

## ADMINISTRATORS' MANAGEMENT SKILLS AND IMPLEMENTATION OF STRATEGIC PLANNING IN PUBLIC SECONDARY SCHOOLS IN MURANGA COUNTY, KENYA

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### ABSTRACT

*This research assessed administrators' skills and their effect on execution of strategic planning in secondary institutions in Murang'a County, Murang'a South Sub County, Kenya. The study assumed the strategic planning theory and synoptic model and adopted a descriptive research design. Targeted population was 205 respondents with 41 interviewees from each strata of principals, deputy principals, department heads, BOMs', and Parents Associations' where a sample size of 135 interviewee was appraised through Yamane's formula. Consequently, for avoidance of any favoritism, simple random sampling was used to select 27 public secondary schools. Qualitative data was collected through questionnaires while structured interviews collected qualitative information. Research instruments were put to test among 15 respondents which was above the recommended 10% of the sample to attest the authenticity and validity. Cronbach's alpha was used to determine the consistency across time and a reliable index of  $r > 0.7$  was obtained. The data analysis identified shared arguments from the participator experiences. Descriptive statistics; mean, frequency, and standard deviation was used to quantify data and emphasis was placed on degree of agreement among study variables. The coded data was examined by statistical central tendency measures and disparity measured through standard deviation and finally end results recorded in frequency tables, pie charts and bar graph. Multi-regression model was used in testing the degree of correlation and influence between dependent and independent variables using the SPSS software. Resource mobilization skills revealed a positive and significant effect on implementation of strategic planning with  $\beta_1 = 0.224$ ,  $p = 0.020$ , which was  $< 0.05$ . While stakeholder's involvement skills, had a negative and insignificant influence on implementation of strategic planning with  $\beta_2 = -0.037$ ,  $p = 0.629$ , which was  $> 0.05$ . However, monitoring and evaluation skills had both positive and significant effect on implementation of strategic planning with  $\beta_3 = 0.249$ ,  $p = 0.12$ , which was  $> 0.05$ . The level of satisfaction on internal efficiency and realization of the curriculum objective was highly achieved. On administrators' resource mobilization skills, the study recommended engagement in alternative resource mobilization activities to the satisfaction of internal efficiency on implementing strategic planning. On administrators' stakeholder engagement skills, the study recommended reviewing and understanding the value of stakeholders and involves them in implementing strategic planning. On administrators' monitoring and evaluation skills, the study recommended effective monitoring and evaluation of projects on their sustainability and acquiring more skills and use of expertise on implementation of strategic planning.*

**Key Words:** Resource Mobilization Skills, Stakeholder's Engagement Skills, Monitoring & Evaluation Skills

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## INTRODUCTION

Strategic planning is a deliberate approach to generate central resolutions and activities that outline and govern what a firm is, what it does, and the reason for which it does it (Bryson, 2011). It involves process of planning which leads to strategic plan, making out the process to be the core activity of any organization. In developing world, education policy is a critical tool for the development of the society and for it to be realized, Hassan (2011) opines that strategic planning in education entails use of real-life situations to find solutions, scrutiny of means to the developmental series of education in order to make education more real and satisfactory in addressing aspirations of the student and the community.

In Kenya, there is recognition of the efficacy of head teachers in actualization and implementation of strategic planning, which are regarded as key ingredients and determinant of school performance. Mukabi, Olel and Gogo (2020) noted that skills which head teachers have in both strategic planning and implementation are critically important to the success of schools. Mukabi et al (2020) noted that when trying to assess the reasons for failure of strategic planning in secondary schools, one of the reasons is poor planning and the other is poor implementation. A study by Githire (2013) revealed that close to 67.4% of public secondary school do not have strategic planning with clear roadmap for implementation and only 37.2% can successfully implement their strategic planning and notwithstanding the assertions, only a few studies have questioned the administrators' management skills on implementation of strategic planning.

This process is key to any organization since it determines whether an organization fails or succeeds in its operations. Organizations apply strategy to set goals and objectives, identify what actions to be taken and allocate appropriate resources to realize the set goals (Alexander, 1991). Strategic planning is contemplated important in propelling achievement of management objectives. Kaplan and Beinhocker (2003) observed that difficulties in execution of strategic planning majorly revolve around individual barriers like many but contradictory priorities, inadequate top team functions, top-down management model, departmental clashes, communication breakdown and poor managerial skills. Burnes, (2004) observed that government bureaucrats and other interested parties express concern on lack of planning and implementation. According to Sandelands (1994) transformation of strategic planning into action is a major problem of strategic planning implementation. Involvement of people in the organization makes strategic planning implementation come alive.

