal operations (Cater & Pucko, 2010). For a strategy to be effective, during the formulation process it must be well suited for the organization's needs after which implementation takes place. Since strategy formulation and implementation are key aspects in strategic management they are considered as two sides of the same coin (Kalali, Akhavan & Pourezzat, 2011). Though the strategy itself is key, how an organization implements its strategy is very important compared to strategy formulation. For a company to have an effective management system it must look into details on how it formulates and implements strategy within their organization.

Private primary schools (PPSs) play a critical role in around the world. In the US for instance, private primary schools came up since some parents wanted quality education which was not guaranteed by public primary schools which were run by the government. The first private schools in the US were established by Roman Catholic missionaries who settled in Florida and Louisiana in the 18th century. In the 19th century there was no uniform organized system of public education until the 1840s (Hunt, 2000). This led to a push for a better education system especially in the public schools. Furthermore, there was no difference back then than in the 21st century where parents who wanted quality education for their children opted to take their children to private schools (Carper, 2001). Essentially in many colonies in the new colonial US, private education came before public education which led to many private schools springing up to fill the void which was left by the public sector.

However, in Kenya both public and private schools are supposed to have an educational plan according to the Kenya Education Master Plan for Education and Training (1997-2010) which contains all important information about the individual schools. The choice of implementation in both private and public schools' strategic planning depends on size of the school, complexity of programs, institutional culture and style of management. Public Secondary schools have always planned but there is nothing strategic as their planning is based on a tradition the government put in place that after five years there must be a change of plans which is meant for inflation and to accommodate sycophants of the ruling regime. The planning never focused on long term planning until the emergence of performance contracting which demanded the planning should be strategic in nature

(Lewa, Mutuku and Mutuku, 2009). On the other hand private schools unlike public schools do not have several stakeholders who influence their performance adversely. According to Marubu 2012, a study on private schools using the British Curriculum found that all functions within the institution from Board of Directors and Governing council were involved in implementing strategies. This makes it very easy to motivate staff to implement since they were involved in formulating the strategies. British Curriculum Schools of Kenya (BCSK) involves examining how strategies have been implemented and the outcomes of the strategy among schools. Moreover, when there is a deviation in performance they do an investigation to establish the problem is and advise the schools on how to overcome challenges as a result of strategic planning. Strategic planning is taken more seriously in private schools than in public schools, and individuals held accountable for each and every actions in regards to success of the school.

In Kenya the primary schooling phase is very important for any student as it forms the foundation for an individual's educational background. When one does not have proper educational background in primary school, one may face difficulty as one advances to higher education at secondary and university levels. Most parents in Kenya who have the financial capability in regards to primary schooling have opted to take their kids to private schools especially after the introduction of free primary education (FPE) in 2003, under the regime of President Mwai Kibaki (Mbiti, 2010). The reason for this is that Kenyan education system has become very competitive thus each and every able parent would want their kids perform well in their primary education for them to secure good secondary schools (Oketch, Mutisya & Sagwe, 2012). However, private primary schools though known for their good performance, they face numerous challenges which inhibits them from achieving their goals. Moreover, strategic planning is known to help firm achieve their goals thus creating a positive outcome. However, little is known of the strategic planning practices among PPSs in Africa and in particular Kenya.

After the collapse of the East African Community in 1977, Kenya went on using the 7-4-2-3 system of education until 1985 under the regime of president Daniel Toroitich arap Moi, the second president of Kenya who introduced 8-4-4 system of education where students were to take 8 years in primary school, 4 years in secondary school and 4 years in university (Amutabi, 2003). Over the years there has been a continuous advancement in the Kenyan education system. This led to the emergence of numerous public and

private schools both at secondary and primary levels, universities and mid-level colleges (Wanjohi, 2011).

Pre-schooling and primary school is very key for children's academic progress compared to their gender or family background. When children get quality pre-schooling followed by an effective primary school this ensures children develop holistically (Wango, 2011). At primary school level, the quality of teaching affects both children's social and intellectual development. For an economy to realize any growth, it must ensure that its citizens have access to quality education at primary, secondary and university. For students to advance to secondary and university education they must have a proper foundation in their primary schooling (Wango, 2011).

Harvest View Academy is a private primary school (PPS) that was established as a Kindergarten school by Bishop Martin and Nancy Phiri in 1996. The school operated in their church for three years (1996-1998). In 1999 a primary school was established with only standard (STD) 1. Each year onwards a new class was added as pupils moved to the next class until the school had a STD 8 stream in 2006 which was registered to sit for Kenya Certificate of Primary Education (KCPE). Since 2006 the school has continued to enroll candidates for KCPE exams though the school still continues to encounter challenges in achieving its objectives and goals. It's therefore vital to establish a clear understanding of factors influencing strategy planning for the organization to be able to achieve its goals and objectives effectively. The study sought to establish the factors influencing strategic planning.

1.2 Problem Statement

Harvest View Academy like other organization has a strategic plan which involves starting three streams in kindergarten up to lower primary in 2016, to start a day care center, to refurbish the kindergarten department, to complete a new administration block, to start a community school in Tassia (Pre-primary and lower primary by next year, to upgrade their primary facilities and IT and also having looked at the present economy and being a Christian institution with a vision of offering quality education to all pupils, to have their fees moderated in order to ease burden on parents. Harvest View Academy like many organizations continue to face stiff competition in their day-to-day operations especially when it comes to implementation of their strategic plan. In order to gain

competitive advantage it has been established that an organization must have the ability to formulate and implement effective strategies. Moreover, this also ensures their organizations are able to achieve their objectives without compromising on quality of services and goods giving consumers value for their money (Tavakoli & Perks, 2001).

The rate at which the internal and external environment in private primary schools in Kenya operate in is changing rapidly has brought to the attention that strategic planning is very key for success of the school. In order for the school to gain favorable position as a result of good performance the school has to go through process of formulating a strategy. Over the past few decades there has been emergence of various concepts and techniques on how organizations can develop and implement suitable strategies that will ensure success of an organization. Some of the concepts and techniques have recommended that organizations should match their resources and skills with opportunities and skills present in its external environment through doing a SWOT analysis (Umukoroa, Kuyeb, & Sulaimon 2009).

Studies by other researchers have reviewed literature in the field of strategic planning. According to Michael (1999), knowledge is considered as a strategic resource and it helps a firm to establish its core competencies which will provide it with a competitive advantage. In order for Harvest View Academy to attain its set goals and objectives they must come up with an initiative to develop and exploit organizational resources that are related to the organization's strategic plan. In most cases it has been establishes that organizations come up with initiatives which are not in line with organization's strategic plan thus leading to organization not achieving its set goals and objectives. Though, most managers strongly believe that strategic advantage arises from having more resources than their competitors, the school's management should be in a position to explain the link between organizational resources and organization's strategy.

According to Pasmore (2015), the leadership strategy process is what ensures effectiveness or ineffectiveness of a strategy. Harvest View Academy's leadership strategy is supposed to narrow the gap between strategy and the performance of their firm. It should clarify how many leaders, type of leaders, where they are needed, type of skills and behaviors required for an organization to achieve its goals. However, it has been established that though most senior executives are aware of importance of

developing talent among leaders in their organization, the efforts they channel towards developing leadership is not in line with organizations strategic plan. This is a stumbling block towards organization identify and implementing effective strategies. The school like any other organization should provide a leadership strategy to ensure that potential of individuals and groups are unleashed to the maximum to ensure organization's success since business strategies do not address an organization's ability to implement its strategic plan.

According to Kandula (2006), in order for an organization to perform well it must have a strong culture. Strategies differ from firm to firm in relation to the industry and environment from which they operate from. Harvest View Academy should have a strong culture as this will ensure good performance from the school as employees will be motivated to work for the well-being of the school while a weak culture may cause the school to perform poorly. Organizational culture plays an active and direct role in a firm's performance. Magee (2002) states that management of most organizations come up with strategies which are not in line with organizational culture and practices thus making strategy counterproductive. Moreover, to avoid the school's strategy from becoming counterproductive management of a firm must ensure that the strategy is in line with most school's practices.

Waruhiu (2004), conducted a study locally on issues pertaining strategy planning which was a case study of research based institutions on international collaborative research and development. There have been previous studies done on strategy planning in other intuitional firms while this study aimed to find out factors influencing strategy planning in Harvest View Academy so that they can achieve the goals and at the same account for value of their services among various stakeholders. The main aim of the study was to establish factors affecting strategic planning at Harvest View Academy.

1.3 Purpose of the Study
The purpose of this study was to investigate factors that influence strategic planning at Private Primary Schools in Nairobi, a case-study of Harvest View Academy.

1.4 Research Questions
1.4.1 What is the influence of organizational resources on strategic planning?
1.4.2 What is the influence of Leadership on strategic planning?

1.4.3 What is the influence of organizational culture on strategic planning?

1.5 Significance of the Study

The findings of the study will be significant to the following stakeholders;

1.5.1 Employees of Harvest View Academy

This study will help employees whom many of them are teachers in Harvest View Academy to be able to understand the various factors affecting strategic planning process. This will help them understand importance of the process and how they can be part of the strategic planning process. This will ensure that there is minimal resistance among employees especially when it comes to strategy implementation thus ensuring that the teachers as individuals provide quality service, which in the end will lead to optimum performance of the various schools.

1.5.2 Management of Harvest View Academy

This study will enlighten management of Harvest View Academy on various changes they need to do in their organization to ensure that they have a very effective and efficient process of strategic planning. This information will benefit to policy makers in the organization, as this will enable to come up with policies that are effective when it comes to operations of the school and other private and public schools especially in enhancing their performance.

1.5.3 Academicians and Researchers

This study will take a great part in contributing to the limited content of the local literature in regards to factors influencing strategic planning among private schools. Moreover the study will specifically expose on how among other factors, leadership, organization resources and corporate culture influence success of strategic planning process among primary private schools in Kenya. Furthermore, the study will provide for an opportunity for further research in the Primary Private Schools sector. The findings will prescribe a criterion upon which operations of the various private schools should be evaluated to ensure that the schools' performance is optimized.

1.6 Scope of the Study

The study specifically focused on factors influencing strategy planning at Harvest View Academy. The main population scope covered were teachers who taught in the school. The study was conducted in June 2016. The study was expected to be limited due to unwillingness of various respondents who might fail to give full disclosure in regards to the organization they work for due to fear of being victimized. The researcher mitigated this fear through assuring the various respondents that all information they provided would be treated as confidential. The researcher assured the respondents that the information they gave would be entirely used for academic purposes.

1.7 Definition of Terms

1.7.1 Leadership

This is a process of influencing followers so that an organization is able to attain its goals through modifications (Lussier & Achua, 2009).

1.7.2 Organizational Culture

Organizational culture can be referred to a set of values, beliefs and attitudes that are preferred within an organization and are used to benchmark various practices. Mission and vision statement of an organization largely articulates organization's values (Wessel, 1993).

1.7.3 Strategy Implementation

Is the application of the management process to obtain desired results within an organization (Barnat, 2005).

1.7.4 Strategy

Referred to as a plan of action designed to achieve a particular goal or a plan of action designed to achieve a particular goal (Pearce & Robinson, 2007).

1.7.5 Strategic Management

Refers to decisions, and actions that lead to formulation and implementation of various plans that provide a guidance on how corporations can accomplish their objectives (Pearce & Robinson, 2007).

1.7.6 Strategy Formulation

This is the process of developing a strategy within an organization for it to be in apposition to achieve its goals while continuously monitoring changes in its environment while adapting to the various changes (Pearce & Robinson, 2003).

1.7.7 Strategic Plan

A step by step guide, created by a business or organization, to map out how it will reach goals, and set a foundation so the entire company knows what will happen and what is expected of them (Mintzberg, 2004).

1.7.8 Competitive Advantage

This refers to superiority which is gained by an organization when providing value to consumers either by having lower prices compared to its competitors or by providing quality services/goods which competitors may not match. This may be because of organizations matching their key competencies with available opportunities within the environment in which they operate (Pearce & Robinson, 2009).

