

STRATEGIC PLANNING MANAGEMENT AND STATUS OF SCHOOL PHYSICAL FACILITIES IN SELECTED SECONDARY SCHOOLS IN MASABA NORTH SUB – COUNTY, NYAMIRA COUNTY KENYA

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ABSTRACT

The study attempted to establish the relationship between management's strategic planning and the status of school physical facilities. The research objectives sought; to determine the level of strategic planning by school management committees in the selected government aided secondary schools in Masaba North Sub- County. To assess the level of provision of school physical facilities in relation to strategic plans and to determine the relationship between school management's strategic planning and the status of school physical facilities in the selected government aided secondary schools in Masaba North Sub County. The research employed cross - sectional and correlational research design. A sample size of 15 schools was selected through a representative index. 15 heads of schools and 117 school management committee members (BOG) were used as respondents. Data was collected through interviews and observation checklist. Secondary data was obtained from documentary analysis. The role of school management Committee (BOG) in utilizing stakeholder's was moderate ($\bar{x} = 2.45$ and $SD=0.431$), in which carrying out environmental analysis, ascertaining funding sources, doing monitoring and evaluation towards the provision of physical facilities. The study found that there was a low ($\bar{x}=1.66$ and $SD=. 729$) adequacy of school physical facilities in relation to the strategic plan that is; buildings of classrooms, dormitories, laboratories, and library in relation to the number of students enrolled and standard set by government. There was a significant relationship between stakeholders involvement ($\chi^2 =233.585$; $df=63$ and $p=.000$); funding sources ($\chi^2 =144.135$; $df=40$; and $p= 0.000$); environmental analysis ($\chi^2=60.482$; $df=21$ and $p=0.000$) and monitoring and evaluation ($\chi^2=300.861$; $df=56$ and $p=0.000$) with provision of physical facilities.

Key words: Management Strategy, Strategic planning, Status of school physical facilities, secondary schools, Counties

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INTRODUCTION

Strategic planning is an important tool for the provision of physical facilities in secondary schools. As Bell (2002) contends, strategic planning is one of the major steps that schools can take to address the challenges they face in enhancing the quality of their programs in provision of Education. All over the world, there has been a cry of inadequate physical facilities in secondary schools, for instance in the USA, many of the schools today are faced with inadequate physical facilities and many other are in a deteriorating conditions and out-of-date designs (Filardo, 2008). Similar trend is also reflected in Africa as a whole, UNESCO (2005) in Ohba (2011) indicates that with the increase in student enrollment through universal education, secondary schools are faced with inability to provide adequate physical facilities for learning purpose. This is similarly observed by Lawanson and Tari (2011) that in Nigeria, even where there are school buildings, majority of them have no libraries to inculcate in the young learners, the habit of reading.

In education strategic planning provides a framework for educational industry stakeholders to consider future strategic directions and to facilitate needed adjustments and progress on certain issues of common interest more especially in respect to provision of school physical facilities (Chiuri and Kiumi, 2005). The studies and practice furthermore show that many changes that have occurred in developing and emerging countries have led to the faster diffusion of strategic planning. It is with this basis, that the government of Kenya has made it requirement that public organizations including educational institution develop strategic plans as a means of enhancing results based management and efficiency in their operations (Kanyiri, 2012).

In this vein, several empirical studies on strategic planning in secondary schools in Kenya have revealed that there is a positive link between strategic planning and success in school aspects that determine the success of secondary schools in the provision of quality education (for example Kimemia, 2006; Mwita, 2007; Okwako, 2013; and Atieno 2013). It is conceptualized that, strategic planning is expected to positively influence the provision of physical facilities. This is also evidenced by the studies carried out by Okwako (2013) that, most significant variables to determine land and infrastructure development are stakeholder involvement, implementation of strategic plan and environmental analysis respectively.

At the moment, public secondary schools in Kenya are faced with many challenges especially with increasing enrollment and availability of adequate physical facilities for learning purpose (Chabari, 2010 and Moranga 2013). Further, according to Makori and Onderi (2013), it is evidenced that, some schools do not have laboratories, libraries and workshops.

In Kenya, the ministry of education through the Sessional Paper No.1 of 2005 mandated all managers of educational institutions in Kenya to develop strategic plans for managing their institutions. Further in Sessional paper No. 1 of 2005 the boards of governors was mandated with the role of managing human and other resources so as to facilitate smooth operations, infrastructural development and provision of teaching and learning materials. Strategic planning therefore as advocated by the Ministry of Education in this case rests on the Board of Governors (BOGs) appointed to run and manage the secondary schools.