The demand for quality education in Kenya continues to increase. The stakeholders and policy makers in the education sector must provide more and better-quality services. Improvement in performance of schools in Kenya has been influenced by adoption of a tool of strategic planning and this investigation try to find out if administrator's skills influence the implementation of strategic planning in the public secondary.

Republic of Kenya (2015) records that management skills possessed by administrators of schools such as resource mobilization, ability to identify qualified staff, involvement of stakeholders and monitoring and evaluation have been noted as drivers to execution of strategic planning. Such skills enable school administrators arrest areas of wasted resources in public schools.

Management skills theory as postulated by Robert Katz (1955) is based on research on skills of an effective administrator which defined skills as what leaders can accomplish, while traits are what leaders has. Managerial skills are simply the knowledge and ability of the administrators to fulfill some specific activities or tasks. This knowledge and ability can be learned and practiced as posted by Whetten, David A, (1995) on developing management skills which focus on what is done to articulate management concepts into practical techniques, therefore management skills are knowledge and ability of administrators to fulfill specific tasks.

Murang'a County with a total area of 2,325.8km<sup>2</sup> lies between longitudes 36° east and 37° 27' east and latitudes 0° 34' south and 1° 10' south. There are eight sub-counties namely; Kiharu, Mathioya, Kangema, Gatanga, Kigumo, Kandara, Kahuro and Muranga South (KNBS, 2019). Murang'a County has 314 public secondary schools in which 41 are located in Murang'a South Sub- County funded by government and managed through BOM and PA.

### **Statement of the Problem**

Different researchers hold conflicting viewpoints when analyzing various management skills and each of the viewpoints is supported by experimental evidence. However, unless a single research compares management skills, the validity of these viewpoints is unknown. The thought processes in developing strategic planning has been more emphasized and actions to actualize plans have been given less attention to implement, and there is little research on administrator's management skills and implementation of strategic planning.

This study encouraged use of strategic planning by identifying the problems through breaking down obstacles. Various public schools embraced strategic planning as pointed by the MOE, however the performance objective was not achieved and some had not been effectively implemented, as noted by Lewa, Mutuku & Mutuku (2009) Analyzing viewpoints was crucial as doubtful judgments were made when you don't attain presumption, and the critical thinking on execution of strategic planning was seriously affected as a result. This research established administrators' management skills in resource mobilization, stakeholders' engagement, and monitoring and evaluation based on strategic planning implementation.

### **Objective of the study**

**The general objective of the study was to** assess administrators' skills and their effect on execution of strategic planning in secondary institutions in Murang'a County, Murang'a South Sub County, Kenya. The specific objectives were;

- Establish the effects of resource mobilization skills on implementation of strategic planning in public secondary schools.
- Examine how stakeholders' engagement skills affect implementation of strategic planning in secondary schools.
- Determine how monitoring & evaluation skills affect implementation of strategic planning in secondary public schools.

The study was guided by the following research questions;

- To what level do resource mobilization skills affect implementation of strategic planning in public secondary schools' in Murang'a County?
- How do stakeholders' engagement skills affect implementation of strategic planning in public secondary schools' in Murang'a County?
- Do monitoring and evaluation skills affect implementation of strategic planning in public secondary schools' in Murang'a County?

## **LITERATURE REVIEW**

### **Empirical Literature Review**

The empirical study is viewed according to the notion of strategic planning implementation in which is a dependable variable while independent variables consisting of; resource mobilization skills, stakeholders' engagement skills and monitoring and evaluation skills.

### **Implementation of strategic planning**

Execution is considered as the task of realizing or actualizing the objectives of strategic development by different organizations like public schools. Aaltonen and Ikavalko (2012) opine that strategic planning and

their execution are the principal focus of any organization and its operations. In a study carried out in Slovenia, Carter and Pucko (2013) noted that implementation is an action that converts decision and strategies into effect to realize the organizational objectives. However according to Carter and Pucko (2013), the way the plans are executed in schools matters in defining their performance where both planning and execution of strategies are vital significant in the accomplishment of an institution. To support this assertion, Pearce and Robinson (2014) observed that when trying to establish why organizations fail, the major reason is poor planning and implementation.

In Kenya, Mukabi, Olel and Gogo (2020) noted that for success of schools, the administrators' skills in strategic planning and execution are very critical to the performance of schools. It is noted that poor planning and poor implementation is a reason why strategic planning fails in secondary schools. Cognizant of this assertion, there exist a gap on how managerial skills influence implementation of strategic planning devoid of strategic challenges and thus, the need for this study.