1.7.9 Organizational Resources

This are assets that an organization has at its disposal which they use during production process. There are four types of organizational resources: human resources, capital resources, monetary resources and raw materials (Mintzberg, Ahlstrand & Lampel, 2009).

1.8 Chapter Summary

This chapter has provided an introduction about the study and the reasons for which the studies were being done. The background of the study and problem statement have also been highlighted. The chapter also outlines the research questions that will guide the study. It has also provided significance of the study, scope and definition of technical terms that have been used in the study.

Chapter two will present various literature review according to various authors on strategic planning. Chapter three will explain the research methodology researcher used while chapter four will present various findings of the study. Chapter five which is the final chapter will present summary, discussion, conclusions and recommendations of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter is based on review on factors influencing strategic planning. The chapter is arranged according to the research objectives. This part of the paper begins by focusing on influence of resources on strategic planning followed by influence of leadership on strategic planning. Finally, this chapter focuses on influence of organization culture on strategic planning.

2.2 Influence of Resources on Strategic Planning

Strategic planning involves the resources which an organization has as they dictate the activities and choices required for the organization to formulate and execute a strategic plan (Whittington, Scholes & Johnson, 2005). Resources can therefore be viewed as inputs which private schools use to plan and execute various activities within its framework. On the other hand there is a resource-based view (RBV) which looks at resources being either tangible or intangible. Moreover the resources are viewed as scarce, provide for competitive advantage, suitable and they have the ability to ensure the organization performs well (Pearson & Robinson, 2009). In order for any private school to have a competitive advantage over other schools, it must match its resources to its capabilities. Resources are the main pillar on which strategy is anchored as it dictates what an organization wants to do, how it can achieve what it wants to do and it's potential. It has been noted that there should be a connection between strategies formed by an organization, how they are implemented and the resources an organization it has (Rumelt, 2011).

Rainey and Streinbauer (1999), classified organization resources as financial, human, technological resources. Fry, Stoner and Hattwick (2004), classified resources into various categories such as physical materials, financial assets, people and information. According to Russo and Fouts (1997), resources includes physical assets technologies, human resources and organizational capabilities, and on the other hand there are intangible resources which included organizational reputation and political intelligence. According to Lee (2009) he classified resources into six main types and they included human resources, administrative resources which revolve around an organization's

structure, physical resources, financial resources, reputation resources and political resources. This study will focus on four types of resources which affect strategic planning and they include: organization structure; financial resources; human resources; and information systems.

2.2.1 Financial Resources

Strategic planning in education sector is impacted upon by financial and other resources to very greater extent. According to Ngware, Wamukuru and Odebero (2010) the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials, all have a direct bearing on quality as they determine how effective a strategic plan is. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quantity and quality. Saitoti, (2003) avers that the major determinants of an effective academic strategic plans include curriculum content, relevant instructional materials and equipment, physical facilities, a conducive learning environment, the quality of teaching force, and assessment and monitoring of learning achievements.

On their part Njeru, Stephen and Wambu (2013) in their study on factors influencing formulation of strategic plan in private schools in Embu North District found that availability of funds, and stakeholder's knowhow have a significant relationship with the schools strategic planning. Inyanga (2013) from her study found that lack of funds and knowledge about the strategic planning process were the key hindrances to effective strategic plans in private secondary schools. This was in agreement with findings from a 21 survey conducted by Mucai, Kinya, Noor and Mutai (2013) on walking the talk in strategy and policy implementation in Meru Central District which found that technical competence, financial resources and leadership styles had a significant relationship with the implementation of the strategic planning. Wernman (2014) in a study on bridging the awful gap between strategy and action found that people, skills, facilities and money are some of the resources that must be adequate for a proper strategic plan for a school.

2.2.2 Human Resources

Colombo and Grilli (2009) avers that when formulating a strategy it's important for management of various private schools to look at the relationship of the strategy and the various individuals in different departments who are tasked with the work of ensuring that

the strategy implementation process is a success (Colombo & Grilli, 2009). The success of private schools heavily relies on the type of personnel it employs. Michlitsch (2010) in his study revealed that a n organization is also supposed to train its existing employees to ensure they have the right knowledge and skills when it comes to strategy formulation and implementation When a school has competent employees especially when it comes to teachers it's likely to have an easy time when it comes to strategy implementation compared to schools that may have difficulty as a result of having inexperienced staff who may lack the necessary skill in field of strategy. Moreover, it very important for an organization to ensure it has competent staff to ensure that they achieve their goals (Michlitsch, 2010).

Pasmore (2015) argues that in order to enhance effective strategy implementation in private schools, it is imperative to have a well qualified and highly motivated teaching force capable of understanding the needs of the learners and the schools shared goals at large. Secondly, school head teachers and deputies who are well versed in management and successful strategy implementation, effective and efficient management and administration of schools. Chemwei, Leboo and Koech (2014) in their study on factors impeding implementation of strategic plans in secondary schools in Baringo District revealed that inadequate human resource was the major constraint to effective strategic implementation. Other constraints outlined by the study include lack of ownership by management and insufficient budgetary allocation.

From their study Kiprop and Kanyiri (2012) suggest that comprehensive in service training for all teachers is necessary so that they are able to understand and implement the strategic plan with the available resources. They also recommend the need to review and harmonise existing policies on strategic planning thus improving local participation in education delivery. Other recommendations by this study include active involvement of all stakeholders and collaboration with other stakeholder and other development agencies who may assist in the resource mobilisation.

In order for a private school to have a successful strategic planning process it's therefore imperative that teachers specifically understand that their input is very vital. When employees are involved in strategy planning process they come up with very unique and innovative strategies and ways of ensuring they are successful upon their implementation (Mintzberg, Ahlstrand & Lampel, 2009). Executives of the various private schools must

employ the use of communication while coming up with various strategies after which they use the communication process to explain to their employees at large within their various schools' the importance of the strategy and how they should employ it to ensure their organizations perform well compared to others operating in the same industry (Kaplan & Norton, 2011). After strategy has been formulated it's very important for a school to create strategic awareness, defining objectives according to personal and team levels and providing reward to the various parties involved especially during strategy implementation process to ensure success of a strategy.

According to Kaplan and Norton (2011), since people are the one who formulate and implement strategies their well-being must be looked as they are the ones who determine success or failure of a strategy as the back stops with them. In order to ensure that strategies formulated are implemented successfully it's very important to provide incentives to various employees involved in strategy implementation process within an organization through rewards in various ways such as promotions and increase in salaries among other rewards (Mintzberg, 2004).

2.2.3 Information Systems

Visscher (2011) believes that information systems can provide administrators and teachers with the information required for informed planning, policy-making, and evaluation. Gurr (2010) claimed that information systems have changed school management in the areas of leadership, decision making, workload, human resource management, communication, responsibility, and planning. These systems can assist the school manager in determining the aims of the school, formulating strategic plans, distributing resources, and evaluating staff performance as well as organizational success (Telem & Buvitski, 2015; Telem, 2009).

Bober (2011) indicates that efficient and quick decisions could be made possible when school managers get accurate and up-to-date information by information systems (Christopher, 2013). Several surveys have been designed in recent years to gather information on the extent to which schools are developing the capacity to integrate ICT into learning, teaching, and management processes. A steady increase in the number of computers and other technologies over time has been evident in the literature, with most schools achieving the baseline targets for computer-to-pupil ratios (Condie, 2007).

North (2010) focused on the impact of information systems usage on school management abilities. Their study looked at the role of support in bringing about such processes as well as their implications for the future. However, it was clear that an important feature to consider was the relationship of data collection and collation to data use, since school managers needed quite different forms of analysis in some respect to those that were needed by teachers.

Atan (2004) investigated the impact of ICT on management practices in smart schools in Malaysia. Their analysis revealed some positive changes including the enrichment of ICT culture in schools, better accessibility to information, more efficient administration, accurate planning and a higher utilization of school resources. The challenges encountered by the participant schools were time constraints, higher administrative costs, negative acceptance/support from untrained staff, abuse of the ICT facilities, and problems related to the imposed rigid procedural requirements.

Reduction in workload, beneficial impact on time management, and improvement in the quality of reports have been highlighted as major impact of information systems on school administration and management. Some studies show that, as staff in schools have acquired and developed ICT skills and confidence in using the technologies; they have experienced a reduction in some aspects of their workload (Condie, 2007; Cunningham, 2014). Cunningham (2014) claimed that ICT use was valued by senior management in developing school systems for administration and easing management tasks. Granville (2015) found that staff of his selected schools believed that use of technologies had made administrative work easier with regard to accounts, attendance data, and the sharing of confidential information. In other words, school management information systems increase effectiveness and efficiency by saving time and facilitating development of alternative solutions for sophisticated problems (Pegler, 2012).

2.3 Influence of Leadership on Strategic Planning

Strategic leadership provides the vision and direction for the growth and success of an organization. To successfully deal with change all executives needs the skills and tools for both strategy formulation and implementation. Managing change requires strategic leaders who not only provide a sense of direction but who can also build ownership and

alignment within their workgroups to implement change. Leaders face the continuing challenge of how they can meet the expectations of these who placed them there (G.O.K 2010). For a strategy to succeed the leader must be able to adjust it as conditions require. If leaders are to win they must rely on the prepared minds of employees throughout the organizations to understand the strategic intent and then both carry out the current strategy and adapt it in real time.

Strategic planning can also be a way to anticipate and accommodate trends that might affect an institution and its future. Cook (2011) states that institutions need to make decisions about the future before future either forces the decisions or renders any decisions irrelevant. Davis and Allison (2013) argue that, because of increasing external demands and uncertainty of events, private school leadership has to be future oriented and strategically driven. They identify three characteristics of a future oriented school leadership as having: an articulate vision for the future of the school based on values and beliefs to which the school community is committed; an ability to scan the environment for future trends and directions and to adapt or work with them to help develop the schools internal purpose; and the capacity to manage the change process.

Drucker (2013) saw the challenge to private school leadership of changing trends as follows: What will be taught and learned; how it will be taught and learned; who will make use of schooling; and the position of the school in society all of this will change greatly during the ensuing decades. Indeed, no any other institutions face challenges as radical as those that will transform the school. Ngware, Wamukuru and Odebero (2010) are of the opinion that the private school teachers must establish the context in which students can best achieve their objectives. Continuous improvement that results from students, teachers and school owners working together must be harnessed. Teachers should concentrate on literacy and teaching that provides a leadership framework that support continuous improvement in the learning process.

According to Okumbe (1998) leadership is the process of encouraging and helping others to work enthusiastically towards objectives. It involves developing a vision for the organization that will encourage employees to work with a passion. The school management should emphasize team work and collaboration which are essential components in provision of quality education. The Master plan on Education and Training (1997–2010) however states that many private school head teachers have not

been adequately trained in management and strategic planiing and are ineffective and lacking accountability. Jones (2012) cites leadership as one of the seven keys to a successful strategic plan and asserts that the only way a leader is going to translate a vision into reality is to anchor, implement and execute the vision through a variety of policies, procedures and systems that will willingly bring in people and empower them to implement the vision. Evans (2007) observes that wise leaders tend to prefer simplicity and brevity to detail and breadth. They hold fast to core values but are ready to be flexible on how to fulfill this.

Strategic planning therefore requires school leadership that possesses certain characteristics for it to be effective. Such characteristics include: possession of requisite knowledge and skills in strategic planning, be future oriented and strategically driven, and recognizes the need for strategic planning.

2.3.1 Communication

Forman and Argenti (2005) noted that little attention has been given to the links between communication and strategic planning in the education sector. The content of such communications includes clearly explaining what new responsibilities, tasks, and duties need to be performed by the affected employees. It also includes the why behind changed job activities, and more fundamentally the reasons why the new strategic decision was made firstly. Findings of Peng and Litteljohn (2011) show that effective communication is a key requirement for effective strategic planning. At the school level, communication plays an important role in training, knowledge dissemination and learning during the process of implementation of the school development plan.