Public/government schools in Kenya constitute the largest proportion of schools in the country. Onsomu (2004), observes that, the distinctive feature of these schools is that the government is responsible for payment of teachers' salaries and provides subsidies in terms of textbooks and school feeding. Most of these schools were initiated through the Harambee (self-help) initiative of the community but were later taken up by the government. Community

involvement consists of construction of school buildings, salaries for non-teaching staff and other operational costs. It is upon the school management to plan for ways to source for fund that are required to set up school physical facilities.

While research shows that so far about 74% of government aided secondary schools in Rarieda Sub –County in Nyanza region have strategic plans (Okwako, 2013). In the study conducted in Nairobi by Kimemia (2006) in the year 2006 also showed that majority of the secondary schools in Nairobi practiced strategic planning. Further Kimemia pointed out that, their physical facilities matched with plans laid down in the strategic plan.

Masaba North Sub-County there are 31 government aided schools. The schools have functional BOGs which govern the secondary schools and are responsible for the provision of physical facilities which the government does not fund. Despite of the government's efforts through, the District Quality Assurance and Standards Office DQASO, to ensure that secondary schools operate under strategic plans, secondary schools in Masaba North Sub- County lack a means to provide meaningful and essential school physical facilities. This is evidenced by the studies done by Moranga (2013), in Masaba North which established that, secondary schools lack adequate physical facilities due to high student enrollment. Availability of adequate school physical facilities and relevant teaching and learning resources is very crucial in enhancing teacher effectiveness. However, it was been observed by various stakeholders and the District Education Officer (DEO) Masaba North during the release of Masaba North – Borabu Joint Examination results on September 17, 2013, that the sub - county's poor performance in the joint exam was due to inadequate physical facilities.

Knowing the role of the strategic plan as pointed out in the background of this study, and what research has shown that, strategic planning is one of the major steps that schools can take to address the challenges they face in enhancing the quality of their programs in provision of Education (Bell, 2002 and Okwako 2013).

Several studies have been conducted touching on strategy planning and formulation. Njeru, Muathe, and Wambui (2013) did a study to explores the link between formulation of school strategic plans with employee motivation, availability of funds, support by top school leadership, government policy and employee knowhow. This study specifically analyses the factors that influence the formulation of strategic plans in secondary schools in Embu North District, Embu County, Kenya. The findings at 0.05 significance level indicated that employee motivation, availability of funds, support by top school leadership, government policy and employee skills had a statistical relationship with formulation of strategic plans in public secondary schools in Embu North district. Kanyiri and Jematia (2012) in their studies sought to find out challenges in the adoption of strategic planning in public secondary schools in Kenya, a case of Kirinyaga Central District. The findings indicated a need for training on strategic planning and proper resource and financial management in schools to allow for continuous improvement.

However further in the review of related literature, it was discovered that no study had been hitherto undertaken in Kenya on the topic of school management's strategic planning and status of physical facilities in the secondary school. It was further observed that most researches on strategic planning and performance relationship focused on K.C.S.E performance; Lesiamito (2012), his main focus was to depict the extent to which strategic planning has influenced secondary schools' results-based management and management by objectives. But did not addressed the relationship that exists between strategic planning and school physical facilities which are equally important and influences academic performance.

In the evaluation of strategic planning and the extent to which it is practiced, Kitili, Muthama, and Kakui (2013) conducted a study on strategic plans, found that some had not been officially launched and indicated that 55.56% of the schools had vision and mission statements which are majorly communicated by way of posters and through meetings and assemblies. Vision formulation was predominantly a preserve of the administrators and teachers with minimum use of consultants. Better facilities and high entry behavior dominated in the responses regarding competitor strength. From this study physical facilities stood out as a factor that needs to be studied in relationship with the strategic planning.

On the study carried out by Okwako (2013), several aspects of the secondary school such as academic excellence, discipline and school culture, land and infrastructure development, stakeholder satisfaction, financial stability and excellence in non-academics were used as indicators of performance. Physical infrastructure here in this study was not given the weight it deserves. This study opened up for more studies to be conducted on the relationship that exist between strategic planning and the status of school physical facilities.

