



## STRATEGIC PLAN IMPLEMENTATION AND ITS INFLUENCE ON INFRASTRUCTURE DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN TAITA TAVETA COUNTY, KENYA

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### ARTICLE INFO

Received 7 April 2023

Accepted 10 April 2023

Published 20 April 2023

### Keywords:

Planning and execution of strategies

Adoption of strategic planning performance

strategic plan implementation

### Cite:

Mwakisaghu, J. K., Omido, K. & Kimaku, P., (2023). Strategic Plan Implementation and Its Influence on Infrastructure Development in Public Secondary Schools in Taita Taveta County, Kenya.

*International Journal of Social Science Management and Entrepreneurship*, 7(2023), 321-332

### ABSTRACT

The research purposes to ascertain the influence of planning and execution of strategies in Taita Taveta County public high schools. The main aim of the study was to determine if the adoption of strategic planning affects the performance of Taita Taveta County's public secondary schools. Additionally, to ascertain the influence of strategic plan implementation on infrastructure development in Taita Taveta County's public secondary schools. The descriptive research approach was employed. Structured questionnaires were used to collect primary data in 67 public secondary schools in Taita Taveta County. 67 public secondary schools with strategic plans were chosen through purposive sampling from a list of 87 public secondary schools on data provided by the Ministry of Education office in Taita Taveta County. Based on Strategic Plan Practises all schools have strategic plans and mission statement, 98% of the schools have long and short term goals, 98% of the schools have set objectives and 97% of the schools conducted environmental analysis. The findings on level of implementation of infrastructure development indicated an average mean of 3.11 which is at moderate level. The average mean of 3.25 indicate that the schools to a moderate extent have challenges in strategic plan implementation. The findings on infrastructural development within the last five years had an average mean of 2.77 which is moderate. The research was founded on the work of Henry Mintzberg (1991) who advocated for a resource-based perspective and resource reliance. Similarly, a strategic plan determines what the organization intends to achieve in a specified time frame.

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## **INTRODUCTION**

The main aim of this research was to determine if the adoption of strategic planning affects the performance of Taita Taveta County's public secondary schools, Kenya. Effective strategy execution may result in sound corporate governance. According to Veronese et al. (2015), the board of directors' obligation was to design a strategy based on stakeholder expectations. Additionally, the board is responsible for ensuring that managers execute a strategic plan and monitor and control implementation efforts. The board of directors must guarantee that the plan is implemented following social and environmental responsibilities and stakeholder involvement and sustainability. In comparative research, Hrebbinak defined strategy implementation as interventions including organizational structures, necessary people actions, and control mechanisms to ensure that intended objectives are met. According to Nobble, strategic implementation is transforming plans into action allocations and ensuring that these allocations are carried out. The strategic planning process establishes the direction in which the company will go and, at times, the direction in which it will not travel. It establishes the organization's identity and gives direction. Simultaneously, the plan establishes the company's direction and offers a framework for all employees to make consistent choices that advance the business toward its envisioned destiny (Kasera, 2017).

According to Michael et al. (2015), strategic planning enables businesses to accomplish two essential outcomes: the formulation of defined goals and objectives and the commitment to those goals and strategies. It is a method that enables leaders to be thoughtful rather than proactive. It is readily stated as a management tool, and like other management tools, it is employed only to assist the business in performing at its best. In their view, strategic planning is a methodical process through which an organization builds and deepens stakeholder commitment to the priorities essential to execute its goal and to adapt to its environment. Resource acquisition and deployment are two of the most important aspects of strategic planning. This is a strategic process since it entails determining the best course of action in antagonism and sometimes

hostility circumstances. Strategic planning is planned because it requires an organized, ongoing process. This method generates a set of questions that assist organizers in assessing their organization's history and performance, evaluating their thinking, gathering and updating information, anticipating the organization's environment, and determine how to react further.

The purpose of the procedure is to foster alignment and commitment. Without human coordination, processes, and structures, even the best-designed system will fail. Prioritization and engagement of the community, including clients and the stakeholders, facilitate the expression and resolution of conflicts constructively. They invest time and effort in negotiating an agreement and considering the repercussions pay off in the long run. Strategic planning is the process through which resources are acquired and distributed. Making informed decisions about finance and spending options is made easier by a strategic strategy on different programs and management demands. Balancing access to resources and spending plans is critical for strategic planning in a company.