Rapert (2012) state that communication and shared understanding play an important role in strategic planning. In particular, when vertical communication is frequent, strategic consensus (shared understanding about strategic priorities) is enhanced and an organization's performance improves. The study of Schaap (2006), which was conducted in the private schools within the state of Nevada, shows that over 38% of the senior level leaders do not communicate the schools direction and schools strategy to all of their subordinates. This study also reinforces findings that frequent communication up and down in organization enhances strategic consensus through the fostering of shared attitudes and values.

Aldehayyat et al. (2011) and Ngware et al. (2006) argue that one of the benefits of strategic plan to a school that it helps to communicate the set goals to all members and stakeholders. It is therefore necessary to display the motto, vision, mission, goals and objectives in conspicuous places where all the stakeholders can see. Thus, for the school to be able to formulate effective strategic plan the school management must possess effective communication skills to pass down the vision to all the members of the school including teachers, parents, learners and other relevant stake holders.

Dandira (2011) is of the opinion that communication should cascade from top to bottom of the organization 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 the school management should not hold back any information in their possession which can be helpful in the implementation of the strategic plan.

2.3.2 Vision

Private school leadership has a responsibility of not only establishing a shared vision but that they are to create a shared ethical vision of behavior among all constituents in the learning community (Ngware, 2010).That is to say that an effective leader helps others know how interaction among teachers, parent, and students is to occur, helps others know what to do in moments of confrontation and crisis and help others know how to engage each other in matters relevant to student concerns whether academic,emotional or physical in nature (Davies, 2010).

Strategic leadership is the means of linking this broad activity to shorter-term operational planning,thereby imbuing the responses to immediate events with elements of the value system andthe longer term direction. Strategic leadership is therefore the vision and moral purpose and translating them into action. It is a means of building the direction and the capacity for organization to achieve that directional shift or change. Strategic leaders are involved in taking their organizations from their current situation to a changed and improved state in the future. Changein both the structure and focus of schools is difficult, especially if it involves a change in theculture of the school (Ansoff, 1965).

A study by Bjerke & Hultman (2013) revealed that when a principal does not have a proper vision for his/her school this jeopardizes future of the school as people within the school will not know the direction school is heading to. In order for a school to be in a

position where it achieves its goals the principal of the school must provide proper leadership by ensuring people understand situation and what is required currently and in the future. A vision should be long-term oriented as it provides a sequence on how organization should transition from present to the future up to such a point its vision will become a reality (Bjerke & Hultman, 2013).

Paul & Sidney, (1998) in their study further revealed that in order for a principal, BOG and PTA among other stakeholders of a school to come up with a proper vison they must be in a position to project where they want the school to achieve in the future. After establishing the vision, a principal is then supposed to establish a frame work which will see the school realize its vision. The findings were further echoed by Keough and Shanahan (2008) who revealed that in order for a private school to formulate a strategy and ensure its implemented successfully the school must have a principal with proper leadership skills and one who is capable is executing his/her duties correctly ensuring effectiveness and efficiency in various processes. A leader also has to be visionary to ensure that he/she is able to provide direction to employees to ensure the organization achieves its vision (Reeves, 2008).

2.3.3 Adaptive to Change

Ina school set up school leaders need to create and sustain a competitive school, empower others to make significance decisions, provide instructional guidance, and develop and implement strategicschool improvement plans (Lewa, 2009). Head teachers are expected to oversee the organization of departments and allocation of resources within the units in the school, facilitate professional development and in-service training of teachers, as well as monitor how teaching and assessment of students is conducted and effectively manage the outcomes. All the improvements will not happen without some form of resistance to change.Adequate resources to finance shortcourse in-services-training for teachers, purchase of quality and adequate teaching and learning materials among others. Training needs assessment is critical in identifying skill gaps among teachers and as well make them share the school goals (Davies, 2006).

Ndegwah (2014) recommends that principals and deputies should be equipped with necessary managerial skills (academic and technical) as well as conceptual skills to help them successfully implement strategic plans in their respective schools. Further, he

suggests that schools should have resources allocation policies, institutional policies and reward incentive schemes which if strictly enforced, will help in successful implementation of schools strategic plans with minimal resistance.

2.3.4 Motivation

In order to enhance effective strategic planning in private schools, it is imperative to have a well qualified and highly motivated teaching force capable of understanding the needs of the learners and the curriculum. Ngware (2010) 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. A lowly motivated staff may avoid such strategies or absent themselves during the time of strategy formulation (Bennell, 2014). Absenteeism has theoretical basis from Herzberg theory (1966) and worker's adjustment to equilibrium strategy (Allen, 1981).

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.Ngware (2010) argues that if teachers are taken for training to increase their skills they will be motivated and especially if they are given a chance to put their skills to practice. This makes them they feel part of the decision making process when they are allowed to sit in committees to formulate the strategic plans. Funds should also be available to train the teams so that each can know the responsibilities and expectations (Jackson, 2005).

2.4 Influence of Organization Culture on Strategic Planning

Drawing the similarities between the business and the school in terms of strategic planning, Tsiakkiros and Pasiardis (2002) identified the similarities as follows. First, the two sectors try to make a profit but the type of profit differs in both; Two, both have limited resources yet they have unlimited needs and must allocate resources after putting their needs in a sequence of priority; Three, both compete for clients and resources and lastly, both have clients who demand for more satisfaction. The schools get resources from government, parents, donors and other income generating projects to implement the projects they identify. These resources are hardly enough (Lund, 2013).

Organizational culture can be mentioned as the shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms. Aosa (2012) notes that lack of compatibility of strategy and culture can lead to resistance to change and frustrate

strategy implementation efforts. School culture is not a static entity. It is constantly being constructed and shaped through interactions with others and through reflections on life and the world in general (Finnan, 2010). School culture develops as staff members interact with each other, the students, and the community. It becomes the guide for behavior that is shared among members of the school at large. Culture is shaped by the interactions of the personnel, and the actions of the personnel become directed by culture.

Hollins (1996) argues that schools are shaped by cultural practices and values and reflect the norms of the society for which they have been developed. The general ideologies of society at large and the communities surrounding individual schools become reflected in the culture of schooling. In Anyon's (2015) study of inner city schools, she identified three factors that vitiated strategic plan plan implimentation efforts in the schools involved in her study: socio-cultural differences among participants, an abusive school environment, and educators' expectations of failed strategic plan. These three factors combined to create a school culture that negated any attempt at to develop a successful strategic plan.

2.4.1 Risk Taking Culture

Empirical investigations suggest that the promotion of an enabling culture requires senior leaders' support and involvement (Drucker, 2009; Ireland & Hitt, 2009). Farson and Keyes (2012), for example, suggest that fostering failure tolerance is an important means of promoting an enabling culture. And to foster failure tolerance requires that leaders are engaged, show interest in people's work by asking pertinent questions, express support and give feedback, and are collaborative rather than controlling. In an entrepreneurial culture members of the organization identify opportunities and risks based on their perceptions of the internal and external organizational environment, integrate available resources, and bring in other individuals to enable them to undertake creative and innovative ventures (Sternberg, Kaufman & Pretz, 2003).

According to Mumford (2014) a risk culture is effective when it enables and rewards employees within an organization for taking the right risks in an informed manner. Risk culture is very important in organizations including private schools as achieving of organizational objectives requires taking of risks. Prevailing risk culture of an organization determines the ability of the firm in handling various risks. Risk culture affects ability of a firm especially private schools when it comes to making strategic

decisions and deliver on their promises in terms of performance (Boisvert & Larouche, 2015)

2.4.2 Teamwork

A sharing culture makes interaction, communication, and knowledge transfer possible (Damanpour, 1991), which in turn, encourages exploratory behavior and learning and a strong team. The culture of an organization is expected to be supportive of and consistent with the strategy being implemented (Johnson & Scholes, 1999). Cater and Pucko (2010) in their study revealed that corporate culture gives employees a sense of how to behave and act and hence influencing employees to support current strategy in order to strengthen its implementation. Since it is managers who were involved in developing strategic plans, it is part of their leadership tasks to bring the organization's culture into alignment with strategy and keep it there. If the leader and employees share the same values and internalize these values, the bond between leader and employee will be strong in all situations leading to free communication that will enable transfer of knowledge (Davies, 2010).

2.4.3 Result Oriented Culture

Numerous organizations who think that they are result-focused more than often are in a position to show targets, but in real sense they focus more on action compared to impact (Kariv & Heiman, 2005). Thus, many private schools continue to suffer in terms of performance and achievement of desired results as they struggle to link various decisions to desired results. Result-oriented organizations prepare everyone within the organization to anticipate for risks, establish and resolve issues which block them from achieving desired results and engage in critical issues which focus on improving organizations performance (Watkins & Liu 1996).

Kariv and Heiman (2005) avers tht a result oriented structure is a culture which focuses on having a diverse, workforce which is high-performing workforce, in addition to ensuring effective planning, monitoring, development, ranks and rewards employee's performance. In order for a result oriented culture to be effective a school must ensure that it has a workforce which is explicit and shares a specific purpose. Furthermore, most people have misunderstood purpose to be vision, mission or values as purpose refers to what one is trying to create as an organization and how you will create it. If purpose is

used and defined effectively it can be used to guide the success of the strategy planning process of an organization (Bouffad, Boisvert & Larouche, 1995).

Further a study by Sherwood and DePaolo (2005) revealed that a result oriented culture should evaluate results over activities which seem obvious among many organizations especially private schools but in actual sense it's not common as many may have thought of. A result oriented culture strives to confront and remedy performance which are off-track ensuring there is mutual accountability among employees of an organization thus ensuring that they discuss the off-track performance directly and effectively. These ensure that private schools as organizations deals with a problem as it occurs especially during strategy implementation process (Marubu, 2012). Unfortunately, most private schools hold conversations in regards to off-track performance when it's too late leading to poor performance in the schools due to poor execution of their strategies. Rewarding organization results compared to individual results ensures mutual accountability and joint action among employees of an organization thus providing a platform for proper basis for the strategy planning process (Sherwood & DePaolo, 2005).

In order for an organization to perform well in the global environment characterized with intense competition organization should incubate a result oriented culture. Environment in which an organization operates in is dynamic which require understanding of current and future trends in the internal and external environment of the organization (Kariv & Heiman, 2005). Understanding of current and future trends helps management of private schools to make decisions on how it's to achieve set goals. This type of culture also ensure that a school has competitive advantage over others operating in the same industry as it ensures the school adapts to change as it occurs at the same time achieving set goals.

2.4.4 Stability

This refers to a culture which emphasizes on an organization maintaing its status quo in contrast to growth. Many organizations are more inclined towards a stable culture compared to that of change since they are able to predict what is going to happen since they base their decisions on routine activities thus high level of efficiency is guaranteed (Harley & Broyles, 2010). This approach may lead to poor performance of a private school in the long run since trends in the education sector are always changing. Strategy planning revolves around change as it creates new way of doing things within the

organization in a more effective and efficient manner (Harley & Broyles, 2010). The culture of stability is therefore one which hinders private schools from growing as it revolves around doing things same way and style, year in and out.

In order to realize change within private schools' they must initiate change through changing various processes which depends on employees of the schools' especially teachers and how they perceive change. In a case where a school is satisfied with its current performance this may lead to the school becoming obsolete as other schools operating within the same environment may come up with new and efficient ways of doing things. If an organization wants to realize good performance it must change with time or current trends depending on the current trends within the industry in which it operates within (Ford & Ford, 2009).

Change in the environment which an organization operates in is inevitable thus resistance to change is unavoidable as this forces people to embrace new ways of carrying out activities within the organization. It's human nature to resist change due to uncertainty, self-interest, and feeling of exclusion, lack of trust and skill or training among other factors. Principals as leaders within various private schools in reference to the factors mentioned should work their way in convincing their followers the importance of change to ensure their schools' performance is optimum as a result of following a proper strategy planning process (Galpin, 1996).

2.5 Chapter Summary

This chapter presented literature review on various factors influencing strategic planning process. The chapter started with introduction about strategy planning, the influence of factors such as resources, leadership and culture on strategy planning. Good performance of an organization involves looking at organization's resources, leadership and culture and how they can be used for success of an organization's strategic planning process. The following chapter is chapter three which will outline methodology used to collect data for the purpose of this study.