METHODOLOGY

The research design adopted was both descriptive, and correlational research designs. The study also utilized both qualitative and quantitative approaches of inquiry. The quantitative aspects was used to capture quantifiable patterns and the qualitative aspect was used to explore in-depth the issues at hand. There were 31 secondary schools as at the time of this research. Three of these schools were in the provincial category (county schools) that is they are boarding schools, while twenty eight were district schools. The study targeted 31 government-aided secondary schools in Masaba North sub - county, that comprised of 31 principals, and 372 school management committee members (BOGs). The principals were targeted because they were key members of strategic planning while management committee member were able explain and give their opinion on how far their strategic plans are being executed. However, the researcher further made use of BOG members, as they were key determinants of strategic plans to supplement the principals. The study therefore utilized a sample of 15 schools

Table 1:

Sample size

Division	Schools	Sampled	Principals	BOG members	Sampled members
Rigoma	9	5	5	60	39
Gachuba	7	3	3	36	24
Gesima	15	7	7	84	54

Total	31	15	15	180	117
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Source: Primary Data

The study utilized both primary and secondary sources of data using, interview schedule, observation checklist and secondary data. According to Mugenda and Mugenda (2003), data obtained from the field in raw form is difficult to interpret. Such data must be cleaned, coded, keyed and/or punched in to a computer and analyzed. It is from the results of such analysis that researchers are able to make sense of the data. Content validity was examined prior to data collection. content validity of the instruments to be used was done through the expert judgment by the supervisors and colleagues in the department of Educational Management, who examined whether or not the research instruments were representative of the full content of the study. The content validity was also ascertained by, the content validity index (C.V.I) that was computed as below;

$$CVI = \frac{\text{Relevant Items}}{\text{Total Number of Items}}$$

The result was .75 which was considered valid.

In this study, the test-retest method was used to assess the reliability of the research instruments. This involved administering the same instrument twice to the same group of subjects. For reliability to be achieved, the statistical package for social science researches (SPSS) was used to ascertain it, in which, Chronbach's Alpha of 0.7 and above was considered reliable. The interview schedules were piloted in 2 secondary schools in Masaba North Sub -County that is in Metamanywa and Omoyo secondary schools, which were not included in the final sample. The result of the pre-test was 0.872 which was above Chronbach's Alpha of 0.7 hence it was considered reliable.

RESULTS AND DISCUSSION

Level of Strategic Planning

Results in table 2 reveal that there was a high level of strategic planning among the surveyed schools. The responses revealed ($\bar{x} = 2.45$ and $SD=0.231$). The findings showed a low standard deviation, which implied a fair distribution of the responses from the mean on either side. This means that there was a high rating of the strategic planning by schools. The 15 schools that were surveyed it was found out that 12 schools had strategic plans whereas three (3) lacked the strategic plans. The findings concurs with Kimemia (2006), and Atieno (2013), that, majority of the secondary schools in Nairobi and elsewhere practiced strategic planning. The results from this study pertaining to the level of strategic planning in secondary schools supports early research of Devra and Demand (2014) who notes that strategic planning can be looked at as a way of creating the future rather than waiting for the reality of changes to overtake the organization. The emerging educational challenges such as inadequate physical facilities, emanating from environmental drifts pose a challenge to the education sector. Bell (2002), posits that a secondary school must formulate strategic plans, which can serve as its roadmap to coping with the changing environmental challenges and addressing school inadequacies. This will ensure that the challenges are anticipated and planned for.

Similarly, Hunnicutt (2007) argues that strategic planning for the school is argued as a combination of good planning and communication that ensures parents, teachers, administrators, Principals and Boards of Governors (BOGs) are all striving for a common goal. If schools do not identify their goals and communicate them to all their stakeholders they run the risk that the people critical to the school's success will be 'pulling in different directions.'

On the other hand, the result somewhat reflects Kitili, Muthama and Kakui (2013) who revealed that that more than half of the schools lacked strategic plans since three of the surveyed school lacked the strategic plans. Where there were strategic plans, some had not been officially launched. It further indicated that 55.56% of the schools had vision and mission statements, which are majorly communicated by way of posters and through meetings and assemblies. Vision formulation was predominantly a preserve of the administrators and teachers with minimum use of consultants.

Strategic Plan

It was found out that there was a moderate strategic plans availability as indicated ($\bar{x} = 2.29$ and $SD=.366$) showing that rating of the availability of the strategic plans was moderate, with a low standard deviation from the mean. This means that moderately schools had strategic plans in place among the 15 surveyed schools. In reality out of the 15 schools 12 had strategic plans whereas 3 did not have strategic plans. The findings moderately support Kitili, Muthama and Kakui (2013) who noted that more than half of the schools lacked strategic plans. Where there were strategic plans, some had not been officially launched. It further indicated that 55.56% of the schools had vision and mission statements which are majorly communicated by way of posters and through meetings and assemblies. Vision formulation was predominantly a preserve of the administrators and teachers with minimum use of consultants.