### **Resource mobilization skills on implementation of strategy planning**

Resource mobilizations skills involve capacity of school administrators to identify potential funders and partners for projects, seek financial support and get involved in other revenue generation activities. Resources comprise important factors in action and accomplishment of any policy or otherwise rely on the manpower and materials availed. (Shehnaz, 2011). To support this assertion, Sergiovanni (2012) singled out resources to consist of students, personnel, finance, physical facilities and curriculum as the main features that guide education developmental rate in a country.

In a study by Stacey (2013) in United Kingdom, it was noted that successful implementation of strategic planning depends on resources information you can commit when and under what conditions. According to Stacey (2013), strategic planning focus on output considering the boundaries and the parameters set and measures needed to execute that feedback insinuating that for strategic planning to be successfully implemented, resources need to be available in schools and the administrators' need to have the ability to mobilize resources and are used prudently.

Bray and Lilies (2014) undertook a study in France which revealed that administrators require financial skills to mobilize, manage and control resources which include building valuable donor information, contacts, networks and earning the interest, support, and in-kind contributions from individual's friends to schools. It is noted that administrators' ought to possess effective resource mobilization skills to raise extra finances to supplement what they get from government.

### **Stake-holder's involvement skills on execution of strategic planning**

Stakeholders in the education sector are those who are associated with the well-being and achievement of a school in achieving its education objective. Such stake holders include, but not limited to, parents, government, BOM and Public Benefits organizations (PBOs).

Donaldson (2012) opines that stakeholders are distinguished with respect to the immediacy of their influence and their locality and they are categorized as secondary and primary stakeholders. In keeping with these assertions, Jawahar and McLaughlin (2013) categorize investors, employees, shareholders, suppliers and customers as primary stakeholders and organizations and groups and individuals who indirectly influence the institution activities as secondary stakeholders. Adelman (2013) posits that involvement of stakeholders is pointer to the success of schools or learning institutions since they provide tools, curriculum support materials, teachers, and physical facilities, supervision of instruction and guide pupils to adapt to new strategy for learning. Adelman (2013) posits that school administrators need skills to identify right stakeholders and tasks which they need to undertake.

A study conducted in Mexico by Woessmann (2013) revealed that stakeholders play an important role in providing resources for actualization of strategic planning in schools. Woessmann (2013) noted that successful execution of strategic planning is determined on the potential of the administrators to involve stakeholders since each stakeholder has a unique perspective about what it will take for the school strategic planning to succeed. In Nigeria, Durosaro (2015) revealed that stakeholder's involvement is essential on decision making in schools with regard to actualization of strategic plans. Durosaro (2015) noted that formulating as well as executing strategic planning in schools requires, at alternate views, stakeholder's involvement consist of; consulting, distributing info, deliberating and dialoguing on resolutions.

In Kandara Sub county, Mwangi (2017) asserts that stakeholders are vital in the process of execution of public schools strategic planning, however a lot need to be done since Mwangi (2017) and other scholars did not express ideas clearly how particular stakeholders' engagement skills which school administrators ought to have to influence execution of strategic planning in schools hence the research.

### **Monitoring and evaluation skills on execution of strategic planning**

M&E include continuous assessment of programmes to allow policy-makers and managers assess effectiveness of a program implementation and identification of any gaps. Horvat, (2014) posits that M&E is based on activities formulated and goals set at the planning stage. It is a tool that keeps the work on right path, and allows early problem detection. According to Horvat (2014) if done properly, it provides a useful base for evaluation it is a good management tool which enables administrator to determine whether the resources available are sufficient and are properly used.

In context of implementation of strategic planning in public schools, M&E is critical since it enables administrators to compare the actual project impacts against the projected plans. In Australia, Cherrington, Hubbard and Luthy (2015) found that, in secondary schools where administrators have M&E skills, implementation of strategic planning have been successful. According to Cherrington et al (2015), such skills have enabled administrators to evaluate what they set out to undertake versus what they have done, how they have completed and what is remaining of the strategic planning. M&E skills are important to school administrators since they are tools which help them to know when strategic planning has stopped working, and when conditions changed. Such skills give administrator the particulars they need to make decisions on projects and about reviews or amendments that are necessary in strategic planning.

### **Theoretical Literature Review**

#### **The Strategic Planning theory**

The strategic planning as postulated by Evans (2007) posits that implementation of strategic planning in learning institutions is directed based on critical thinking model. It is a more malleable learning process that depends on managers of schools continually paying attention to and critically analyzing what they gather from every source. It assumes that any formal plan should be flexible enough to be changed and refined. The strategic planning emanates from practical, versatile critical thinking that depends on perception, generating action procedures and the evaluation of baseline.