<p style="text-align:center;">**CHAPTER THREE**</p>

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the study design which was used to investigate the factors that influence strategic planning at Private Primary Schools in Nairobi.The chapter included research design, population and sampling design, data collection methods, research procedures and data analysis methods.

3.2 Research Design

The study employed a descriptive research design. Kothari (2004) describes descriptive research as a facts finding enquiries adding that the major purpose of descriptive research is description of affairs as it exists at present. According to Orodho (2003) descriptive design is suitable because it is used to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviours or values. This design was used since it enabled the researcher to collect data across the sampled population using the same instruments at the same time. The descriptive research design also enabled the researcher to obtain information concerning the factors that influence strategic planning at Private Primary Schools in Nairobi and assess the opinions of director, head teacher, deputy headteacher, teachers support staff and PTA association representatives.

3.3 Target Population and Sampling Design

3.3.1 Population

Target population as defined by Frederic (2010), is a universal set of the study of all members; real or hypothetical set of people, events or objects to which an investigator wishes to generalize the result. The accessible population is the population in research to which the researchers can apply their conclusions (Thorn hill, 2009). This population is a subset of the target population and is also known as the study population. It is from the accessible population that researchers draw their samples.This study will target the director, the head teacher, deputy headteacher, teachers, support staff and parent-teacher-student association (PTA) representatives.

Table 3.1 Target Population

Population	Frequency	Percentage
Director	1	3
Headteacher	1	3
Deputy Headteacher	1	3
Teachers	20	54
Support Staff	5	14
PTA Represenatives	9	24
Total	**37**	**100**

Source: (Harvest View Academy, 2016)

Harvest View Academy had a total of 20 teachers, 5 support staff, 9 PTA representatives,one headteacher and a deputy headteacher and the school director.This formed the population for this study.

3.3.2 Sampling Design

3.3.2.1 Sampling Frame

A sample frame is a smaller number of cases drawn from the total population (Ingule & Gatumu, 1996). Sampling is important as it saves on expenses and time that could have been used in studying the entire population (Robson, 2002). In this study the sampling frame comprised of all employees in Harvest View Academy, mainly teachers and members of the PTA.

3.3.2.2 Sampling Technique and sample size

Sampling is done to some elements of a population so that conclusions about the entire population can be drawn. The ultimate test of a sample design is how well it represents the characteristics of the population it purposes to (Thorn hill, 2009). This researcher employed a census survey, which means all the teachers, PTA representatives, headteacher and deputy headteacher were the respondents for the study. According toThorn hill, (2009), a census survey tends to enhance feelings of security surrounding the accuracy of the results. This survey was appropriate because the total population is small and easily accessible. One of the greatest advantages of a census survey is that all school staff had the same opportunity to participate. Finally, census survey was easier to administer because it included all persons.

3.3.2.3 Sample Size

Mugenda and Mugenda (2003) suggest that a sample of between 20 and 50 percent is reliable and sufficient for generalization. The study sample therefore constituted 37

respondents. This included the director, head teacher,deputy headteacher, teachers, support staff and parent-teacher-student association (PTA) representatives.According to Mugenda, & Mugenda (2003) in descriptive studies, 10% of the accessible population is enough to generalize the results of a study and represent the entire population. This study used all the accessible population which was used a the study sample.

3.4 Data Collection Method

Data collection encompasses any measurement procedures that involve asking questions to respondents. These may include both interviews and questionnaires (Trochim, 2006). Schindler (2006) recommends the use of questionnaires in descriptive studies because self-administered typically cost less than personal interviews and sample accessibility is easy. The researcher can contact participants who might also be inaccessible, careful consideration where the participants can take more time to collect facts, talk with others or consider replies at length than is possible in an interview and finally in terms of anonymity where the surveys are typically perceived as more impersonal, providing anonymity than other communication modes (Thorn hill, 2009)

Two instruments were used in the research obtain the needed information from the respondents. The instruments included:

Questionnaires: - A list of structured questions developed to address the study's specific objectives will be given to the respondents to answer. Questionnaires are both economical and effective as they enable the researcher to obtain large data amounts from a large number of subjects (Orodho, 2009).

The questionnaire had four parts, (a) background information b) opinions based on the three variables c) the dependent variable questions. The first part of the questionnaire was used to gather the respondents demographic information. This included gender, age, educational level among others. The second part of the questionnaire included items with strategic planning aspects. A 5 point Likert-type response scale ranging from 5 strongly agree to 1 strongly disagree was used to determine factors influencing strategic planning. The questionnaire was for both the PTA representative and the teacher's and the support staff. The questionnaires was developed based on the research objectives.

Interview schedule: An iterveiw guide is list of pre-recorded questions that the interviewer will asks the interviewee and the answers recorded on the schedule (Thorn

hill, 2009). There was one interview schedule for the director, head teacher and deputy head teacher intended for use in this research; it was developed based on the research objectives stated. The interviews were appropriate as they allowed the researcher to do an in depth probe of the respondents and this allowed for in-depth information to be collected. The interview questions were open and this allowed unwilling respondents to pass questions that they could not answer. The interview schedule helped the respondents in directing the conversation toward the topics and issues the researcher wanted to investigate.

3.5 Research Procedure

After obtaining permission from United States International University Africa, the researcher then visit Harvest View Academy to obtain permission to carry out the study in the private school. The researcher made a budget for the materials to be used during data collection and purchased materials before the actual data collection. The date and time for collecting data was carefully planned.The researcher distributed questionaires and interview guides to teachers,support staff, the deputy headteacher, head teacher and the director. Further the PTA members questionaires were sent to them through their children in sealed evelopes. The PTA members were requested to return the questionnaire in a sealed envelope to the school within seven days. The researcher used drop and and pick method to give the respondents adequate time to fully work on the instruments. The researcher engaged a research assistant who hepled in collecting data from the respondents. On completion, the researcher collected the questionnaires and interview from the participants.

Qualitative data was collected by use of the interview guides which were issued to the director, head teachers and the deputy headteachers. The data was used to gain an understanding of underlying reasons, opinions, and motivations. Qualitative Research was also used to uncover trends in thought and opinions, and dive deeper into the problem.

Quantitive data was collected through the structured questionnaire. This data was used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. It was used to quantify attitudes, opinions, behaviors, and other defined variablesand generalize results from a larger sample population.

3.6 Data Analysis Methods

At the end of data collection, data analysis was carried out to show how each variable contributed strategic planning at Private Primary Schools. The study's data was quantitatively and qualitatively.Quantitive data was analyzed using frequency distribution, percentages and mean and standard deviations with the help of Statistical Package for Social Sciences (SPSS version 21). The data was descriptive and thus invariants which included frequencies, means and percentages were used to interpret the study findings. Qualitative data was analyzed using narratives statements based on the relevant thematic areas and the findings given in prose form.Quantitative data was analyzed using Multiple Linear Regression Model. The general form of the Multiple Linear Regression Model was;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where,

Y: the independent variable (Strategic Planning) expressed as a linear combination of independent variables X_1, X_2 and X_3

β_0: The regression constant i.e. $Y = \beta_0$ when $X_1, X_2, X_3..... X_k = 0$

β_1: Coefficient of organizational resources (independent variable X_1)

β_2: Coefficient of leadership (independent variable X_2)

β_3: Coefficient of organisation culture (independent variable X_3)

e: Error term

3.7 Chapter Summary

This chapter involved the introduction, research design, population and sampling design, data collection methods, research procedures and data analysis methods. The next chapter will involve data analysis and the presentation of the findings.

CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analyses and interpretations of the research findings in line with the study objectives. The general objective of this study was to investigate factors that influence strategic planning at Private Primary Schools in Nairobi, a case-study of Harvest View Academy. Also the study sought to determine: the influence of organizational resources on strategic planning, the influence of leadership on strategic planning and the influence of organizational culture on strategic planning. The research findings were presented in quantitatively and qualitatively form. Quantitive data was analyzed using frequency distribution, percentages and mean and standard deviations.

4.2 Response Rate

The sample size of this study was 37 respondents who were; directors, head teacher, deputy head teacher, teachers, support staff, PTA representatives.

Table 4.1 Response Rate

Response Rate	Frequency	Response Rate
Instruments Returned	34	91.9
Instruments Never Returned	3	8.1
Total	**37**	**100**

The researcher distributed the questionnaires to all the anticipated respondents of the study out of which 34 responses were acquired. This represents a 91.9% response rate. Some of the questionnaires were half way filled by the respondents and hence could not be used in the study which made the study not to achieve a 100% response. However, according to Kothari (2004) any response of 50% and above is adequate for analysis thus 91.9% formed an acceptable basis for drawing conclusions.

4.3 Demographic Information

The demographic information of this study comprised of gender of the respondents, respondents management levels, the period the respondents had worked in the school, their highest level of education and also included whether the respondents school develop strategic plans. In addition the demographic information sought find out the time frame

for the respondents' organization's strategic plan and specification of the time periods covered and the review of the same.

4.3.1 Respondents Gender

The respondents were asked to indicate their respective gender. The results are presented in the table 4.2

Table 4.2: Respondents Gender

Gender	Frequency	Percentage
Male	9	29
Female	22	71
Total	31	100.0

From the findings, 71% of the respondents indicated that they were female while 29 % indicated that they were male. This shows that most of the respondents who were involved in the study were female. Thus the study indicates that both male and female genders were represented.

4.3.2 Management Level

The researcher requested the respondents to indicate their management levels, the study findings were represented in the table 4.3

Table 4.3: Management level

Management level	Frequency	Percentage
Teacher	20	64.5
PTA	6	19.4
Support Staff	5	16.1
Total	**31**	**100.0**

From the findings the study found out that 64.5% of the respondents were working as teachers as their management level, 19.4% of the respondents indicated that they were PTA in the management level. Also 16.1% of the respondents indicated that they were support staff in the school management level. Thus the study indicates respondents were well distributed according to their management levels.

4.3.3 Length of time at Organization

The respondents were asked to indicate for how long they had worked within the school, the findings of the study were presented in the table 4.4

Table 4.4: Length of time at Organization

Length of Time at Organization	Frequency	Percentage
Less than 1 year	10	32.3
1 - 3 years	17	54.8
4 - 6 years	2	6.5
7 - 9 years	2	6.5
Total	**31**	**100.0**

The study found out that 54.8% of the respondents indicated that they had been working in the school for a period of 1 to 3 years, 32.3% of the respondents indicated that they had been in the school for a period of less than a year, 6.5% of the respondents indicated that they had been working in the school for a period of 4 to 6 years and also a similar percentage of the respondents indicated that they had been in the school for a period of 7 to 9 years. Thus the study indicates that majority of the respondents involved in the study had been at school for a period of one to three years thus the respondents were capable of delivering credible information regarding the study.

4.3.4 Highest Education Level

The researcher requested the respondents to indicate their highest level of education, the findings were represented in the table 4.5

Table 4.5: Education Level

Education Level	Frequency	Percentage
Secondary	2	6
College	20	65
Bachelor's Degree	5	16
Masters	4	13
Total	**31**	**100**

From the findings, 65% of the respondents indicated that they had college education as their highest level of education, 16% of the respondents indicated that they had bachelor's degree and also 13% indicated that they had master's degree whereas 6% of the respondents indicated that they had secondary education as their highest level of

education. Thus the study indicates that majority of the respondents had college education, the study also indicates that respondents involved in the study had basic education thus could be relied to give credible information.

Table 4.6: Other Educational Level

The researcher also requested the respondents to indicate any other education level that they had acquired. The findings were represented in the table 4.6

Other Educational level	Frequency	Percentage
No other education	30	96.8
Diploma in ECDE	1	3.2
Total	**31**	**100.0**

From the findings the study found out that 96.8% of the respondents indicated that they had no other educational level whereas 3.2% of the respondents indicated that they had a diploma in ECDE.