In strategic planning; an organization examines external and internal environments, establishing a vision and purpose, formulating overarching objectives, designing and implementing shared strategies, and allocating resources to accomplish those goals. Thus, strategic planning stimulates continuous strategic thinking, action, and learning, which benefits organizations. It equips all stakeholders with the ability to undertake internal and external company analyses to achieve a competitive edge in the industry. The organization can identify desired outcomes and develop strategies to achieve them through strategic planning. During strategic planning, the organization's participants conduct strengths, weaknesses, opportunity and threats (SWOT) and political, economic, social, technical, legal, and environmental (PESTLE) analysis as they seek ways to harness their power, capitalize on strengths, address the weaknesses, maximize opportunities in their area, and address future threats. PESTLE analysis considers the institution's political, economic, social, technical, legal, and

environmental structure within the workplace. In this way, the institution's senior management can reconsider the purpose and vision and provide the direction to be followed to get a more competitive advantage than its competitors.

### **Research Problem**

The ministry's strategic plan for 2018-2022 was extended to every public secondary school to prepare a strategic plan that was consistent with the Ministry of Education's strategy to improve public secondary schools' day-to-day operation and performance in Kenya.

Most public secondary schools prepared strategic plans, but the challenge was the implementation of the same despite the importance of strategic plans (Okonya et al., 2016). The study intended to establish whether strategic plan execution in public secondary schools was being done and whether it led to infrastructure development.

A study conducted in the Rarieda District found that 74% of schools that practiced strategic planning had a positive improvement in infrastructure. The management did not do a comprehensive environmental analysis and was not concerned with large-scale participants as needed, and still, advanced strategies were not fully utilized. There was no similar study carried out in Taita Taveta County and hence the need for this study. The study considered the year 2017 to 2021 strategic plan at schools.

### **Research Objectives**

The general objective of the study was to determine the influence of strategic plan implementation on infrastructure development in public secondary schools in Taita Taveta County. The following specific objectives directed the study: -

- i. To establish the strategic plan practices and their influence on the infrastructure development of public secondary schools in Taita Taveta County
- ii. To determine the level of strategic plan implementation and its influence on the infrastructure development of public secondary schools in Taita Taveta County..

## **LITERATURE REVIEW**

### **Theoretical Literature**

#### **Henry Mintzberg Theory**

Henry Mintzberg's theory 1991, explains that a strategy has five Ps - perspective, position, patterns, plans and ploys. He defines a plan as a deliberate path of action, and hence companies must determine what they want to do and how they mean to accomplish it. Many institutions have not been successful due to inadequate planning. Henry said that a ploy is party of a strategy and is a subset of a plan conventional sense which is used to convince a competitor firm by camouflaging the institutions true plans. A pattern is defined as chain of unwavering actions and practices which comes as a result of strategic thought, either deliberately or not deliberately (Mintzberg, 1991). He also sees ploys and plans as scheduled institutional tactics but arrays as emerging methods of actions. The theory relates strategic planning with a strategy which is a deliberate path of action the schools want to take to achieve development in terms of infrastructure. The ploys are the activities in the strategic plan as the subsets to be achieved.

According to Mintzberg, a position is an organization's acceptable placement in its surroundings. The position is determined by an organization's product or service market position in its selected target market. Schools need to be positioned well to attract students when they have the necessary resources such as the infrastructure. Perspective necessitates that managers have a shared vision and objective and positively influence the environment in which they work hence the need for the vision and mission in the strategic plan. According to Richard (2015), strategy is defined as a plan, stratagem, pattern, stance, and viewpoint that defines a company by giving individuals precise picture of the organization and separating it from competitors. The five Ps refer to practices associated with strategic planning, which are critical components of this research.

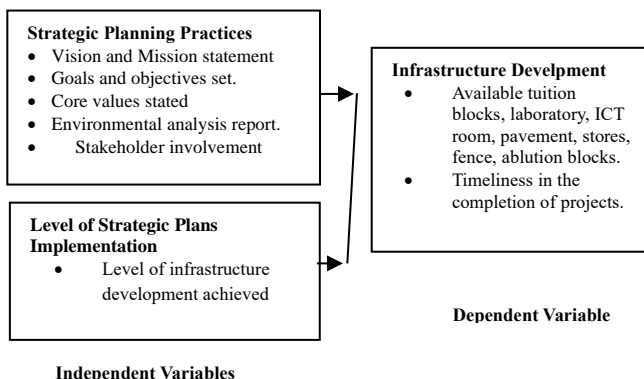
#### **Resource-Based View**

Bestowing to the resource-based approach, better performance in strategic management and the primary drivers of competitive advantage are related to the characteristics of a firm's resources

and skills that are treasured and difficult to duplicate (Barney, 2007). This is reflected by the infrastructure development of the schools which form part of the key resources such as the tuition block, laboratories etc. At the same time, Barney (2007) looks at the relationship between sustained competitive advantage and organization resources. He assumes that business's strategic resources are dispersed heterogeneously within the organization and that their disparities are stable over time. Availability of good infrastructure give a school a competitive advantage as infrastructure is key as a learning resource. This creates a good learning environment when there are enough classes, laboratories, administration blocks, sanitation and ablution block among others.