On the same note, some studies also have shown that schools do not carry out strategic plans although there are signs of strategic plans. For example a survey by Ngware, Wamukuru and Odebero (2006), showed that over 60% of schools in the country do not have strategic plans. A base line study conducted in the district showed that only two out of the twenty four secondary schools in the district had formulated and were implementing strategic plans and this represents only 8.3 % of all eligible schools.

Stakeholders' involvement

Stakeholders involvements on the other hand was perceived to be moderate ($\bar{x} = 2.23$ and $SD=0.500$), this shows that use of stakeholders in the strategic plans was moderate with a low distribution of the standard deviation from the mean. This means that BOG moderately involved stakeholders such as community representatives, employees, parents, suppliers, government officers and Non-Governmental Organizations. The responsibility of all participants is to take the preliminary planning results back to the group they represent to receive feedback. This feedback, both positive and negative, is then brought back to the group and used for revising the draft plans. Based on the findings this is done moderately. The findings are moderately in line with Wheelen, and Hunger, (2002), and Bryson (2004), define stakeholders as the persons who would have a legitimate claim on the planning and resources of an organization. They introduce in the definition an aspect of "who is affected by" the organization. They thus define stakeholder as any person, group or organization that can place a claim on an organization's attention, resources, or output, or is affected by that output.

Based on the interviews it was found out that specific stakeholders were being used depending on the situation. For instance it was pointed out that the students were only involved when it came to making them aware of what had been decided from the BOG meetings. This shows a low involvement of students in strategic planning contrary to what is expected from the Ministry of Education. Public secondary schools have many stakeholders who must be involved in the strategic management process. Apart from B.O.G and PTA members, HODs, teachers and other B.O.G employees, the schools also need to account for the interest of the students, parents, government agencies, alumni, the sponsor and the community. Each of these stakeholders makes demands upon the school and the school management must bring these stakeholders into the strategic management process to maximize “client satisfaction”. Somewhat they are involved in one way or the other, but not fully utilized.

Funding sources

In relation to the funding sources, it was found out that ($\bar{x}=2.44$ and $SD=0.313$) which was a high rating with a low distribution of the standard deviation from the mean. The findings indicated that the BOG sourced the acquisition of funds through different means, where money for construction can be achieved from, such as fundraising, borrowing and writing of project proposals for funders to fund the projects for funds for its strategic plans that they put in place. It was however, discovered from the interviewee that most of the funding criteria was through parents, CDF and other NGOs. The results are in line with Literature review which indicates that the main sources of secondary education in Kenya include households and the government (Republic of Kenya, 2012, Odhiambo, 2012; Orodho, 2014). Other sources of funds are private sector, religious organizations, communities, Non-Governmental Organizations (NGOs), and development partners largely the donor community. The cost of secondary education borne by the government and households consists of salaries for teaching and non-teaching staff, bursary allocations capital investments, school fees, tuition and transport, amongst others (Orodho, 2014).

Furthermore, Chabari (2010), found that that 77.8% of the head teachers subsidized their lack of funds by seeking donor funding, while 55.6% of them subsidized with PTA funds. The majority of the respondents 88.9% sought CDF partnership in development projects, while 44.4% of them held fundraisings. Only 22.2% of the respondents made budget readjustments while 33.3% acquired goods on credit from suppliers and paid later. Although Kenyan secondary schools are governed by the Government of Kenya and that they are regarded public schools. Secondary schools in Kenya have grown in terms of physical facilities through numerous approaches of resource mobilization and funds drives related moves.

From the interviews, 15 head teachers and BOG members indicated that the major problem in the provision of physical facilities is funding. It was observed from the minutes and copies of strategic plans that sources of finances were incorporated and how they should be sourced but it was evidence that members turned away from the responsibility. Five respondents strongly responded that, “Abagusii are difficult people when it comes to money, they don’t give as required when asked to do so”. From the interviews it was further learnt that because the school gives some good food and good amount of sitting allowances during the process of strategic planning, members participate very well come up with ambitious plans of which when it comes to implementation you don’t see any and the whole task thus remains to the head teacher to do it alone. This is the reason little has been achieved in terms of provision of physical facilities.

Five heads and some boards members pointed out that most parents are no longer willing to pay development fund in fact others openly tell you that, “I don’t have money let my child be in school you told us and we know, there is free secondary education for our children”. Other feel that

the development funds should come from CDF because the elected their area representative on the promise that funds will come to develop they can't do much. In this case, the school management committee is forced to depend most of time on the CDF and other donors where they can write project proposal to.