4.3.5 Development of Strategic Plans

The respondents were requested to indicate their opinion as to whether their school develop strategic plans. The findings were presented in the table 4.7

Table 4.7: Development of Strategic Plans

Strategic plans	Frequency	Percent
Yes	31	100.0

From the findings the study found out that 100% of the respondents agreed that their school develop strategic plans. This is an indicator that the schools develop strategic plans.

4.3.6 Time frame for Organization's Strategic Plan

The researcher requested the respondents to indicate the time frame for their organization's strategic plan, these were the respondents who agreed that their school developed strategic plan. The findings were presented in the table 4.8

Table 4.8: Time Frame for Organization's Strategic Plan

Time frame	Frequency	Percentage
Short term	2	6
Medium term	12	39
Long term	17	55
Total	**31**	**100**

From the findings the study found out that 55% of the respondents indicated that the time frame for their organization's strategic plan was long term, 39% of the respondents indicated that the time frame for their organization's strategic plan was medium term, 6% of the respondents indicated that the time frame for their organization's strategic plan was short term. Thus the study indicates that majority of the respondents indicated that the time frame for their organization's strategic plan is long term.

4.3.7 Specification of Time Period(s) Covered

Respondents were requested to specify the time period covered in months or years for their organization's strategic plan. The study findings were represented in the table 4.9

Table 4.2: Time period covered

Time Covered	Frequency	Percentage
1 month	6	19.5
1 year	13	41.9
3 months	1	3.2
3 years	7	22.6
3.5 years	1	3.2
5 years	1	3.2
6 months	1	3.2
Months	1	3.2
Total	**31**	**100**

From the study findings the study found out that 41.9% of the respondents indicated that the time period covered in their organization's strategic plan was one year, 22.6% of the respondents indicated that the period was 3 years, 19.5% of the respondents indicated that the specific period taken was one month, 3.2% of the respondents in each case indicated that the specific time period was; in months, 6 months, 3.5 years, 5 years. Thus the study indicates that most of the respondents indicated that the time period covered in months or years for their organization's strategic plan was a period of 3 years.

4.3.8 How Often the Plans are Reviewed

The respondents were requested to indicate how often the strategic plans are reviewed. The study findings are presented in the table 4.10

Table 4.3: Plans Review Frequency

Plans Review	Frequency	Percentage
Every Year	14	45.2
Every Month	3	9.7
Total	17	54.8
System	14	45.2
Total	**31**	**100.0**

From the findings the study indicated that 45.2% of the respondents indicated that often the plans were reviewed every year, 9.7% of the respondents indicated that often the plans were reviewed every month. On the same the study indicated that 45.2% of the respondents did not respond to this question. Thus the study indicates that most of the respondents indicated that often the strategic plans are reviewed every year.

Table 4.4: Other- How often Plans are Reviewed

Also the respondents were requested to indicate any other way on how often plans were reviewed. The study findings were presented in the table 4.11

Plans Review	Frequency	Percentage
No indication	17	54.8
2 years	1	3.2
3 months	11	35.5
Everytime there is an exam	1	3.2
Oftenly	1	3.2
Total	**31**	**100.0**

From the study findings the study found out that 35.5% of the respondents indicated that the plans were reviewed after 3 months, 3.2% of the respondents in each case indicated that the plans were reviewed as follows on each of the case; after 2 years (3.2%), every time there is an exam (3.2%) and oftenly as was also indicated by a percentage of 3.2%. Further 54% of the respondents had on idea on how often the strategic plans are reviewed.

4.4: Organizational Resources

The respondents were requested to indicate their level of agreement with the listed statements relating to the influence of organization resources on strategic planning. A scale whereby 5- Strongly agree, 4- Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree was used. The study findings were represented in the table below.

Table 4.5: Influence of Organization Resources on Strategic Planning

Resources	Mean	Std. Deviation
Adequacy of resources	4.23	1.055
Competent staff play a significant role in the strategic plan	4.13	0.957
Inadequate human resource is one of the major constraints	3.65	1.199
Teachers and parents to understand their input is vital in successful strategic planning	4.61	0.558
It's important to provide incentives to various employees involved in strategy implementation	4.39	0.558
Active involvement of all stakeholders and collaboration with other stakeholder in school strategic planning assist in the resource mobilization and monitoring	4.06	0.814
Schools should invest in ICT	4.52	0.57

The higher the mean the higher the respondents level of agreement on the influence of organization resources on strategic planning. Majority of the respondents strongly agreed that Successful strategic planning process requires that teachers and parents to understand that their input is very vital this was indicated by a mean of 4.61 and also that schools should as well invest in ICT in terms of hardware, software and trainings which in return play a key role in strategic planning as was indicated by a mean of 4.52.

Respondents also agreed that; In order to ensure that strategies formulated are implemented successfully it's very important to provide incentives to various employees involved in strategy implementation as was indicated by a mean of 4.39. Also respondents agreed that adequacy of resources such as physical facilities, equipment, teaching and learning materials determine how effective a strategic plan is in the school as was indicated by a mean of 4.23. In addition the study indicated that also respondents agreed that competent staff plays a significant role in the strategic plan development and implementation. They ensure that the school achieve its set goals this was indicated by a mean of 4.13, active involvement of all stakeholders and collaboration with other

stakeholder in school strategic planning assist in the resource mobilization and monitoring as was indicated by a mean of 4.06.

Further the study indicated that respondents also agreed that inadequate human resource is one of the major constraint in the development and implementation of strategic plans as was indicated by a mean of 3.65The research findings conquers with those of Pearson & Robinson (2009). They indicated that the resources are viewed as scarce, provide for competitive advantage, suitable and they have the ability to ensure the organization performs well.

4.5: Leadership

The researcher requested the respondent to indicate their level of agreement with regards to the listed statements relating to leadership and strategic planning. In this case a scale whereby 5 represented Strongly agree, 4 represented Agree, 3 represented Neutral, 2 represented Disagree, 1 represented Strongly Disagree was used. The study findings were represented in the table 4.13 below.

Table 4.6: Leadership

Leadership	Mean	Std. Deviation
School leadership has the requisite knowledge and skills in strategic planning	3.61	1.145
The head teacher provides proper leadership	3.68	1.301
The school vision and mission is well communicated	4.16	1.036
Head teacher is a visionary teacher	3.48	1.288
School leadership involves all the stakeholders in decision making	3.39	1.086
School management plan has motivational plans for its staff members	3.26	1.182

The study indicates that the higher the mean the higher the respondents level of agreement on the listed statements. The study indicated that majority of the respondents agreed that; In their strategic planning the school vision and mission is well communicated to teachers, parents, learners and other relevant stake holders as was indicated by a mean of 4.16, the head teacher provide proper leadership by ensuring people understand situation and what is required currently and in the future as was indicated by a mean of 3.68. Further the study indicated that respondents agreed that the school leadership has the requisite knowledge and skills in strategic planning as was indicated by a mean of 3.61.

Also respondents were neutral that their head teacher is a visionary leader who ensures that he/she provide direction to staff and learners to ensure the school achieves its vision as was indicated by a mean of 3.48. In addition the respondents were neutral that the school leadership involves all the stakeholders in decision making process where they are allowed to sit in committees to formulate the strategic plans as was indicated by a mean of 3.39, also the study indicated that the respondents indicated to a neutral extent that the school management have a motivational plan for its staff members upon achievement of strategic plans milestone as was indicated by a mean of 3.26.The study findings agrees with those of Cook (2011). He stated that strategic planning can also be a way to anticipate and accommodate trends that might affect an institution and its future. He stated that institutions need to make decisions about the future before future either forces the decisions or renders any decisions irrelevant.

4.6: Organization Culture

With respect to organizational culture the researcher requested the respondents to indicate their level of agreement with the listed statements relating to organization culture and strategic planning. A scale whereby 5 was strongly agree, 4 was Agree, 3 was Neutral, 2 was Disagree, and 1 was Strongly Disagree was used. The study findings were represented in the table 4.14. The higher the mean the higher the level of agreement.

Table 4.7: Organization Culture

Organisation Culture	Mean	Std. Deviation
All staff, learners, and parents share same values	3.65	1.142
School has result-oriented culture. Everyone is prepared to handle anticipated risks, establish and resolve issues	3.68	0.979
School management ensures effective planning, monitoring, development and rewards both teachers and learners who perform excellently	3.7	1.236
We always aim at executing our strategies excellently	4.13	0.763
Understanding our current and future trends helps us to make our decisions on how to achieve set goals	4.06	0.892
We have developed a culture of ensuring that our school has competitive advantage	3.94	0.998

From the findings the study indicated that majority of the respondents agreed that; respondents will always aims at executing their strategies excellently and always hold conversations in regard to off-track performance as was shown by a mean of 4.13, also that understanding their organization current and future trends helps respondents to make

decisions on how it's to achieve set goals as was indicated by a mean of 4.06. Further the study indicated that respondents agreed that they have developed a culture of ensuring that our school has competitive advantage over others operating in the same industry this was indicated by a mean of 3.94.

In addition the respondents agreed that the school management always ensure effective planning, monitoring, development and rewards both teachers and learners who have performed excellently as was indicated by a mean of 3.70, also respondents agreed that their school have a result oriented culture. Everyone is always prepared to handle anticipated risks, establish and resolve issues which may block them from achieving desired results and engage in critical issue as was indicated by a mean of 3.68. Also the study indicated that the respondents agreed that the school has embarked on a culture whereby all staff, learners and parents share same values and internalize these values, and the bond between head teacher and staff is strong as was indicated by a mean of 3.65.

The study findings agree with those of Finnan (2010). He stated that school culture is not a static entity. It is constantly being constructed and shaped through interactions with others and through reflections on life and the world in general school culture develops as staff members interact with each other, the students, and the community

4.7: Strategic Planning

The researcher requested the respondent to indicate to what extent they agreed on the listed statements concerning effects of strategic planning. A scale whereby 5 represented Strongly agree, 4 represented Agree, 3 represented Neutral, 2 represented Disagree, 1 represented Strongly Disagree was used. The study findings were represented in the table 4.15 below. The higher the mean the higher the extent of agreement.

Table 4.8: Effects of strategic Planning

Strategic planning Effects	Mean	Std. Deviation
Through strategic planning the school is able to cope with changes in the environment	3.77	0.99
Through strategic planning the school hires highly qualified teachers	3.9	1.136
Our school acquires technology through strategic planning	3.25	1.266
Through strategic planning the school is able to allocate teaching time equally	3.83	1.262
Strategic planning influences completion of syllabus in schools	3.97	0.752
Adoption of strategic planning reduces politics in schools	3.45	1.362
Strategic plan adopted by our school enables it to gain competitive edge	4.16	0.86

From the findings the study indicated that majority of the respondents agreed that; the strategic plan adopted by their school enable it gain competitive edge over other private schools as was indicated by a mean of 4.16, strategic planning influence completion of syllabus in schools as was indicated by a mean of 3.97. Also the study indicated that respondents also agreed that through strategic planning the school hires highly qualified teachers as was indicated by a mean of 3.90. The study also indicated that through strategic planning the school is able to allocate teaching time equally for effective teaching this was indicated by a mean of 3.83, further respondents agreed that also that through strategic planning the school is able to cope with changes in the environment as was indicated by a mean of 3.77.

In addition respondents indicated to be neutral that thorough adoption of strategic planning there is the reduction in politics in schools as was shown by a mean of 3.45 and also that their school acquires technology through strategic planning this was indicated by a mean of 3.25.The findings conquers with those of Mintzberg, Ahlstrand & Lampel, (2009). They asserted that when employees are involved in strategy planning process they come up with very unique and innovative strategies and ways of ensuring they are successful upon their implementation.

4.8 Analysis for the Director, Head Teachers and Deputy Head Teachers

4.8.1 Respondents Gender

The researcher requested the respondents to indicate their genders, the study findings were presented in the table 4.16

Table 4.9: Gender

Respondents gender	Frequency	Percentage
Male	2	66.7
Female	1	33.3
Total	3	100.0

From the findings 66.7% of the respondents were males whereas 33.3% of the respondents were female. This indicates that the majority of the respondents were males thus males have a higher number in directors, head teachers and deputy head teachers slot as compared to female gender.