Barney (2007) identifies four empirical indicators within a firm's resources to achieve sustainable competitive advantage. He contends that resources must be scarce among a business's existing and future rivals; valuable in that they enable the firm to capitalize on opportunities and mitigate dangers in its environment; unique and incapable of strategic substitution by other enterprises. The resources of a business comprise all physical assets, organizational procedures, capabilities, qualities, information, devoted people resource, and knowledge, among others. Differentiation between companies along any dimension of its features and qualities that enables one firm to produce more value for its customers than others may result in competitive advantage (Ma (1999b). The theory establishes a link between organizational resources and competitive advantage, which is critical in my research since the infrastructure is a significant resource in educational institutions.

### Conceptual Framework



### Empirical review

#### Strategy and planning

Strategic planning may be explained as a long-term planning process that deliberates on internal and external elements, establishes target market groups and competitive strategies (Ali & Al-Jaradi, 2016). Strategic planning is a multi-stage process that examines the internal and external environment, including strengths, weaknesses, opportunities and threats. It carries on strategy design, execution, and finally strategy valuation (Nzewi & Ojiagu, 2015). Planning is a reasonable procedure for preparing a collection of future choices. Thus, it is the psychological prediction of future situations, the selection of the desired state to be realized, and the assessment of the suitable procedures necessary to accomplish those goals within a realistic budget. Similarly, strategic planning is a term that refers to the process how a company assesses its current status condition, determines an appealing probable future state for itself, then creates its processes, policies, and strategies for obtaining that goal (James, 2017). Strategic planning enables an organization to maximize the impact of its work and accomplish more of its purpose by assisting leaders in being thoughtful about objectives and proactive in inspiring people to fulfill them

There is much disagreement in the area over the viability of a three or five-year strategic plan in a changing environment. The first response is that the plan may stay relevant if it addresses the most critical issues and concerns. This requires both honesty and performance since genuine concerns are often obscured by perceived difficulties, team strengths, or uncertainty. Second, it is essential to remember that strategic planning entails two distinct modes of thought: strategy and planning. The strategy is aspirational in that it establishes a course of action centered on broad, fundamental decisions. Planning entails converting the strategy into measurable objectives and advising on accomplishing them. The strategic direction will assist in navigating through changing circumstances, and implementation plans will often need to be revised.

Consider the following: Numerous companies develop yearly budgets (and, more often than not, two or three-year projections), with monthly

updates based on the initial budget. Everybody anticipates specific changes and surprises during the year. This does not automatically cause individuals to budget, but it does need care and a willingness to adjust to the unexpected. Organizations do not abandon their budgets in the face of new knowledge; they continue to adjust predictions. However, aside from the budget (a plan expressed in monetary terms), how can any organization analyze and adapt to changes?

Because organizational objectives and broad strategic indicators seldom alter fundamentally over a few years, purpose and strategy are susceptible to transient environmental changes, even substantial transformations. Yearly organizational and departmental work plans, as well as annual budgets, will need adjustments throughout time. The practice of adopting (at least quarterly) applications in response to the ever-changing environment is required to maintain the strategic plan relevant and current. This is a simple concept to apply to the majority of corporations. Public secondary schools are expected to compare their operational plans to their strategic plans on a termly basis and make necessary revisions to ensure they are managed effectively and efficiently to achieve high-quality performance.

### **Effects of the mission statement and school vision**

According to Bryson (2018), it is difficult for a manager to precisely forecast the future of the business; yet, the presence of strategic plans compels managers to think critically and rationally about the future. The organization serves three critical responsibilities throughout the strategic planning process. They establish or alter their organization's fundamental vision and purpose, commit to its long-term goals or objectives, and construct a lasting strategy to accomplish the goals Bryson (2018). Thus, managers must be strategic in all parts of their work, which infers that strategic thinking must be integrated into the organization's management function. A strategic plan may be an excellent instrument for turning strategic thinking into actual plans and real-world events inside a business, providing the firm with a competitive advantage. Thus, strategic planning is critical for

each business as a management tool for forecasting future conditions.