Educational planning is considered as essential logic that comprises of multiple necessary elements of planning inferred through a collaborative approach in a particular milieu which involves individuals with different, interests or experience of practice coming together to debate possible futures or development for an institution. The importance focus on this kind of planning is focus on specialization and the attention to fewer targets at a time. Evans (2007) further noted additional significant aspect is that the administrators of school have to be pragmatic in agreement with strategic thinking thus; the rationale of adopting this theory is that it is collaborative and incorporates different elements aimed at achieving a common goal.

### Synoptic model in Strategic Planning

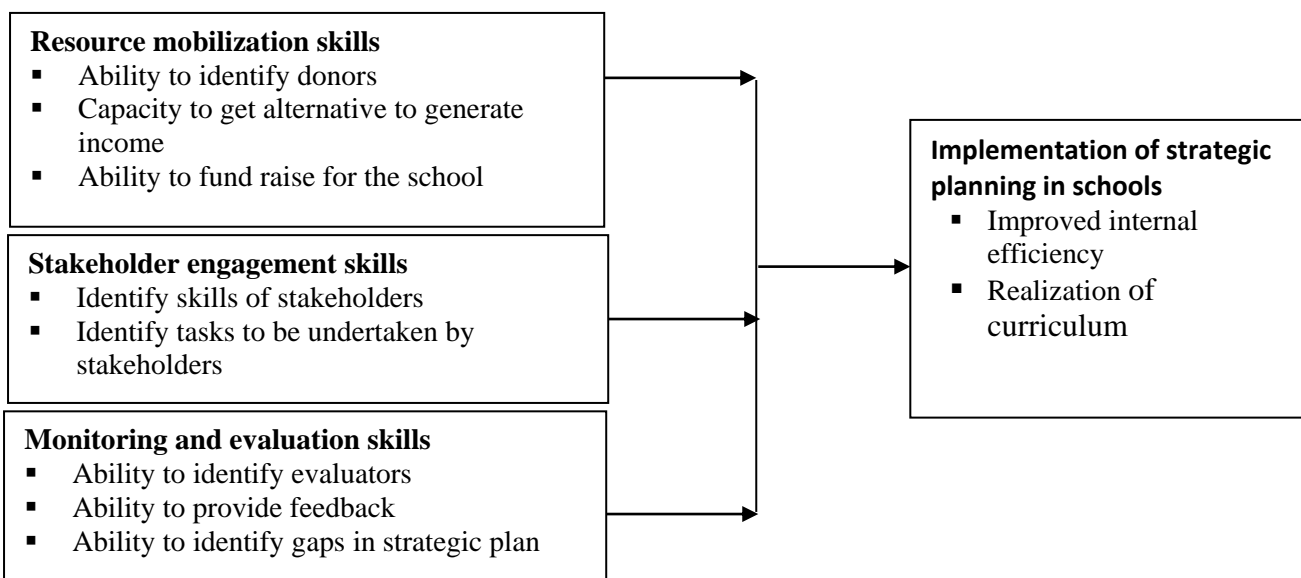
This resembles rational model of decision making and Synoptic as advanced by Hudson (1979) is a gradually course of action analyzed to come to a decision. It includes; goal setting, identifying alternate, evaluating modalities, and implementing choices.

A conventional strategic planning process has over the years evolved, according to methodologies established by Bryson, (1995) Nutt and Back off, (1992). The concept puts emphasis on interactive discourse as well as the practice of mutual learning in planning, which characteristically entailed expounding values and missions, creating a vision for the future, examining difficulties as well as opportunities, evaluating internal weaknesses and strengths, generating strategic objectives and goals, identification of strategic matters, creating and evaluating alternative strategies, and generating plans of action.

Presently, the synopsis sequence supports strategic plans in institutions and deals with content, engagement and approach; Toft (1989) and execution of plans is the most important issue, however Mint berg (1994) criticized this model since he argues that organizations’ planning activities are in most cases totally delinked from performance appraisal as well as allocation of resources. The synopsis concept sees the strategy as an element focused on the existing choices according to available statistics and considered in the light of their likely influences identifying likely thrusts and weaknesses to circumvent and opportunities as well as strengths to pursue.