4.8.2 Management Level

Respondents were requested to indicate their management levels in the school, the findings were represented in the table 4.17

Table 4.10: Management Level

Managerial level	Frequency	Percentage
Head teacher	1	33.3
Deputy Head teacher	1	33.3
Director	1	33.3
Total	**3**	**100.0**

From the findings the study indicated that 33.3% of the respondents in each category were serving as head teacher (33.3%), deputy head teacher (33.3%) and director (33.3%). Thus the study indicates that higher managerial level were wholly involved in the study research.

4.8.3 Period of Service

The researcher requested the respondents to indicate the length of time that they had been serving in their capacities, the findings were presented in the table 4.18

Table 4.11: Length of time at the management level

Length	Frequency	Percentage
Below 5 years	1	33.3
5 - 10 years	1	33.3
Above 10 years	1	33.3
Total	**3**	**100.0**

From the findings the study indicated that 33.3% of the respondents had been serving for a period of below 5 years, 33.3% of the respondents indicated that they had been serving for a period of 5 to 10 years whereas 33.3% of the respondents indicated that they had been serving in the school for a period of above 10 years. This indicates that majority of the respondents involved in the study had been in the school for a period over 5 years.

4.8.4 Highest Level of Education

The respondents were requested to indicate their highest level of education, the findings were presented in the table 4.19

Table 4.19: Level of Education

Level of education	Frequency	Percentage
Diploma	1	33.3
Certificate	2	66.7
Total	3	100.0

From the findings the study indicated that 66.7% of the respondents indicated that they had certificates as their highest education level whereas 33.3% of the respondents indicated that they were having diplomas as their highest education levels. Thus the study indicates that the respondents involved in the study were well learned thus well understood the topic of the study research.

4.8.5 Strategic Plan Time Frame

Researcher asked the respondents to indicate their strategic plan time frame. The findings were presented in table 4.20

Table 4.12: Strategic Plan Time Frame

Strategic plan	Frequency	Percentage
1 year	1	33.3
3 months	1	33.3
3 years	1	33.3
Total	**3**	**100.0**

From the findings the study indicated that 33.3% of the respondents indicated that the strategic plan time frame was 1 year, 33.3% also indicated that the time frame was 3 months and also 33.3% of the respondents indicated that the time frame for strategic planning was 3 years. This is an indicator that strategic plan time frame for organization was more than one year as was indicated by majority of the respondents.

4.8.6 Development of the School Strategic Plan and Stakeholders' Role

The respondents were requested to indicate how they develop their school strategic plan. The findings were presented in table 4.21

Table 4.13: Development of the Strategic Plan

Development of strategic plan	Frequency	Percentage
Developed with school activities and school calendar.	1	33.3
Incorporate stakeholders, administration, director, and community while formulating the strategic plans. People are sent to market the school.	1	33.3
Teachers and parents are involved in the formulation of strategic plans.	1	33.3
Total	**3**	**100.0**

From the findings respondents indicated that strategic plan is developed with school activities and school calendar as was indicated by a percentage of 33.3%, respondents also indicated that they incorporate stakeholders, administration, director, and community while formulating the strategic plans. People are sent to market the school as was indicated by a percentage of 33.3%. Further the respondents indicated that teachers and parents are involved in the formulation of strategic plans as was indicated by 33.3%.

The study findings agrees with those of Pasmore (2015) who argues that in order to enhance effective strategy implementation in private schools, it is imperative to have a well-qualified and highly motivated teaching force capable of understanding the needs of

the learners and the schools shared goals at large. Secondly, school head teachers and deputies who are well versed in management and successful strategy implementation, effective and efficient management and administration of schools.

4.8.7 The role of Stakeholders

The respondents were requested to indicate the role that stakeholders play. The findings were presented in table 4.22

Table 4.14: Stakeholders Role

Stakeholders Role	Frequency	Percentage
Stakeholders give necessary information in the strategic planning process. Stakeholders guide strategy planning.	1	33.3
Stakeholders such as parents provide resources (e.g. books). Teachers help in improving the syllabus	1	33.3
Supervision of strategic plan. Calling of meetings for clarification and amendments.	1	33.3
Total	**3**	**100.0**

From the findings the study indicated that the stakeholders give necessary information in the strategic planning process. Stakeholders guide strategy planning as was indicated by a percentage of 33.3%, also respondents indicated that stakeholders such as parents provide resources (e.g. books). Teachers help in improving the syllabus as was indicated by 33.3%. In addition the study indicated that stakeholders conducts supervision of strategic plan. Calling of meetings for clarification and amendments as was indicated by a percentage of 33.3%.

4.8.8 Leadership Effect on Effective Strategic Planning

The respondents were requested to indicate whether leadership positively or negatively affect their effective strategic planning. The findings were presented in table 4.23

Table 4.15: Effects of Leadership Positively or Negatively.

Leadership		Frequency	Percentage
Valid	Positively	3	100.0

The respondents indicated that leadership positively affect the effective strategic planning as was shown by 100% of the respondents. This is an indicator that leadership positively affect the effective strategic planning.

4.8.9 Leadership Effect on Effective Strategic Planning

The respondents were requested to indicate how leadership affects their effective strategic planning. The findings were presented in table 4.24

Table 4.16: How leadership affects Effective Strategic Planning

Leadership	Frequency	Percentage
Completion of syllabus. Proper implementation of strategies. Evaluation of strategies.	1	33.3
Leads to effective strategic planning.	1	33.3
Positive leadership influences others positively.	1	33.3
Total	3	100.0

From the findings the study indicated that the respondents complied that through leadership there is the completion of syllabus, proper implementation of strategies and evaluation of strategies as was indicated by 33.3%. Further respondents indicated that leadership positively affect the effective strategic planning as was indicated by 33.3% and also that positive leadership influences others positively as was indicated by 33.3%.

4.8.10 Challenges in School Communication.

The respondents were requested to indicate whether they have challenges in school communication. The findings were presented in table 4.25

Table 4.17: Challenges in School Communication

Challenges	Frequency	Percentage
Yes	2	66.7
No	1	33.3
Total	**3**	**100.0**

From the findings the study indicated that 66.7% of the respondent agreed that they have challenges in school communication whereas 33.3% of the respondents were of the contrary opinion. This is an indicator that there are challenges in school communication.

On what are some of the communication modes that are used between various levels of organization's employees in the strategic planning process, the study indicates that majority of the respondents indicated that meeting forums between the director, teachers,

and support staff are held every week (Mondays) there is also internal memos and telephone calls.

Further the respondents agreed that there are parents- circulars, teachers- memos and frequent meetings, students- assemblies and that other modes are phone calls and sms. In addition respondents also indicated that there are meeting forums, one- on- one, letter writing and feedback, sms, group discussions. Majority of the respondents indicated that emails are rarely used in school because they are not effective.

The study findings agree with those of Kaplan & Norton (2011). They stated that the executives of the various private schools must employ the use of communication while coming up with various strategies after which they use the communication process to explain to their employees at large within their various schools' the importance of the strategy and how they should employ it to ensure their organizations perform well compared to others operating in the same industry.

4.8.11 Resources that are Competitive Compared to other Schools

The respondents were requested to indicate if they have resources that are competitive compared to other schools. The findings were represented in table 4.26

Table 4.18: Availability of Resources

Resources	Frequency	Percentage
Yes	3	100.0

From the findings 100% of the respondents indicated that they have resources that are competitive compared to other schools.

4.8.12 The Competitive Resources

The respondents were requested to indicate the competitive resources that they had, the findings were presented in table 4.27

Table 4.19: The Competitive Resources

Competitive resources	Frequency	Percentage
Good Human Resources. Well-equipped facilities.	1	33.3
Playing field, Experienced teachers, Adequate teaching material, Top management which capitalizes on professionalism, School timetable provides students' holistic growth, Emphasis on English as the mode of communication, Efficient school transport, and Allows diverse religions.	1	33.3
Playing field, Sufficient water supply (borehole), Reading materials (books) for every child, Supportive parents, and School offers free scholarship to disadvantaged families	1	33.3
Total	3	100.0

From the findings the study found out that respondents indicated that they have good human resources and well equipped facilities as was shown by 33.3%. Respondents also indicated that they have playing field, experienced teachers, adequate teaching material, top management which capitalizes on professionalism, school timetable provides students' holistic growth, emphasis on English as the mode of communication, efficient school transport, and allows diverse religions this was indicated by 33.3% of the respondents. In addition 33.3% of the respondents indicated that they have playing field, sufficient water supply (borehole), reading materials (books) for every child, supportive parents, and school offers free scholarship to disadvantaged families.

The study findings agrees with those of Rainey and Streinbauer (1999), they classified organization resources as financial, human, technological resources. Fry, Stoner and Hattwick (2004), classified resources into various categories such as physical materials, financial assets, people and information.

4.8.13 Challenges in Organization Resources for the Strategic Plans

Researcher requested the respondents to indicate the challenges they face in their organization resources for their strategic plans

Table 4.20: Challenges in School Communication

Challenges in communication	Frequency	Percentage
Missing	1	33.3
Lack of clear information from top management. Miscommunication. Loss of notes from teachers to parents when students lose them. Lack of message clarification. Wrong perception. Negative criticism. Lack of feedback from parents	1	33.3
Poor communication between top management and support staff. Poor communication between employees and their immediate supervisors. However, there is good communication between the director and support staff.	1	33.3
Total	**3**	**100.0**

From the findings the study indicated that there is lack of clear information from top management, miscommunication, loss of notes from teachers to parents when students lose them, lack of message clarification, wrong perception, negative criticism, and lack of feedback from parents as was indicated by 33.3%. In addition the study indicated that also there is poor communication between top management and support staff, poor communication between employees and their immediate supervisors, however, there is good communication between the director and support staff as was indicated by 33.3% of the respondents while 33.3% of the respondents did not give their opinion on the same.

4.8.14 Description of the School Culture and how has it affected the Strategic Plan

The respondents were requested to describe their school culture and how has it affected their strategic plan. The findings were presented in the table 4.29

Table 4.21: School Culture and Strategic Plan?

School culture	Frequency	Percentage
Create time for every child, language proficiency, cleanliness, discipline, and encourage interaction between pupils. School culture enables effective implementation of strategic plans.	1	33.3
Doesn't encourage tribalism, politics, and is detrimental to school's progress. Culture of tolerance towards each other, enhances teachers' self-esteem, and provides a good environment for achievement of school's strategic plan. A reading culture thus ensures the pupils are able to understand what they are taught. School timetable has enabled other co-curricular activities to flourish. E.g. Debate, music, French, guidance and counselling.	1	33.3
School has a culture of excellent performance.	1	33.3
Total	**3**	**100.0**

From the findings the respondents indicated that there is the creation of time for every child, language proficiency, cleanliness, discipline, and encourage interaction between pupils and that school culture enables effective implementation of strategic plans as was indicated by 33.3% of the respondents.

Respondents also indicated that school culture do not encourage tribalism, politics, and is detrimental to school's progress. Culture of tolerance towards each other, enhances teachers' self-esteem, and provides a good environment for achievement of school's strategic plan. A reading culture thus ensures the pupils are able to understand what they are taught. School timetable has enabled other co-curricular activities to flourish. E.g. Debate, music, French, guidance and counselling this was shown by 33.3% of the respondents. Also the study indicates that respondents highlighted that school has a culture of excellent performance as was indicated by 33.3% of the respondents.

4.8.15 School position in terms of strategic planning within the private school category

The researcher requested the respondents to give their opinion as to where they think their school lies in terms of strategic planning within the private school category. The findings are presented in the table 4.30

Table 4.22: Where the school lies in terms of strategic planning within the private school category.