Similarly, they pointed out that fundraising is becoming minimal as many head teachers and BOG members fear to organize fundraisings because it is difficult to get guests who can contribute the funds required. To a large extent there is also fear from the management over what they perceive that school community may not support the funds drive hence they do not want to be seen as failures. Hence they only stick to CDF funds in the hope of implementing their strategic plans in most cases.

Environmental analysis

As pertains to environmental analysis it was found out that (\bar{x} =2.84 and SD=.322) there was a high agreement among the responses that there is environmental analysis with low distribution of the standard deviation from the mean. This implies that BOG assesses the strengths and weakness factors affecting an organization's performance are carried out (SWOT and PESTEL). In relation to this Oladele (2006), argues that, environmental analysis reveals the elements or factors that constitute threats and opportunity to the overall objectives of the organization. Environmental contexts comprise a complex combination of factors including: student and parental expectations, curriculum provision, facilities and infrastructure organizational sustainability and government policies and regulations. Jarzabkowski (2005), any change in the environment draws organizations to consider internal realignment and strategy modification. Kitili et al (2013), points out that, the SWOT analysis tool is used to analyze internal strategic factors, strengths and weaknesses attributed to the organization, and external factors beyond control of the organization such as opportunities and threats. Therefore the environmental analysis performed within the frame work of the SWOT analysis, analyses information about organization's external environment; economic, social, demographic, political, legal, technological and internal organizational factors (Kazmi 2008).

It was further found out from the interviews that the BOG ensures that they carry out swot analysis as it is the duty of the BOG to make a thorough SWOT and PESTEL to ensure that its plans are well planned for. Similarly, in the process of implementation it was found out from the records that most schools show the criteria used before the specific plans were put in place which shows a high rating of use of environmental analysis.

Monitoring and Evaluation

The study further analyzed the monitoring and evaluation whereby it was found (\bar{x} = 2.23 and SD=.371) which indicate a moderate mean with a low distribution of the standard deviation from the mean. The result means that BOG moderately executes the strategic plan activities in the secondary schools. It involves overseeing the construction activities, tendering processes and purchasing of materials. Fairly the literature supports Monitoring according to Srinivasan (2008), is keeping a track of implementation. While evaluation, is the analysis of the effectiveness and direction of an activity and involves making judgment about progress and impact. Yumi and Beaudry (2007), defined monitoring as a continuing function that aims primarily to provide the management and main stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in the achievement of results. An ongoing intervention might be a project, program or other kind of support to an outcome. Monitoring helps organizations track

achievements by a regular collection of information to assist timely decision making, ensure accountability, and provide the basis for evaluation and learning.

Findings from the interviews reveals that monitoring assesses what is being done, whereas evaluation assesses what has been achieved or what impact has been made base don what had be done either throughout the quarter of the year. The BOG members surveyed noted that strategic plans have not been monitored very well that is why they are not yielding to the expected result. As result several respondents threw blame on the school heads and chairpersons of the board over this issue. To understand more on the issue probing question were asked and it was revealed that members believed that the heads and chairpersons embezzled funds and that why when it comes to monitoring we feel left out. On the reports given to the board several BOG members noted that they don't address what they know. Despite of this some BOG members were satisfied with their role in monitoring and evaluation. In one school that was visited 4 BOG members noted that the head of school is consistent and that they have been able monitor the progress of our strategic plan. One of the interviewed respondents noted that: "Since we put our strategic plan in our school we have been able to construct girl's dormitory as per the strategic plan, we have been able to acquire a school bus and at the moment we are on course in building an ICT centre."

Although they carryout monitoring and evaluation this was moderately done as already noticed. Thus, there is need to improve on this. Much of the work is based on annual reports which were found in the minutes of end of year reports for most of the school surveyed.

Table 2:

Level of strategic planning in the secondary school

	\bar{x}	Standard. Deviation	Interpretation
Strategic plan	2.29	.366	Moderate
Stakeholders involvement	2.23	.500	Moderate
Funding sources	2.44	.313	High
Environmental analysis	2.84	.322	High
Monitoring and Evaluation	2.23	.371	Moderate
Grand μ and SD	2.45	.231	High

Legend	(n=129)
Mean	Interpretation
1.00-1.67	Low
1.68-2.34	Moderate
2.35-3.00	High

Level of Provision of School Physical Facilities

Based on Table 3, the level of provision of physical facilities in relation to the strategic plan the outcome of the findings was low (\bar{x} =1.66 and SD=.729). This means that among the schools surveyed there was a low level of provision of physical facilities in relation to the strategic plan. This means that schools rarely uses strategic plans in the provision of physical facilities. These was

as a result of the participants responses where they were asked whether school management committee strategically planned for the school physical facilities that have been put in place since 2010, and whether the expectation on of strategic planning in provision of school physical facilities has been met. Responses from three schools indicated that expectations in most areas have been met, while in nine schools expectations have not been fully met and in other three schools there was no response to this regard simply because they did not have strategic plans in place.