### The Conceptual Framework

This demonstrates research variables presented on an abstract structure. The administrators’ management skills reflected through; resource mobilization skills, engagement of stake holders and monitoring & evaluation skills is interlinked with implementation of the strategic plans as represented in figure 1 below;



**Independent Variables**

**Dependent variables**

**Figure 1: Conceptual Framework**

### METHODOLOGY

This study employed qualitative as well as quantitative techniques. The research was done in Murang’a County, Kenya which comprise of eight Sub-Counties in which Murang’a South Sub-County being one of

them. (KNBS, 2019). There were 314 secondary public schools in the county in which 41 were in Murang'a South Sub-County which was our location of the study. The major commercial undertakings in the area were agriculture and trade though part of the sub-county was classified as a hardship area. The target population of the study was 205 respondents from 41 secondary schools.

The researcher assumed random sample to choose the interviewees where each respondent had an equivalent cherry-picked opportunity which enables to obtain the required facts to for the inquiry. This research design allows for the selection of respondents randomly without bias. To determine sample size of 135 respondents, Yamane's formula was applied which gave way to accurate and highly representation. Murang'a South Sub-County has five zones namely; Makuyu North, Makuyu South, Kamahuha, Nginda and Icagaki and therefore resulting to five (5) strata which gave a total of 27 samples.

As observed by Tavekol (2011), a questionnaire was the appropriate tool to gather data from samples. The investigator developed items in the questions both open and closed ended to respond to in order to gather quantitative data on research objectives.

Closed ended questions were structured on a 5point-likert scale with weight being assigned as follows; strongly agree to be =5, Agree to be =4, no idea to be= 3, disagree to be =2, strongly disagree to be=1.

To assess the degree of accuracy of the questionnaire, piloting was conducted among respondents in Murang'a South Sub County from a sample of three public secondary schools. From the sample of three schools the authors had 15 respondents. After piloting, the questionnaires were revised to capture the necessary info.

The researcher established both inferential and descriptive analysis. It included measures of central tendency and variability. Inferential statistics namely Pearson-correlation and multi-regression was utilized to check the correlation of series of data and variable relationship was tried by means of the multiple regression equation explained below taking the following form;

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + e$$

Here;

y= Implementation of Strategic Planning,  $\beta_0$  = Constant, of Coefficient

$x_1$ =Resource mobilization skills  $x_2$ =Stake holder engagement skills

$x_3$  =Monitoring and evaluation skills,

$\beta_1.. \beta_3$ = coefficients of variables, (independent)  $x_1 \dots x_3$  and e= random error term

## **FINDINGS AND DISCUSSION**

From the report 135 question items were tabled, out of which 97 were returned and analyzed to give a 72% response rate, which was a above the recommended 70% in reference to Mugenda and Mugenda (2013), To facilitate efficiency, the necessary documents had been provided by the researcher in addition to authority permit from NACOSTI, giving the respondents assurance of legit.

Gender outcome showed that high numbers of respondents were male comprising of 62% while the female was the minority with 38%. The findings indicated the edge on male versus female was significant though there was gender inclusivity which concurs with report by Kithinji (2018) that for performance to be perfected, both gender should be included.

### **Resource mobilization skills and implementation of strategic planning**

Resource mobilizations skills comprise the potential of administrators to donors' identification, organize fundraise and utilize different revenue generating activities. Responses were presented on a 5 -point-likert

assigning value to key results where; 5 is strongly agree, 4 is agree, 3 is no idea, 2 is disagree, and 1 is strongly disagree as presented in table 1 below;

**Table 1: Resource mobilization skills**

<b>Tasks</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std.</b>
	<b>Statistic</b>	<b>Statistic</b>	<b>Statistic</b>	<b>Statistic</b>	<b>Deviation</b>
					<b>Statistic</b>
Administrators' has the skills to identify donors to strategic planning	97	1.00	5.00	4.2268	.78402
Administrators' has the ability to funds raise to realize the objective of the strategic planning	97	2.00	5.00	4.0309	.85943
Administrators' undertakes alternative income generating activities	97	1.00	5.00	3.7113	.99957
Despite inadequacy of resources, the administrator has implemented the strategic planning	97	2.00	5.00	3.9897	.81003
<b>Valid N (list wise)</b>	97				
<b>Mean</b>				<b>3.9897</b>	<b>0.8633</b>

**Source: Researchers (2023)**

In reference to table 1 evidenced by the mean 4.23 and Std deviation of 0.784, participants were in agreement the administrators' have skills to identify donors to strategic planning. Majority concurred that the administrator has the ability to raise funds to realize the objective of strategic planning, with a mean of 4.03 and standard deviation of 0.859.

However the respondents neither agree nor disagree that administrators undertakes alternative income generating activities with a mean of 3.71 Std deviation of 0.999 and also neither agreed or disagreed that despite inadequacy of resources, the administrators have implemented the strategic planning with a mean of 3.99 and Std deviation of 0.810.