Strategic planning	Frequency	Percentage
Above average because of increase in performance compared to other private schools.	1	33.3
Above average because the school has succeeded in getting the target clientele.	1	33.3
Good because the school is still growing and it has not exploited its maximum potential. As time goes by, the school will be having a good standing in terms of strategic planning.	1	33.3
Total	**3**	**100.0**

From the findings 33.3% of the respondents indicated that their school was above average because of increase in performance compared to other private schools. Also respondents indicated that their school was above average because the school has succeeded in getting the target clientele as was indicated by 33.3%. Also respondents indicated that their school was good because the school is still growing and it has not exploited its maximum potential. As time goes by, the school will be having a good standing in terms of strategic planning as was indicated by 33.3% of the respondents.

4.9 Inferential Statistics
Table 4.23 Correlation

		Organisation Resources	Leadership	Organisation Culture	Strategic Planning
Organisation Resources	Pearson Correlation	1	.309	.309	.406*
	Sig. (2-tailed)		.091	.097	.036
	N	31	31	31	31
Leadership	Pearson Correlation	.309	1	.729**	.525**
	Sig. (2-tailed)	.091		.000	.005
	N	31	31	31	31
Organisation Culture	Pearson Correlation	.309	.729**	1	.606**
	Sig. (2-tailed)	.097	.000		.001
	N	31	31	31	31
Strategic Planning	Pearson Correlation	.406*	.525**	.606**	1
	Sig. (2-tailed)	.036	.005	.001	
	N	31	31	31	31

On the correlation of the study variable, the researcher conducted a Pearson moment correlation. From the finding in the table 4.32 the study found a positive correlation between organisation resources and strategic planning as shown by correlation factor of 0.406, this positive relationship was found to be statistically significant as the significant value was 0.036 which is less than 0.05.The study also found strong positive correlation between leadership and strategic planning shown by correlation coefficient of 0.525; this too was also found to be statistically significant at 0.005 confidence levels.

The study further found a strong positive correlation between organisation culture and strategic planning as shown by correlation coefficient of 0.606; this too was also found to be statistically significant at 0.001 confidence level. The findings further agree with Douglas Huber, et al (2008), who found out that strong positive correlation between managerial competence and strategic planning in institutions.

Table 4.24 Model Summary

Model	R	R Square	Std. Error of the Estimate
1	.649[a]	.422	3.89544

Regression results in table 4.33 indicate the goodness of fit for the regression between organisation resources,leadership and organisation culture and strategic planning was was satisfactory. An R squared of 0.422 indicates that 42.2% of the variances in the strategic planning are explained by the variances in organisation resources,leadership and organisation culture at Harvest View Academy.

Table 4.25 Anova

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	254.618	84.873	5.593	.005[b]
	Residual	349.012	15.174		
	Total	**603.630**			

The overall model significance was presented in table 4.34. An F statistic of 5.593 indicated that the overall model was significant. This was supported by a probability value of (0.005). The reported probability of (0.005) is less than the conventional probability of (0.05). The model applied can significantly predict the change in strategic planning at Harvest View Academy.

Table 4.26: Coefficients

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig.
1　(Constant)	-4.043		-.490	.029
Organisation Resources	.370	.221	1.278	.014
Leadership	.101	.096	.398	.004
Organisation culture	.576	.465	1.986	.039

The established regression equation was;

Strategic Planning = -4.043 + 0.370 organisation resources + 0.101 Leadership + 0.576 Organisation culture.

The results of regression equation based on three independent variables (organisation resources, leadership and organisation culture) indicate positive and statistically significant relationship (F = 5.593, $p < .005$) with dependent variable of strategic planning. The independent variables accounted for 42.2% of variance in dependent variable of strategic planning. The results also show that all effects for independent variables are significant at 5% level. The effect of organisation resources (B=0.370, $p<0.05$), leadership (B=0.101, $p<0.05$) and organisation culture (B=0.576, $p<0.05$) on strategic planning was significant, thus validating the proposed model.

4.10 Chapter Summary

Chapter four has mainly described the research findings on factors affecting strategic planning in Harvest View Academy which is a private institution. The next chapter will be the discussion, conclusion and recommendations.

CHAPTER FIVE

5.0 SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations for practice and further research on the problem.

5.2 Summary of the Findings

The purpose of this study was to establish factors affecting strategic planning in Harvest View Academy which is a private institution. The study was guided by the following research questions: What is the influence of resources on strategic planning? What is the influence of Leadership on strategic planning? What is the influence of organization culture on strategic planning? The first research question sought to find out the influence of resources on strategy formulation and implementation. Under resources factors such organizational structure, financial resources, human resources and information systems were explore. The second research question sought to find out the influence of leadership on strategy formulation and implementation.

Under leadership, the study looked at factors such as communication, vision, adaptive to change and motivation. The third research question sought to find out the influence of organizational culture on strategy formulation and implementation. Under organizational culture, the study looked at factors such as risk-taking culture, teamwork, result oriented culture and stability. The study employed a descriptive research design. This design was used since it enabled the researcher collect data across the sampled population using the same instruments at the same time. This study targeted the head teacher,deputy headteacher, teachers and parent-teacher-student association (PTA) representatives.

Harvest View Academy has a total of 25 teachers, 9 PTA representatives,one headteacher and a deputy headteacher.This formed the population for this study. This researcher employed a census survey, which means all the teachers, PTA representatives, headteacher and deputy headteacher were the respondents for the study.The study sample was therefore constituted of 36 respondents. This survey was appropriate because the total population was small and easily accessible. Two instruments were used in the research obtain the needed information from the respondents. The questionnaire was for both the

PTA representative and the teacher's.The interview guide was for the head teacher and deputy head teacher. The researcher made a budget for the materials to be used during data collection and purchased materials before the actual data collection. The date and time for collecting data was carefully planned.

The researcher then visited Harvest View Academy to obtain permission to carry out the study. At the end of data collection, data analysis was carried out to show how each variable contributed strategic planning at Private Primary Schools. The study's data was quantitatively and qualitatively analyzed using frequency distribution, percentages and mean and standard deviations with the help of Statistical Package for Social Sciences (SPSS version 21). The data was descriptive and thus invariants which included frequencies, means and percentages were used to interpret the study findings. Quantitative data was analyzed using Multiple Linear Regression Model.

5.3. Discussions

5.3.1 Influence of Resources on Strategic Planning

In regards to the research question on influence of resources on strategic planning the study revealed that majority of the respondents strongly agreed that successful strategic planning process requires that teachers and parents to understand that their input is very vital and also that schools should as well invest in ICT in terms of hardware, software and trainings which in return play a key role in strategic planning. The findings are in line with those of Gurr (2010) who claimed that information systems have changed school management in the areas of leadership, decision making, workload, human resource management, communication, responsibility, and planning.

In addition the study found out that in order to ensure that strategies formulated are implemented successfully it's very important to provide incentives to various employees involved in strategy implementation and have a higly qualified human resource. These findings concurs with those of Pasmore (2015) who argues that in order to enhance effective strategy implementation in private schools, it is imperative to have a well qualified and highly motivated teaching force capable of understanding the needs of the learners and the schools shared goals at large. Secondly, school head teachers and deputies who are well versed in management and successful strategy implementation, effective and efficient management and administration of schools.

Also the study unveiled that adequacy of resources such as physical facilities, equipment, teaching and learning materials determine how effective a strategic plan is in the school. In addition the study indicated that competent staff plays a significant role in the strategic plan development and implementation. They ensure that the school achieve its set goals, active involvement of all stakeholders and collaboration with other stakeholder in school strategic planning assist in the resource mobilization and monitoring. Further the study indicated that inadequate human resource is one of the major constraint in the development and implementation of strategic plans. The study findings are in line with those of Michlitsch (2010) who revealed that a n organization is also supposed to train its existing employees to ensure they have the right knowledge and skills when it comes to strategy formulation and implementation When a school has competent employees especially when it comes to teachers it's likely to have an easy time when it comes to strategy implementation compared to schools that may have difficulty as a result of having inexperienced staff who may lack the necessary skill in field of strategy.

Further Kiprop and Kanyiri (2012) suggest that comprehensive in service training for all teachers is necessary so that they are able to understand and implement the strategic plan with the available resources. They also recommend the need to review and harmonise existing policies on strategic planning thus improving local participation in education delivery. Other recommendations by this study include active involvement of all stakeholders and collaboration with other stakeholder and other development agencies who may assist in the resource mobilisation.

It was discovered that majority of the respondents indicated that their school had resources that are competitive compared to other schools. These resources were good human resources and well equipped facilities. Respondents also indicated that they have playing field, experienced teachers, adequate teaching material, top management which capitalizes on professionalism, school timetable provides students' holistic growth, emphasis on English as the mode of communication, efficient school transport, and allows diverse religions. In addition the study revealed that respondents had playing field, sufficient water supply (borehole), reading materials (books) for every child, supportive parents, and school offers free scholarship to disadvantaged families. The findings are in line with those of Saitoti, (2003) who avers that the major determinants of an effective academic strategic plans include curriculum content, relevant instructional materials and

equipment, physical facilities, a conducive learning environment, the quality of teaching force, and assessment and monitoring of learning achievements. Inyanga (2013) from her study found that lack of funds and knowledge about the strategic planning process were the key hindrances to effective strategic plans in private secondary schools.

5.3.2 Influence of Leadership on Strategic Planning

In regards to the research question on the influence of leadership on strategic palnning the study indicated that majority of the respondents agreed that; in their strategic planning the school vision and mission is well communicated to teachers, parents, learners and other relevant stake holders, the head teacher provide proper leadership by ensuring people understand situation and what is required currently and in the future. The findings are in line with Bjerke & Hultman (2013) who revealed that when a principal does not have a proper vision for his/her school this jeopardizes future of the school as people within the school will not know the direction school is heading to.

Further the study indicated that respondents agreed that the school leadership has the requisite knowledge and skills in strategic planning. Also the study found out that respondents were neutral that their head teacher is a visionary leader who ensures that he/she provide direction to staff and learners to ensure the school achieves its vision. This concurs with Ndegwah (2014) who recommended that principals and deputies should be equipped with necessary managerial skills (academic and technical) as well as conceptual skills to help them successfully implement strategic plans in their respective schools. Further, he suggests that schools should have resources allocation policies, institutional policies and reward incentive schemes which if strictly enforced, will help in successful implementation of schools strategic plans with minimal resistance

In addition the respondents were neutral that the school leadership involves all the stakeholders in decision making process where they are allowed to sit in committees to formulate the strategic plans, also the study indicated that the school management have a motivational plan for its staff members upon achievement of strategic plans milestone. The study revealed that the leadership positively affect the effective strategic planning. The study indicated that the respondents complied that through leadership there is the completion of syllabus, proper implementation of strategies and evaluation of strategies. Further respondents indicated that leadership positively affect the effective strategic planning and also that positive leadership influences others positively.

The findings were in line with those of Keough and Shanahan (2008) who revealed that in order for a private school to formulate a strategy and ensure its implemented successfully the school must have a principal with proper leadership skills and one who is capable is executing his/her duties correctly ensuring effectiveness and efficiency in various processes. A leader also has to be visionary to ensure that he/she is able to provide direction to employees to ensure the organization achieves its vision (Reeves, 2008).

The study revealed that there are challenges in school communication. On what are some of the communication modes that are used between various levels of organization's employees in the strategic planning process, the study revealed that majority of the respondents indicated that meeting forums between the director, teachers, and support staff are held every week (Mondays) there is also internal memos and telephone calls. The findings were similar to those of Dandira (2011) who revealed that communication should cascade from top to bottom of the organization 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 the school management should not hold back any information in their possession which can be helpful in the implementation of the strategic plan.

Further the respondents agreed that there are parents- circulars, teachers- memos and frequent meetings, students- assemblies and that other modes are phone calls and sms. In addition respondents also indicated that there are meeting forums, one- on- one, letter writing and feedback, sms, group discussions. Majority of the respondents indicated that emails are rarely used in school because they are not effective. Aldehayyat et al. (2011) and Ngware et al. (2006) argue that one of the benefits of strategic plan to a school that it helps to communicate the set goals to all members and stakeholders. It is therefore necessary to display the motto, vision, mission, goals and objectives in conspicuous places where all the stakeholders can see. Thus, for the school to be able to formulate effective strategic plan the school management must possess effective communication skills to pass down the vision to all the members of the school including teachers, parents, learners and other relevant stake holders.