Three closely related comments were made on this question and some of them were: *Some development projects like tuition blocks took a long time to be completed thus making it difficult for other projects to begin as planned in the strategic plan*”. 17 of the interviewed respondents noted that *Emergencies arising in the school requires urgent attention and this means that we have to halt other project as planned in the strategic plan thus rendering the strategic plan irrelevant in its bid on provision of physical facilities.*’ Furthermore, *Strategic plans are theoretical documents they cannot work as required in a school set up, for example for CDF to fund school projects they require our strategic plans but when we give them they don’t act on them or if they act they take too long to do so, even when they do so they only fund part of the project, that is why many of our projects are stalling.*

However, two comments were made on the positive note regarding provision of physical facilities in relation to physical facilities, the two comments read thus: *We now have enough dormitory structures, a big library and four laboratories our enrollment has increased and we have been able to meet our academic targets because of the strategic plans that we laid down compared to the old days. Also, it is supportive to the school management, parents and learners it helps the school community to offer undivided support to the school, we have been able to do all this because of the strategic plan.*

From the observation checklist, it was observed from 7 schools that provision of physical facilities also stalled for some times because funds were not dispersed on time. This is a case where CDF has taken up construction projects in school. A fund from CDF comes in bits on a yearly basis. The worst which happens to school is the changes which takes place after every general election, that is every Member of Parliament who comes in takes his home place as a priority thus making other projects which was started with their predecessors in other areas stall. This actually makes it difficult to fully implement strategic plans put in place.

Further it was observed that in other 3 schools physical facilities projects moved on a slow pace because of overdependence of funds raised through funds drive. On probing to find why, the researcher discovered that the schools conducted a funds drive afterwards getting the funds that were pledged becomes very difficult.

It was expected that by obtaining an independent opinion to collaborate with the head teachers and BOG member’s responses the findings of the research are bound to be more reliable. The results obtained in the observation checklist tallied fully with the head teachers and BOG member’s responses in regards to availability of physical facilities in selected secondary schools. As indicated in the head teachers and BOG members responses on availability and adequacy of physical facilities in schools, it was established through the observation checklist as follows;

Classrooms

In relation to the classroom it was observed that, county schools which had enrollment of more than 400 students and above were observed to be well facilitated with classroom facilities.

With the regard to classroom size it was observed that the size of classroom space as per the requirement of the Ministry of Education, that is 7.5 m x 5.85 m or 7.5 m x 6.0 m in 12 observed schools classroom buildings were built below the standard measurements. Through the interviews it was revealed that most of this school we set up in old years before the policy was put in place. From the interviews 13 schools were set up between 1973 and 1976.

Despite the size of the among other observed schools especially district secondary schools it was observed that most of them were either double streamed school or three streamed school. In this category some of the classes had more than 50 students sitting in a classroom, in seven schools it was observed that the average sitting capacity was 70-86 per class, which means that classrooms are inadequate since such a number shows overcrowding and that is very unacceptable. Though to some few schools are doing better in a range of 40-45, which is somewhat adequate. None of these schools meet the Ministry of Education standards of absolutely 40 students in one room as adequate or below 40 as very adequate. These findings therefore are in line with the findings of Moranga (2013), where 87.4% of the teachers indicated that they had classes that were overcrowded as a result of free secondary education, while 12.6% did not have classes that were over crowded. This showed that most of the schools had overcrowded classrooms, which was in line with studies conducted elsewhere.

Further it was observed that newly established secondary schools shared classrooms with the hosting primary schools in one school, the school used primary school classroom and in their acquired portion of land, building four classrooms which is underway has taken three years. The school has an enrollment of 196 students whereas it is a single streamed school. In another newly established school as much as they were sharing classrooms with a hosting primary school they had built a makeshift tuition block which was still overcrowded.