In conclusion a average of 3.989 and std. deviation of 0.863 confirms the respondents agree that administrators' skills affect resource mobilization and implementation of strategic planning. The results concurs with a study by Bray and Lilies (2014) which states that administrators' require skills to mobilize, manage and control finance resources focusing on generating funds, in order to ensure that smooth implementation of strategic planning. Administrators' require effective skills to mobilize resources to supplement what is received from government. Consequently Jacobson (2015) concur by stating that principals need skills to mobilize resources through other revenue generating activities and fund-raisers as budgets limited.

### **Stakeholder's involvement skills on execution of strategic planning**

Stakeholders are those associated with the well-being and achievement of a school in achieving education objective. Respondents gave their responses on a 5point-likert assigning value to key results where; 5 represent strong agree, 4 represent agree, 3 represent no idea, 2 represent disagree, and 1 represent strongly disagree as presented below in table 2;



**Table 2: Stakeholder engagement skills**

Tasks	N	Minimum	Maximum	Mean	Std. Deviation
The administrators understands how to engage the stakeholders	97	1.00	5.00	4.4124	.73247
The administrators has the ability to assign tasks to stakeholders while executing strategic planning	97	1.00	5.00	4.2371	.70376
The administrators' ability to engage stakeholders has led to successful execution of strategic planning	97	1.00	5.00	4.1753	.79071
The administrators understand the role of stakeholders to implement the strategic planning	97	2.00	5.00	4.2165	.71044
<b>Valid N (list wise)</b>	<b>97</b>				
<b>Mean</b>				<b>4.2603</b>	<b>0.7343</b>

**Source: Researchers (2023)**

The results above mean (4.41) and std deviation (0.733) proved administrators understands how to engage the stakeholders and at mean (4.23) and std deviation(0.703) indicate administrators has the ability to assign tasks to stakeholders while executing strategic planning and a mean (4.17) and std deviation (0.791) confirms the administrators has the ability to engage stakeholders which has led to successful execution of strategic planning and further at mean (4.22) and std deviation (0.710), the respondents affirmed that the administrators understand the role of stakeholders to implement strategic planning. In conclusion a mean (4.26) and std deviation (0.734) proves there existed stakeholder's involvement skills on execution of strategic planning.

These findings concur with Adelman (2013) posits that school administrators need skills to identify right stakeholders and tasks which they need to undertake in implementation of strategic planning. A study conducted in Mexico by Woessmann (2013) revealed that stakeholders play an important role in providing resources for actualization of strategic planning in schools. Woessmann (2013) noted that effective execution of strategic planning depends is determined by ability of the administrators to involve stakeholders since each stake holder has a unique perspective about what it will take for the school strategic planning to succeed.

In Nigeria, Durosaro (2015) revealed that stake holder's engagement plays important part on decision making in schools with regard to actualization of strategic plans. Durosaro (2015) noted that, at different phases, stake holders' involvement include consulting, dialogue, conveyed details, contemplate issues and is important in formulating and implementing strategic planning .Hansraj (2016) found that administrators who embraced stakeholders' engagement in decision making is an important governance and planning strategy. Hansraj (2016) further found that, in schools where strategic planning have been successfully implemented, the administrators have mastered the skill of involving relevant stake holders throughout the strategic planning process to promote partnerships and collaborations to solve problems and in the long run get results to extensively contribute to strategic resolutions.

### **Monitoring and evaluation skills on execution of strategic planning**

These are skills that allow administrators' assess how a program was implemented and whether it is effective and whether there exists any gaps. Respondents gave their responses on a 5point-likert assigning value to key results where; 5 =strong agree, 4 = agree, 3 = no idea, 2 = disagree, and 1 = strongly disagree as presented below in table 3;

**Table 3: Monitoring and evaluation skills**

Tasks	N	Minimum	Maximum	Mean	Std. Deviation
The administrator has the ability to identify evaluators as a strategy for execution of strategic planning	97	1	5	4.09	.925
The administrator has the ability to provide feedback to donors on execution of strategic planning	97	1	5	4.12	.904
The administrator has the ability to identify gaps on execution of strategic planning	97	1	5	4.13	.812
The administrator understands the role of M&E as a tool to implement the strategic planning	97	1	5	4.08	.874
<b>Valid N (list wise)</b>	<b>97</b>				
<b>Mean</b>				<b>4.105</b>	<b>0.878</b>

**Source: Researchers (2023)**

The results demonstrate the respondents agree the administrators has the ability to identify evaluators as a strategy for execution of strategic planning with a mean= 4.09 and std deviation=0.925 and agree the administrator has the ability to assign tasks to stakeholders while executing strategic planning at mean=4.12 and std deviation=0.904. It further noted that at mean=4.13 and std deviation =0.812 the administrators has the ability to provide feedback to donors on execution of strategic planning and consequently the respondents agree that the administrators understands the capacity of M&E as a tool to implement strategic planning at mean 4.08 and std deviation =0.874. Majority of the respondents agree that at aggregate mean =4.105 and std deviation = 0.878, monitoring and evaluation skills effect implementation of strategic planning.