Strategic planning is used to comprehend, predict, and capture the whims of the environment. This is a continuous process. When commercial organizations wish to expand or adjust their operations, they build strategic plans to improve their management information system, coordinate the actions of multiple divisions, and reduce organizational carelessness. Strategic planning stretches back to the time of the battle, and the word strategy was derived from the Greek term "strategos," that refers to generalcy or direction of a military force. Strategists from military recognized need to distribute available resources for maximum advantage evenly, as well as the techniques, technologies, and strategies required to win a conflict (Floyd & Wooldridge, 2017). As the core values, mission and vision are identified, the requisite data requirements for developing the enterprise-specific Strategic Plan is developed by the planning team. This will comprise data requirements for a SWOT Analysis, performance metrics, other identified critical planning data and critical enterprise. Once the data necessities are proven, a data collection plan is established and implemented to collect the data for establishing the strategic plan. Throughout this data collection process, performance metrics must be collaborative and supportive of the values, vision, mission, goals, and objectives. This vision is usually supported by a mission statement and set of goals. (Jack, 2020).

### **Level of Strategic Plans Implementation**

The term "strategic implementation" refers to the process of implementing the strategy and enabling entities of sub-organizational to commence successfully implementing the roles in their strategic plans. This is accomplished in developing the institutional structure which enables the execution of the plan, programs to implement the strategy, developing an information system, and follow-up reports to monitor the implementation process's progress, allocating supporting budgets and developing an internal regulatory framework (Babafemi, 2015).

According to Tornike (2018), the most critical connection between an organization's strategy formulation and performance is strategy execution.

"Strategic implementation" refers to the collection of actions and decisions necessary to carry out a strategic plan and achieve the organization's goals. Thus, a well-developed strategic plan paired with effective execution is acute for an organization to remain competitive in this climate and ensure healthy improvement (Koech & Were, 2016; 2014; Vitkauskait, 2017). However, Makanga & Paul (2017) state that, all strategic plans ought to achieve intended goals while promoting practical resource usage. This is the total of what the strategic management process entails. According to Adeyemi et al. (2017), strategic management is explained as an iterative, continuous process that entails critical interactions and feedback between five critical aspects: goal setting, strategy development, scrutiny, execution, and monitoring. As argued in, these tasks should be planned toward guaranteeing the organizations' objectives, long- and short-term goals are met (Koech & Were, 2016).

Principals seldom ever use or develop strategic plans. In schools with strategic plans, principals choose peers to serve on the SMT; hence, if a person is considered a member of the SMT, they never dispute with the principal for fear of being removed from the SMT. In this context, SMT meetings become platforms for the principal to stress anything they feel suitable. When a new principal is hired, and a transfer happens, the SSP produced by the departing principal becomes a piece of paper to dust on the shelf (James, 2017). Throughout the strategic management process in private and public schools, it is essential to remember that a dependable system or strategic call is not worth the organization or its stakeholders; instead, strategies should be employed successfully. An ineffective or confusing plan will significantly hinder implementation attempts (Sera, 2019).

Strategic plan implementation is fundamentally distinct from strategic planning and other sub-processes; management should address it at all organizational levels. According to the definition, preparation aligns forces before an action, while execution deals with forces during the activity (Bell, Dyck & Neubert, 2017). A substantial portion of time for manager's is spent on performance-related activities, such as comprehensive planning,

incentive, and control. It's worth noting that the advantages are only available when the first line managers act. Being intelligent does not compensate for the inadequacies of a poor strategy or design attempt. Numerous studies indicate that the sort of strategy produced, the actual process of strategic planning, and how the policy was formed all affect the impact of execution (Sera, 2019).

## **RESEARCH METHODOLOGY**

The researcher used a descriptive study approach. The population of study consist of the principals or deputy principals of Taita Taveta county's public secondary schools. The researcher focused on Taita Taveta County's 87 public secondary schools as per the data provided by the ministry of education. The researcher conducted preliminary survey of the public secondary schools with strategic plans, in which 67 out of a population of 87 public secondary schools in Taita Taveta county, had strategic plans and the researcher used purposive sampling to select all principals from school with strategic plan. The researcher employed structured questionnaires, closed-ended questions that assessed respondents' objective replies without regard for their subjective judgments. Additionally, the observation sheet was used to gather data on the extent to which strategic plans for infrastructure development were being implemented.