Dormitory facilities

Out of 15 secondary schools in Masaba North Sub- County, it was observed that 4 schools had a boarding facility in all class levels. Other schools mainly district had some makeshift dormitories for form four students in a bid to increase student teachers contact in preparation for their national examinations. The checklist revealed that some schools had converted extra classroom space into dormitories which was clear indication that dormitories were inadequate in the secondary schools under study. This finding were found to be in line with the findings of Ogutu (2005), that in Nyanza, where Masaba North is found, dormitories in schools were discovered to be congested in many schools due to influx of more students and in majority of school there were no dormitories even plans of making a boarding school is not there. Lawanson, *et.al.* (2011), also noted that in many developing nations certain physical facilities are none existent, and that those instances where amenities are available many are of substandard quality. What is even more alarming is the correlation, which these observers claim to exist between quality of facilities and academic performance. For instance Cash and Twiford (2009) examined the relationship between building condition and student achievement in small, rural Virginia high schools.

Laboratories

With regards to the laboratories the researcher wanted to know whether schools had the number of laboratories in relation to the science related subjects offered in their respective schools. The observation checklist revealed that six schools had a range of laboratories including science laboratories, computer laboratories and home science laboratories respectfully. The remaining 9 schools had only one laboratory each. This meant that the availability of laboratories were minimal

compared to subjects taught such as science subjects (Chemistry, physics, biological sciences and agriculture, which need a laboratory each), and computer subject which need laboratories. This shows a low rate of provision of laboratories among the surveyed schools. Only one school of the six was well equipped with physics, chemistry, biology, home science and computer laboratories. The 9 schools with one laboratory were fairly equipped with required apparatus and furniture's, whereas some were poorly equipped. These findings are also supported by studies elsewhere by Nwachukwu (1984) as cited by Owoeye and Yara (2011), who discovered in her survey of the resources for the teaching and learning of Biology in some of the new secondary schools in Lagos that there was a general inadequacy of resources. She also found out among other things that (a) out of 80 per cent of the old schools that accepted as having laboratories, none had a well-equipped laboratory and (b) 40 per cent of the schools had no laboratory at all, while the remaining 60 per cent had rooms labeled "laboratory" without adequate apparatus, she concluded that teaching of Biology practical by teachers would be difficult and that students learning experiences would be limited.

Libraries

With the regards to the libraries, a library is an essential factor in teaching-learning process. The educational process functions in a world of books. In exploring the availability and status of libraries in secondary schools, the obtained results from observation checklist revealed that libraries were inadequate in secondary schools in Masaba North Sub – County. This was attributed to the fact that among the 15 schools surveyed 6 did not have libraries. In one of the school it was observed that the school had a store for books for students to borrow and read from elsewhere. In other established schools it was observed that some classrooms were converted into libraries and was meant to be libraries were converted into science laboratories or dormitories respectively. *The general feeling from the heads teacher and BOG members who were interviewed was that libraries have not been given the importance they desire. Despite this kind of state it was observed in three schools from different division that very well organized and well stocked libraries existed and this was attributed to the support they had received from CDF. In total 11 schools were found to be having inadequate library facilities.*

The findings of this study is in line with the findings of Kinya (2013) who also found that students didn't perform very well in academics, due to lack of well-equipped libraries or lack of libraries altogether.

Table 3:

Level of provision of physical facilities in relation to the strategic plan

	\bar{x}	SD	
In your own opinion how can you rate the available physical facilities in your school	1.62	.687	Low
When a major decision on provision of physical facilities must be made, is the strategic plan consulted	2.03	.728	Moderate
Did the BOG plan for the physical facilities that have been put in place since 2010	2.05	.809	Moderate
Are classrooms constructed based on the strategic planning	1.57	.716	Low

Are dormitories are constructed in relation to the strategic plan	1.43	.716	Low
Are laboratory constructed in relation to the strategic plan	1.55	.760	Low
Is the library constructed based on the strategic plan	1.38	.687	Low
Grand μ and SD	1.66	.729	Low
Legend (n=129)			
Mean	Interpretation		
1.00-1.67	Low		
1.68-2.34	Moderate		
2.35-3.00	High		

School Management's Strategic Planning and Provision of School Physical Facilities

The relationship between school management's strategic planning and the status of school physical facilities in the selected government aided secondary schools in Masaba North Sub County. Attempts were made to determine whether each of the strategic planning steps influences the provision of physical facilities in secondary schools. Table 3 below presents the results.

Table 4:

Relationship between strategic planning and status of physical facilities

	X ² Value	Provision of physical facilities	
		Df	Asymp. Sig. (2-sided)
Stakeholders involvement	233.585 ^a	63	.000
Funding sources	144.135 ^a	40	.000
Environmental analysis	60.482 ^a	21	.000
Monitoring and Evaluation	141.826 ^a	56	.000

a. significant at 0.05

Stakeholders' involvement

In reference to stakeholders involvement and provision of physical facilities ($\chi^2=233.585$; $df=63$ and $p=.000$) in Table 6 shows that there was a significant relationship between stakeholders' involvement and provision of physical facilities. This implies that involving stakeholders relates with provision of physical facilities. These results echoes the findings of Njeru, Muathe and Wambui (2013), who explored the link between formulation of school strategic plans with employee motivation, availability of funds, support by top school leadership, government

policy and employee knowhow. The findings at 0.05 significance level indicated that employee motivation, availability of funds, support by top school leadership, government policy and employee skills had a statistical relationship with formulation of strategic plans in public secondary schools in Embu North district.