5.3.3 Influence of Organization Culture on Strategic Planning

In regards to the research question on the influence of organization culture on strategic planning the findings of the study indicated that majority of the respondents agreed that;

respondents will always aims at executing their strategies excellently and always hold conversations in regard to off-track performance also that understanding their organization current and future trends helps respondents to make decisions on how it's to achieve set goals. Further the study indicated that they have developed a culture of ensuring that our school has competitive advantage over others operating in the same industry.the findings are in line with those of Aosa (2012) who noted that lack of compatibility of strategy and culture can lead to resistance to change and frustrate strategy implementation efforts.

In addition the respondents agreed that the school management always ensure effective planning, monitoring, development and rewards both teachers and learners who have performed excellently, also respondents agreed that their school have a result oriented culture. Everyone is always prepared to handle anticipated risks, establish and resolve issues which may block them from achieving desired results and engage in critical issue. Also the study indicated that the respondents agreed that the school has embarked on a culture whereby all staff, learners and parents share same values and internalize these values, and the bond between head teacher and staff is strong. The findings concurs with those of Farson and Keyes (2012) who suggested that fostering failure tolerance is an important means of promoting an enabling culture. And to foster failure tolerance requires that leaders are engaged, show interest in people's work by asking pertinent questions, express support and give feedback, and are collaborative rather than controlling. Cater and Pucko (2010) in their study revealed that corporate culture gives employees a sense of how to behave and act and hence influencing employees to support current strategy in order to strengthen its implementation. Since it is managers who were involved in developing strategic plans, it is part of their leadership tasks to bring the organization's culture into alignment with strategy and keep it there.

The study research revealed that there is the creation of time for every child, language proficiency, cleanliness, discipline, and encourage interaction between pupils and that school culture enables effective implementation of strategic plans. Also the study revealed that school culture do not encourage tribalism, politics, and is detrimental to school's progress. The findings are similar to thjose of Sherwood and DePaolo (2005) who revealed that a result oriented culture should evaluate results over activities which seem obvious among many organizations especially private schools but in actual sense

it's not common as many may have thought of. A result oriented culture strives to confront and remedy performance which are off-track ensuring there is mutual accountability among employees of an organization thus ensuring that they discuss the off-track performance directly and effectively.

Culture of tolerance towards each other, enhances teachers' self-esteem, and provides a good environment for achievement of school's strategic plan. A reading culture thus ensures the pupils are able to understand what they are taught. School timetable has enabled other co-curricular activities to flourish. E.g. Debate, music, French, guidance and counselling. Also the study found out that the school has a culture of excellent performance. Kariv and Heiman (2005) avers tht a result oriented structure is a culture which focuses on having a diverse, workforce which is high-performing workforce, in addition to ensuring effective planning, monitoring, development, ranks and rewards employee's performance. In order for a result oriented culture to be effective a school must ensure that it has a workforce which is explicit and shares a specific purpose.

5.4 Conclusion

5.4.1 Influence of Resources on Strategic Planning

On organizational resources the study revealed that it is important to provide incentives to various employees involved in strategy implementation while still ensuring the organization have adequate resources, thus the study concludes that active involvement of all stakeholders and collaboration with other stakeholder in school strategic planning assist in the resource mobilization and monitoring.

5.4.2 Influence of Leadership on Strategic Planning

Regarding leadership in the organization the study revealed that the headteacher provides proper leadership, further the study revealed that if the head teachers are visionary then school vision and mission is well communicated. Thus the study concludes that school leadership involves all the stakeholders in decision making.

5.4.3 Influence of Organisation Culture on Strategic Planning

On organizational culture the study revealed that all staff, learners, and parents share same values as they all need their school to propel forward as it will be a gain on each

party involved. Thus the study therefore concludes that school has result-oriented culture. Everyone is prepared to handle anticipated risks, establish and resolve issues that is why the school management ensures effective planning, monitoring, development and rewards both teachers and learners who perform excellently.

With regards to strategic planning the study revealed that through strategic planning the school is able to cope with changes in the environment and also that through strategic planning the school hires highly qualified teachers. Thus the study concludes that through strategic planning the school is able to allocate teaching time equally.

5.5 Recommendations
5.5.1 Recommendations for Improvement
5.5.1.1 Influence of Resources on Strategic Planning

On respect to the organizational resources the study revealed that competent staff play a significant role in the strategic plan. Thus the study recommends that the organizations should hire a team of trained workers in aspects pertaining to their fields this is to ensure ease of implementing strategy and also maintaining an organization as rich in human resources.

5.5.1.2 Influence of Leadership on Strategic Planning

With regard to leadership, the study revealed that school leadership has the requisite knowledge and skills in strategic planning. The study therefore recommends that the school management should create motivational plans for its staff members to enhance strategic planning implementation.

5.5.1.3 Influence of Organizational Culture on Startegic Planning
On organization culture the study found out that understanding a school current and future trends helps it to make its decisions on how to achieve set goals and also that school has a result oriented culture. Thus the study recommends that the school management should create a culture in all stakeholders to keep them delivering the best and encourage communication both ways to create a conducive environment to nurture good organization culture that will add value to the organization.

5.5.2 Suggestions for Further Studies

The purpose of this study was to investigate factors that influence strategic planning at Private Primary Schools in Nairobi, a case-study of Harvest View Academy. The study recommends that another study should be conducted this time investigating the influence of organizational resources on development of private primary schools in any other counties.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO RESPONDENTS

United States International University Africa

Po Box 14634, 00800

NAIROBI

Date: _____

Dear Respondent,

RE: DATA COLLECTION

I am a masters' program student at United States International University Africa

In order to fulfill the master's program requirements, I am undertaking a research project on **"factors that influence strategic planning at Private Primary Schools in Nairobi, a case-study of Harvest View Academy.".**

Your school has been selected to form part of this study. Therefore, I kindly request you to assist me to collect data by filling out the accompanying questionnaire/interview guide.

The information provided will be used exclusively for academic purposes and will be held in strict confidence. Thank you.

Yours faithfully,

Mike Ross.Ochola Opere

APPENDIX II: QUESTIONNAIRE FOR THE TEACHERS, SUPPORT STAFF AND PTA REPRESENTATIVES

SECTION A: DEMOGRAPHIC INFORMATION

This questionnaire consists of five parts; kindly answer all the questions by ticking in the appropriate box or filling in the spaces provided.

1. Gender   Male [ ]   Female [ ]

2. Management level   Teacher [ ]   PTA   [ ]   Support Staff   [ ]

3. How long have you worked with this organization? (Tick if applicable)

     Less than 1 year   [ ]   1-3 years   [ ]   4-6 years   [ ]

     7-9 years   [ ]   10 years and above   [ ]

4. What is your highest education level?

Primary	[ ]	Secondary	[ ]
College	[ ]	Bachelors' degree	[ ]
Masters	[ ]	Doctorate	[ ]

Others-specify…………………………………………..

5. Does your school develop strategic plans? Yes: [ ]   No: [ ]

6. If yes, what's the time frame for your organization's strategic plan?
Short-term [ ] Medium-term [ ] Long-term [ ]

7. Please specify the time period(s) covered: _____Years/months

8. How often are these plans reviewed?
Every year [ ] Every month [ ]   Other………………………………………………

SECTION B: ORGANIZATIONAL RESOURCES

9. Kingly indicate your level of agreement with the following statements relating to the influence of organization resources on strategic planning. (5- Strongly agree, 4- Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree)

Adequacy of resources such as physical facilities, equipment, teaching and learning materials determine how effective a strategic plan is in the school.	1	2	3	4	5
Competent staff plays a significant role in the strategic plan development and implementation. They ensure that the school achieve its set goals	1	2	3	4	5
Inadequate human resource is one of the major constraint in the development and implementation of strategic plans	1	2	3	4	5
Successful strategic planning process requires that teachers and parents to understand that their input is very vital	1	2	3	4	5
In order to ensure that strategies formulated are implemented successfully it's very important to provide incentives to various employees involved in strategy implementation.	1	2	3	4	5
Active involvement of all stakeholders and collaboration with other stakeholder in school strategic planning assist in the resource mobilization and monitoring.	1	2	3	4	5
Schools should as well invest in ICT in terms of hardware, software and trainings which in return play a key role in strategic planning	1	2	3	4	5

SECTION C: LEADERSHIP

10. Kindly indicate your level of agreement with the following statements relating leadership and strategic planning. (5- Strongly agree, 4- Agree, 3-Neutral, 2-Disagree, 1-Strongly Disagree)

The school leadership has the requisite knowledge and skills in strategic planning	1	2	3	4	5
The head teacher provide proper leadership by ensuring people understand situation and what is required currently and in the future.	1	2	3	4	5
In our strategic planning the school vision and mission is well communicated to teachers, parents, learners and other relevant stake holders.	1	2	3	4	5
Our head teacher is a visionary leader who ensures that he/she provide direction to staff and learners to ensure the school achieves its vision	1	2	3	4	5
The school leadership involves all the stakeholders in decision making process where they are allowed to sit in committees to formulate the strategic plans	1	2	3	4	5
The school management have a motivational plan for its staff members upon achievement of strategic plans milestone.	1	2	3	4	5

SECTION D: ORGANISATION CULTURE

11. Kindly indicate your level of agreement with the following statements relating organization culture and strategic planning. (5- Strongly agree, 4- Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree)

	1	2	3	4	5
The school has embarked on a culture whereby all staff, learners and parents share same values and internalize these values, and the bond between head teacher and staff is strong	1	2	3	4	5
Our school have a result oriented culture. Everyone is always prepared to handle anticipated risks, establish and resolve issues which may block us from achieving desired results and engage in critical issue.	1	2	3	4	5
The school management always ensure effective planning, monitoring, development and rewards both teachers and learners who have performed excellently.	1	2	3	4	5
We always aims at executing our strategies excellently and always hold conversations in regard to off-track performance	1	2	3	4	5
Understanding our current and future trends helps us to make decisions on how it's to achieve set goals.	1	2	3	4	5
We have developed a culture of ensuring that our school has competitive advantage over others operating in the same industry.	1	2	3	4	5

SECTION E: STRATEGIC PLANNING

12. To what extent do you agree with the following statement concerning effects of strategic planning? (5- Strongly agree, 4- Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree)

	1	2	3	4	5
Through strategic planning the school is able to cope with changes in the environment	1	2	3	4	5
Through strategic planning the school hires highly qualified teachers	1	2	3	4	5
The school acquires technology through strategic planning	1	2	3	4	5
Through strategic planning the school is able to allocate teaching time equally for effective teaching	1	2	3	4	5
Strategic planning influence completion of syllabus in schools	1	2	3	4	5
The thorough adoption of strategic planning reduces politics in schools	1	2	3	4	5
The strategic plan adopted by our school enable it gain competitive edge over other private schools	1	2	3	4	5

APPENDIX III: INTERVIEW GUIDE FOR THE DIRECTOR, HEAD TEACHERS AND DEPUTY HEAD TEACHERS
Demographic information

Please tick/fill in the spaces provided.

1. Please indicate your gender.   Male   [   ]   Female   [   ]

2. Management level.

 Head Teacher [   ]   Deputy Head Teacher   [   ]   Director   [   ]

3. How long have you served as head teacher/deputy head teacher? (Tick if applicable)

Below 5 years [   ]   5-10 years [   ] above 10 years [   ]

4. Please indicate your highest level of education:

Masters [   ]   Bachelors [   ]   Diploma [   ] Certificate [   ]

5. What is your strategic plan time frame?

6. How do you develop your school strategic plan and what role do stakeholders play?

7. Does leadership positively or negatively affect your effective strategic planning?

8. What are some of the communication modes that are used between various levels of organization's employees in the strategic planning process?

9. Do you have challenges in school communication?

10. Do you have resources that are competitive compared to other schools?

11. Otherwise, what challenges do you face in your organization resources for your strategic plans?

12. How would you describe your school culture and how has it affected your strategic plan?

13. Where do you think your school lies in terms of strategic planning within the private school category?