The results concur with Horvat (2014) who provided that if monitoring and evaluation is done properly, it provides a useful base for evaluation and proves an invaluable management tool. In keeping with these assertions, Bush (2016) also noted that implementation of strategic planning is seen to be effectual when it realizes the goal and efficient when achieved at the minimal costs and efforts. Bush (2016) further opines that this phase of strategic planning action determines reliability of strategic plans, its authenticity to the schools' curriculum objectives. In Algeria, Mehmood (2016) concur that monitoring and evaluation is considered a continuous process throughout the financial year and also helps in coordinating, guiding the plan, implementation of program and identifying areas for development and thus improving the system as a whole.

### Regression Analysis

The relationship between variables in a statistical model below;

**Table 4: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.572 <sup>a</sup>	.327	.305	.455

**a. Predictors:** (Constant), How administrators' skills affect monitoring and evaluation, How administrators' skills affect stakeholders engagement, How administrators' skills affect resource mobilization

**b. Dependent Variable:** Levels of satisfaction on implementation of strategic planning

**Source: Researcher (2023)**

In the table R and R<sup>2</sup> represent the correlation coefficient and coefficient of determination between the independent and dependent variables respectively. The R = 0.572, which indicate a positive association amongst variables. R<sup>2</sup> =0.327 meaning only 32.7% of the level of satisfaction on implementation of strategic planning can be influenced by resource mobilization skills, stakeholders engagement skills and monitoring and evaluation skills whereas 67.3% is contributed by other factors not included.

**Table 5: ANOVA Analysis**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.339	3	3.113	15.065	<.001 <sup>b</sup>
	Residual	19.218	93	.207		
	Total	28.557	96			

**a. Dependent Variable:** Levels of satisfaction on implementation of strategic planning

**b. Predictors:** (Constant), How administrators' skills affect monitoring and evaluation, How administrators' skills affect stakeholders engagement, How administrators' skills affect resource mobilization

From the model, there was significant effect of the level of satisfaction on implementation of strategic planning by fact that p<0.001 which is <0.05 at F=15.065 translate that with a value p < 0.05 the result is statistically significant meaning that the evidence is strong enough to reject the null hypothesis suggesting a real effect.

**Table 6: Regression Coefficients**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.978	.306		3.200	.002
	How administrators' skills affect resource mobilization	.224	.095	.289	2.365	.020
	How administrators' skills affect stakeholders engagement	-.037	.076	-.053	-.484	.629
	How administrators' skills affect monitoring and evaluation	.249	.097	.359	2.571	.012

a. **Dependent Variable:** Levels of satisfaction on implementation of strategic planning

b. **Independent Variable;** Resource mobilization skills; Stakeholder engagement skills monitoring and evaluation skills

**Source: Researchers (2023)**

A level of influence between variables was tested through regression model as presented below;

$$Y=0.978+0.224X_1 -0.37X_2+0.249X_3$$

The purpose is to establish the effect of independent variables (Resource mobilization skills; Stakeholder engagement skills and M&E skills) on implementation of strategic planning in public schools in Murang'a County which demonstrate a positive effect with  $\beta_1 =0.224$ , p= 0.020, which is <0.05. These results showed  $\beta_1$  had positive value which means resource mobilization skills had a direct positive and significant effect on implementation of strategic planning, therefore an additional unit on resource mobilization skills increases implementation of strategic planning by 0.224 units in the same direction. The results agreed with Bray and Lillies (2014) who stated that resource mobilization skill had a positive influence on the smooth implementation of strategic planning. The researcher also determined the effect of stakeholder engagement

skills on implementation of strategic planning in public schools in Murang'a County. From the analysis, it records the stakeholder engagement skills had a negative and insignificant effect on implementation of strategic planning with  $\beta_2 = -0.037$ ,  $p = 0.629$ , which is  $>0.05$ . This means an additional unit of stakeholder engagement skills has a negative effect on implementation of strategic planning. These findings contradict those of a study carried out in Colombia in which Hermalin and Weisbach (2016) revealed that, in instances where administrators have mastered the skill of involving stakeholders to the greatest extent possible, schools tend to successfully navigate the process of implementation of strategic planning.