Funding sources

Looking at Table 4 it shows a significant relationship between funding sources and provision of physical facilities, in which the responses showed ($\chi^2=144.135$; $df=40$; and $p=0.000$). The strategic planning demands that the BOG have access to resources to implement what it plans. Thus, the BOG is tasked to ensure that they get sources of funding. The findings show that there is a significant relationship between funding sources for buildings such as classrooms, dormitories, laboratories, and library in relation to the number of students enrolled and standard set by government, which students use for their learning activities in schools. This concurs with Jarso (2012) who found that strategic planning positively related to firm financial performance and that firms that employed strategic planning realized positive financial performance as opposed to firms that did not. Although this study is pertinent to the current study, it did not look at physical facilities as it was based on business institutions and not schools which is the concern of the current study.

Environmental analysis

As pertains to relationship between environmental analysis and provision of physical facilities Table 6 shows a significant relationship. The responses showed ($\chi^2=60.482$; $df=21$ and $p=0.000$) which implied a significant relationship. This means that environmental analysis significantly related with classrooms, dormitories, laboratories, and library in relation to the number of students enrolled and standard set by government, which students use for their learning activities in schools. Several studies have concluded that there is a positive relationship between strategic planning and corporate performance.

Monitoring and Evaluation

In relation to monitoring and evaluation it was found out that monitoring and evaluation had a significant relationship with provision of physical facilities. It was found out that ($\chi^2=141.826$; $df=56$ and $p=0.000$). The result showed that monitoring and evaluation relates with classrooms, dormitories, laboratories, and library in relation to the number of students enrolled and standard set by government, which students use for their learning activities in schools. The findings are in line with Arasa and K'Obonyo (2012) who notes that each of the steps in the strategic planning process had a positive relationship with firm performance. They further found that there was a positive relationship between strategic planning and both financial and non-financial performance indicators. Similarly, Mankins and Steele (2005) observed that companies typically realize only about 60 percent of their strategies potential value because of defects and breakdowns in planning and execution.

In relation to the findings observed in Table 3 the findings shows ($p=0.000 \leq \alpha=0.05$) hence the study rejects the null hypothesis there is no significant relationship between the school management's strategic planning and status of school physical facilities in the selected government aided secondary schools in Masaba North Sub – County. The alternative hypothesis was accepted that there is a significant relationship between the school management's strategic planning and status of school physical facilities in the selected government aided secondary schools in Masaba North Sub – County. This means that if the role of school management Committee (BOG) of

utilizing stakeholders, carrying out environmental analysis, ascertaining funding sources, doing monitoring and evaluation is well utilized it enhances provision of physical facilities.

Conclusion

Level of strategic planning among the surveyed schools was moderate which meant that the role of school management Committee (BOG) of utilizing stakeholders, carrying out environmental analysis, ascertaining funding sources, doing monitoring and evaluation towards the implementation of physical facilities was moderate.

The level of provision of physical facilities was moderate in terms of adequacy of school physical facilities that is, buildings of classrooms, dormitories, laboratories, and library in relation to the number of students enrolled and standard set by government, which students use for their learning activities in schools. The study found a significant relationship between school management's strategic planning (in terms of stakeholders' involvement, funding sources, environmental analysis and monitoring and evaluation) and the status of school physical facilities in Masaba North Sub-county. This meant that indeed inadequacy of physical facilities was as a result of strategic planning as noted in the problem of the study.

Recommendations

- The schools should give strategic planning process its deserved attention in terms of all the prescribed steps within the existing literature if the strategic plans are to effectively yield the required outcomes.
- Since majority of the schools lacked adequate physical facilities in this regard classrooms, dormitories, laboratories and libraries it is imperative of the concerned stakeholders to provide support and create an enabling environment in assisting the schools management committees (BOG) to provide the required school physical facilities. This will go a long way in ensuring that the schools have an ability to produce quality student products.
- This study has exposed a number of challenges faced in the implementation of strategic plans by government aided secondary schools and specifically the need to establish the relationship between school management strategic management plans and provision of physical facilities.

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