In this study, the researcher piloted the research instruments to determine which one was more viable, using questionnaires or interviews of the target schools' principals. The researcher found using questionnaires more viable and hence the questionnaire was used for data collection. Quantitative data was evaluated using inferential and descriptive statistics, while qualitative data was studied by means of content analysis. SPSS version 22 was used to examine the data. The researcher used correlation to determine the relations and associations of the variable. Frequency tables and figures were used to present the data. Also regression analysis was used in data analysis.

## **Research Findings and Discussion**

The researcher targeted 67 public secondary schools with strategic plans and all questionnaires were correctly filled and returned. The response rate was 100%.

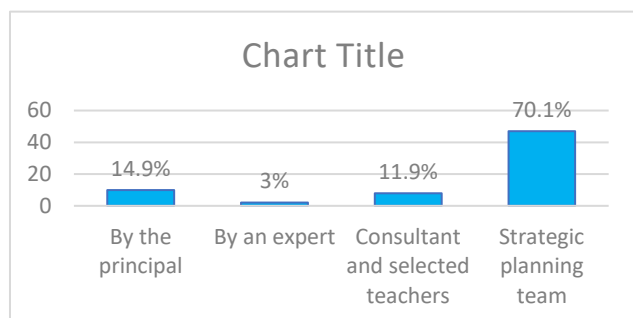
### Strategic Planning Practices

This covers objective one of this research project which is to come up with the strategic plan practices and their influence on the infrastructure development of public secondary schools in Taita Taveta County.

**Table 1: strategic plan practices**

Statement	Yes		No	
	n	%	n	%
There is long term goal for the school?	65	97	2	3
Is the goal documented?	62	93	5	7
Does the school have mission statement?	67	100	0	0
Is the mission statement documented?	65	97	2	3
Has the school set short and long-term goals?	66	98	1	2
Are the goals documented?	64	95	3	5
Are you currently enrolled in a school with core value?	66	98	1	2
Are the school core values documented?	63	94	4	6
Have you set school objectives?	66	98	1	2
Are the objectives documented?	65	97	2	3
Do you have strategic plan in place?	66	100	0	0
Do you conduct environmental analysis?	49	73	18	27

Table 1 shows that 97% of the schools have long term goals with only 3% lacking these goals. The findings show that 93% of the schools documented their goals with only 7% having not documented their goals. The findings also show that all school have a mission statement but 97% had the mission statement documented. It was also observed that 98% of the schools have set long-term and short-term goals of which 95% have the goals documented. The findings show that 98% of the schools have set core values of which 94% of the school have documented the core values. The results also show that 98% of the school have set objectives of which 97% of the schools have documented the objectives. The results show that all schools have a strategic plan in place and majority (73%) of the schools conduct environmental analysis which is vital in strategic planning process.



**Figure 1. schools come up with long term goals**

Figure 1 indicates that 70.1% of the long-term goals were created by the strategic plan team in the school, 14.9% of the goals were set by the principals, 12% of the school had their goals set by consultants and selected teachers and 3% of the goals were set by experts. This indicate that a number of people are involved in setting up the school goals and also that school vary in who sets the goals.

**Table 2 How goals were conveyed to school community**

	Frequency	Percent
Internet	8	12
Notice board	12	18
School gate	2	3
Newsletter	27	40
Strategic plan	18	27
<b>Total</b>	<b>67</b>	<b>100.0</b>

Table 2 show that many schools used different means to convey their goals with 40% using the newsletters, 27% used the strategic plan, 18% used the notice board, 12% used the internet and 3% used the school gate. This Indicate that the newsletter is the most frequently used means of communication.

**Table 3: How school came up with mission statement**

	Frequency	Percent
By the principal	8	12
By an expert	1	2
Consultant and selected teachers	30	45
Strategic planning team	28	41
<b>Total</b>	<b>67</b>	<b>100.0</b>

Table 4 show that 45% of the school engaged consultants and selected teacher to came up with mission statement, 41% used the strategic planning team, 12% used the principals and only 2% used the experts.

**Table 4: How mission statement was conveyed**

	Frequency	Percent
Internet	5	7
Notice board	26	39
School gate	17	25
Newsletter	12	18
Strategic plan	7	11
<b>Total</b>	<b>67</b>	<b>100.0</b>

Table 4 indicate that 39% used notice board, 25% used school gate, 18% used newsletter, 11% used

strategic plan and 7% used the internet to convey mission statement. This shows that few schools used the strategic plan to convey the mission statement raising concern of whether the strategic plan reached the stakeholders. The findings show that the most used means of communication to convey mission statement is the notice board.