Moreover, the researcher wanted to establish the effect of monitoring and evaluation skills on implementation of strategic planning in public schools in Murang'a County. From the regression analysis, the findings indicated that the monitoring and evaluation skills impacted implementation of strategic planning both positively and significantly with  $\beta_3 = 0.249$ ,  $p = 0.12$ , which is  $>0.05$ . The positive value on  $\beta_3$  indicate that effect of monitoring and evaluation skills on implementation of strategic planning was positive such that one unit increases by 0.249 units in the same direction and is very significant. These findings agree with those by Mwita (2017) executed in a study in Nairobi County, which informs that secondary school heads with good monitoring and evaluation skills have their institutions effectively implement strategic planning.

## **CONCLUSIONS AND RECOMMENDATIONS**

From the results, implementation of the strategic planning in public secondary schools was greatly influenced by the administrators' effect on study variables namely; resource mobilization skills, stakeholder's engagement skills, and M&E skills. The status on the execution of strategic planning is assessed on the various satisfaction levels based on internal efficiency which was highly achieved and realization of the curriculum objective which was moderately achieved.

The study established that administrators possess skills to mobilize resources which comprise of donor funding, fund raiser and engaging in alternative income-generating activities to get extra funds. The result proves that financial resources are crucial in the implementation of strategic planning in secondary schools. The majority of the views supported the fact concerning administrators' resource mobilization skills and had mean of 4.0 with standard deviation of 0.863 confirming the respondents agree that administrators' skills affect resource mobilization and implementation of strategic planning and the multi-regression analysis revealed administrators' resource mobilization skills had positive and significant impact on strategic planning implementation.

The results posted that administrators understand the role of stakeholders to implement strategic planning. The results indicate mean of 4.26 and standard deviation of 0.734 and it is apparent there existed stakeholder's involvement skills on execution of strategic planning revealing stakeholder's involvement skills on execution of strategic planning however, stakeholder engagement skills has a negative and insignificant influence on implementation of strategic planning. This means any additional unit of stakeholder engagement skills has a negative effect on strategic planning implementation. This implies that the administrators' ability to involve stakeholders in school management on strategic planning implementation had a negative significant influence.

The findings demonstrated that monitoring and evaluation skills had at aggregate mean of 4.105 and standard deviation of 0.878 and had a significant positive effect on implementation of strategic planning. This means any additional unit of on monitoring and evaluation is both positively and significantly impacted implementation of strategic planning.

The findings drew the reasoning that; it is apparent that the level of satisfaction in terms of internal efficiency and realization of curriculum objective highly achieved and this has influenced in evaluating the level on satisfaction on implementation of strategic planning in public secondary schools. On the first objective, it is

noted that administrators' resource mobilization skills have positive significant impact on implementation of strategic planning in public secondary schools. This is supported by majority of the views on statements concerning administrators' resource mobilization skills which included; the ability to engage in resource mobilization activities such as identifying donors, ability to funds raise, engaging in alternative income generating activities and ability to effective implement strategic planning in public secondary schools. From the research findings on the second objective, it is noted that administrators' stakeholder engagement skills has a negative and insignificant influence on implementation of strategic planning. Despite understanding the value of stakeholders, administrators need skills to engage the right stakeholders with pre-requisite skills and ability to assign tasks and roles which can help in the implementation of strategic plans in public secondary schools.

From the study findings on the third objective, it is evident administrators' skills on monitoring and evaluation is moderately correlated to implementation of strategic planning. The administrators' skills to identify evaluators, ability to undertake effective monitoring and evaluation of projects on their sustainability, provide timely feedback to donors, ability to identify gaps and understand the roles of monitoring and evaluation to implementation of strategic planning in public secondary schools.

The research gave direction as follows; on administrators' resource mobilization skills, the study recommends engagement in alternative resource mobilization activities to the satisfaction of internal efficiency in implementing strategic planning in schools.

On administrators' stakeholders' engagement skills, the study recommends that administrator ought to review and understand the value of stakeholders and involve them in implementing strategic planning in schools. On administrators' monitoring and evaluation skills, the study recommends effective monitoring and evaluation of projects on their sustainability and acquires more skills and use of expertise to guide while implementing strategic planning in secondary schools.

### **Recommendations for Further Research**

Future researches can explore on other elements that have effect on implementation of strategic planning in public secondary schools and also research on whether the same factors can affect the same variables in a different environment.

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