**Table 5 How school came up with the core values**

	Frequency	Percent
By the principal	13	19
Consultant and selected teachers	31	46
Strategic planning team	23	35
<b>Total</b>	<b>67</b>	<b>100.0</b>

Table 5 shows that majority (46%) of the schools used consultant and selected teachers, 35% used strategic planning team and 19% used the principals to come up with the school core values. This indicate the principals are main agents utilized to come up with school core values.

**Table 6: How school core values were conveyed to stakeholders**

	Frequency	Percent
Internet	5	7
Notice board	28	42
School gate	9	13
Newsletter	7	11
Strategic planning team	18	27
<b>Total</b>	<b>67</b>	<b>100.0</b>

The outcomes in table 6 show that 42% of the schools use notice board , 27% use strategic planning team, 13% used the school gate, 11% used the newsletter and 7% used the internet to convey school core values.

**Table 7 Time school began the strategic plan process**

	Frequency	Percent
Last year	7	11
2 years ago	3	5
3 years ago	15	22
4 years ago	21	31
More than 5 years ago	21	31
<b>Total</b>	<b>67</b>	<b>100.0</b>

The findings on table 7 show that 31% started the strategic plan process more than 5years and four year ago, 22% started the process less than 3 years ago, 5% 2 years ago and 11% last one year.

The study used a likert scale of 1 to 5 for responses of the following statement for table 8. Key used is 1. Certainly Not 2. Reduced Intensity 3. Extent: Moderate 4. Extent: Huge .5. Very huge extent.

**Table 8 show the current strategic plan implementation**

Current strategic plan implementation	Certainly Not	Reduced Intensity	Extent: Moderate	Extent: Huge	Very huge extent	Mean
A strategy is devised and adhered to	4(6%)	5(7.5%)	40(59.7%)	14(20.9%)	4(6%)	3.13
Objectives are established and fulfilled	1(1.5%)	7(10.4%)	39(58.2%)	14(20.9%)	6(9%)	3.25
Timelines are established and adhered to	7(10.4%)	5(7.5%)	37(55.2%)	13(19.4%)	5(7.5%)	3.06
Changes are applied	3(4.5%)	11(16.4%)	27(40.3%)	21(31.3%)	5(7.5%)	3.21
<b>Average of means</b>						<b>3.16</b>

Table 8 indicate that 59.7% of the schools moderately adhere to strategic plan with only 26.9% following the strategic plan. Results show that 58.2% moderatlty established and fulfilled the objectives with only 29.9% of the schools fully fulfilling their objectives. Findings also indicate that 55.2% moderately established and adhered to timelines with only 26.9% fully adhering to timelines. Results show that 40.3% of the schools moderately applied changes with 38.8% to a huge extent applied the changes.

The average mean of 3.16 in the execution of strategic plan also indicate that strategic plan is moderately implemented which is reflected in the percentage rate of implementation in which all variables were moderately implemented.

**Level Of Implementation of Infrastructure Development.**

This section covers objective two on the level of strategic plan execution and its influence on the infrastructure of public secondary schools in Taita Taveta County. The study used a likert scale of 1 to 5 for responses of the following statement for table 9. Key used is 1. Certainly Not 2. Reduced Intensity 3. Extent: Moderate 4. Extent: Huge .5. Very huge extent



**Table 9 Level of implementation of infrastructure development**

Level of implementation of infrastructure development	Certainly Not	Reduced Intensity	Extent: Moderate	Extent: Huge	Very huge extent	Mean
Additional school property purchased	3(4.5%)	7(10.4%)	29(43.3%)	18(26.9%)	10(14.9%)	3.37
Constructed tuition blocks	5(7.5%)	7(10.4%)	19(28.4%)	23(34.3%)	13(19.4%)	3.48
Constructed Admin block, IT room or laboratories	8(11.9%)	18(26.9%)	22(32.8%)	14(20.9%)	5(7.5%)	2.85
Constructing pavements, storeroom and fence	13(19.4%)	23(34.3%)	20(29.9%)	11(16.4%)	0(0%)	2.43
Constructing sanitation and ablution blocks and toilets	5(7.5%)	10(14.9%)	21(31.3%)	20(29.9%)	11(16.4%)	3.33
Purchase of major electrical supply	4(6%)	1(1.5%)	8(11.9%)	22(32.8%)	32(47.8%)	4.15
Additional school van and bus purchased	51(76.1%)	2(3%)	1(1.5%)	4(6%)	9(13.4%)	1.78
Water system development	10(14.9%)	8(11.9%)	12(17.9%)	16(23.9%)	21(31.3%)	3.45
<b>Average of means</b>						<b>3.11</b>

The findings in table 10 show that additional school property was purchased moderately at 43.3%, to a huge and very huge extent 41.8%. The findings show that the construction of tuition block was moderately done at 28.4% and to a huge and very huge extent 53.7%.

The Constructed Administration block, Information Technology room or laboratories was moderately done at 32.8% and to a huge and very huge extent at 28.4%. The Construction of pavements, storeroom and fence was moderately done at 29.9% and to a huge extent at 16.4%

The construction of sanitation and ablution blocks and toilets was moderately done at 31.3% and to a huge and very huge extent 47.3%. The Purchase of

major electrical supply was moderately done at 11.9% and to a huge extent and very huge extent at 80.6%. The purchase of Additional school van and bus was moderately done at 1.5% and to a huge extent and very huge extent at 19.4% with 76.1% indicating that there was no purchase. The Water system development was moderately done at 17.9% and to a huge extent and very huge extent at 55.2%.

The average mean of 3.11 indicate that the level of execution of infrastructural development was moderately done.

**Infrastructural Development**

This section covers the independent variable of the study which is the infrastructure development. The study used a likert scale of 1 to 5 for responses of the following statement for table 10. Key used is 1. Certainly Not 2. Reduced Intensity 3. Extent: Moderate 4. Extent: Huge .5. Very huge extent.

**Table 10 Infrastructural development**

Infrastructural development	Certainly Not	Reduced Intensity	Extent: Moderate	Extent: Huge	Very huge extent	Mean
Additional school property purchased	6(9%)	9(13.4%)	33(49.3%)	15(22.4%)	4(6%)	3.03
Constructed tuition block	8(11.9%)	9(13.4%)	23(34.3%)	18(26.9%)	9(13.4%)	3.16
Constructed Admin block, IT room or laboratories	17(25.4%)	19(28.4%)	16(23.9%)	9(13.4%)	6(9%)	2.52
Constructing pavements, storeroom and fence	19(28.4%)	19(28.4%)	21(31.3%)	6(9%)	2(3%)	2.30
Constructing sanitation and ablution blocks	11(16.4%)	6(9%)	26(38.8%)	18(26.9%)	6(9%)	3.03
Main electricity installed and used	8(11.9%)	4(6%)	21(31.3%)	21(31.3%)	13(19.4%)	3.40
School van and bus acquired	54(80.6%)	3(4.4%)	3(4.5%)	4(6%)	3(4.5%)	1.49
Water system developed and used	13(19.4%)	5(7.5%)	20(29.9%)	1(20.9%)	15(22.4%)	3.19
<b>Average of means</b>						<b>2.77</b>

Table 10 indicate that 49.3% to a moderate extent agree that additional school property has been purchased within five years and 28.4% to a huge and very huge extent agree with the statement. Majority (34.3%) agree that to a moderate extent

there is construction of tuition blocks within five years and 40.3% to a huge and very huge extent agree with the statement.

The findings show that 53.8% certainly not and at reduced intensity agree that administration block, Information Technology room or laboratories were constructed 21.4% to a huge and very huge extent agree with the statement.

Majority (56.8%) certainly not and to a reduced intensity agree that pavement, store room and fence were constructed and only 12% to a huge and very huge extent agree with the statement. The results show that 38.8% to a moderate extent agree that sanitation and ablution blocks were construction and 35.9% to a huge and very huge extent agree with the statement. The study findings also indicate that 31.3% to a moderate extent agree that main electricity was installed within five years and to a huge and very huge extent 50.7% agree with the statement. Findings show that 85% of the respondents certainly not and to a reduced intensity agree that school van and bus were acquired within five years and only 10.5% to a huge and very huge extent agree with the statement. Study also shows that 29.9% to a moderately extent agree that water system was developed and used and 43.3% to a huge and very huge extent agree with the statement. An average mean of 2.77 indicate to moderate extent that there is infrastructural development within the last five years.

**Correlation**

Linearity assumption accurately tests the relationship between independent and dependent variables; it tends to establish if the relationships are linear in nature. The linearity among the variables of the study assesment was done using the study Pearson product moment correlation which comprise; organizational structure, allocation of resources, organizational culture and management style.

**Table 11 Assumption of Linearity**

Variables	Response	Infrastructure development	Strategic plan practices	level of strategic plan implementation
Infrastructure development	Pearson Correlation	1	.492**	.603**
	Sig. (2-tailed)		.000	.000
	N	67	67	67
Strategic plan practices	Pearson Correlation	.492**	1	.505**
	Sig. (2-tailed)	.000		.000
	N	67	67	67
level of strategic plan implementation	Pearson Correlation	.603**	.505**	1
	Sig. (2-tailed)	.000	.000	
	N	67	67	67

\*\* . Correlation is significant at the 0.01 level (2-tailed).

According to Brody (2014) correlation between variables may be considered very strong ( $r \leq .91$ ), strong ( $.71 \leq r \leq .9$ ), moderate ( $.51 \leq r \leq .70$ ), weak ( $.31 \leq r \leq .50$ ) or very weak ( $r \leq .3$ ).

The variables were at 99% level of confidence since. 1% change in strategic plan practices leads to 49.2% in infrastructure development. 1% change in level of strategic plan implementation leads to 60.3% change in infrastructure development. 1% change in challenges faced in strategic plan implementation leads to 68.4% change in infrastructure development. The findings indicate that challenges in strategic plan implementation has the highest level of association in strategic plan implementation on infrastructure development. The findings also show all the study variables have a positive correlation. The correlation values in all variables show a moderate correlation.

**Regression analysis model**

A regression analysis was used to establish how strategic plan practices, level of strategic plan implementation influence infrastructure development of Public Secondary schools in Taita Taveta County.

The regression model was;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

Where Y is the dependent variable, infrastructure development of the Public Secondary Schools in Taita Taveta County and X1-X2 are the independent variables (Strategic plan practices, Levels of strategic plan implementation).

**Table 12 Regression Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.749 <sup>a</sup>	.562	.541	.53657

The studied three independent variables explain 54.1% of the infrastructure development of the public secondary schools in Taita Taveta as signified by the adjusted R<sup>2</sup>. This explain that other factors not studied in this research contribute 45.3% of the infrastructure development of the public secondary schools in Taita Taveta County.

**Table 13 Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	-.223	.348		-.640	.525
Strategic plan practices	.044	.114	.041	.384	.703
level of strategic plan implementation	.353	.105	.339	3.351	.001

a. Dependent Variable: Infrastructure development

The regression equation will be;

$$Y = -.223 + 0.353 X_1 + 0.044 X_2$$

The regression equation shows that taking the three factors (Strategic plan practices, Level of strategic plan implementation and Challenges faced in strategic plan implementation) constant at zero, infrastructure development will have an index of -.223. The results show that taking all other independent variables at zero, a unit increase in strategic plan practices will lead to a .044 increase in infrastructure development in Public public secondary schools in Taita Taveta County. The *P*-value was .703 and thus the relationship was significant. The study show that a unit increase in level of strategic plan implementation will lead to a .353 increase in the scores of infrastructure development in Public public secondary schools in Taita Taveta County. The *P*-value was .001 which is less than 0.05 and thus the relationship was substantial.

**Conclusion**

All schools which were visited have strategic plans. Over 90% of the schools have documented goals, mission statement, set objectives and core values. Notice board is the highly used media to convey information. In conveying the mission statement majority of the schools used consultants and selected teachers as well as strategic planning team.

A moderate number of schools adhered to the strategic plans and also applied changes to their strategic plans which shows that strategic plan practices has influence on infraructure development of public secondary schools in Taita Taveta County.

In relation to level of implementation of strategic plan majority to a huge extent had constructed tution blocks, information technology room and laboratories, sanitation and ablution blocks hence the level of implementation of strategic plan has influence on infraructure development of public secondary schools in Taita Taveta County.

The findings further show that strategic plan is clear to most of the schools and majority of the schools to a moderate extent use top-down approach to implement strategic plan. A high percentage (73.2%) of the schools stakeholders accept the strategic plans. Strategic plan to a moderate extent is implemented within the anticipated timeframe. The management of the school manage and control the implementation of strategic plan to a huge and very huge extent. Most of the schools to huge and very huge extent have strategic plan policies which help in the implementation of strategic plan.

**Recommendations**

Firstly there is need to improve on implementation of strategic plans since the findings indicated a moderate extent rate of implementation. Secondly the ministry need to monitor closely on the establishment and implementation of strategic plans in public secondary schools in Taita Taveta County. Thirdly the top management need to be sensitized on the importance and benefits of strategic planning.

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