

**INFLUENCE OF INSTITUTIONAL CULTURE ON STRATEGIC PLANNING IMPLEMENTATION IN SECONDARY SCHOOLS****<sup>1</sup>Otenyo M. Wilson, <sup>1</sup>Catherine Kiprop, <sup>1</sup>Benjamin Kyalo Wambua and <sup>2,\*</sup>Zadock Obuchere Murundu**<sup>1</sup>Moi University, P.O. BOX 3900 Eldoret, Kenya<sup>2</sup>Tom Mboya University College, P.O. BOX 199-40300, Homabay, Kenya**Received 14<sup>th</sup> December 2021; Accepted 10<sup>th</sup> January 2022; Published online 21<sup>st</sup> February 2022**

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**Abstract**

Institutional Culture has a crucial influence on Strategic planning implementation of many educational institutions. Strategic planning has been employed in secondary schools as a transformative tool to re-engineer institutions of learning resulting into improved performance. School strategic plan can guide an organization to clarify further direction to identify its priorities, diversify its products and services and be ready to handle changing circumstances. Despite the efforts made by most secondary schools to implement the strategy, its desired outcomes have not been achieved due to the influence of various institutional culture, hence the need to conduct the current study. The study was targeted 150 Principals and 500 Heads of Departments. 75 Principals and 250 Heads of Departments were selected purposively using stratified probability sampling technique. Reliability of the questionnaire was established by the test-retested try-out which was conducted in non-participation institutions. Validity of the instruments was ensured by presenting the instruments to three experts from the Department of Educational Management and Policy Studies of Moi University who examined the content of the instruments and advised the researcher on the face validity. Improvements were made according to the suggestions made by the experts before the instruments were finally taken into the field. The study found out that Institutional culture influences strategic planning implementation in secondary schools. The study recommends that, Secondary schools should establish cultural practices depending on the location of the institutions, history of the institutions and the dynamic nature of the environment in which they operate.

**Keywords:** Influence, Institution, Culture, Implementation, Strategic and Planning.

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**INTRODUCTION****Influence of institution culture on strategic planning implementation in secondary schools**

Institution culture is described as the set of important understandings such as norms, values attitudes and beliefs shared by institution members (Ochanda, 2010). Culture is said to exist in those levels which are artifacts as said to be things that one sees, hears and feels when one encounters a new group with unfamiliar culture which included products services and even behaviors of group members. Espoused names are the reasons we give for doing what we do Basic assumption are the beliefs that are taken for granted by members of an organization.

Musyoka (2011) studied challenges of strategy implementing in Jomo Kenyatta foundation and found that institutional culture lays an important role in determining the success of strategic planning and implementation in any organization the compatibility of organizations culture plays an important role in determining the success of strategic planning and implementation in any organization the compatibility of the organizations culture to new strategic changes is an important measure in strategy implementation and mitigation of any challenges that may arise during implementation. Lack of synergy between strategies and culture may obstruct the smooth implement of the strategy by creating resistance to change. It is important that the culture of an organization be compatible with strategy being implemented because when there is incompatibility between strategy and culture,

it can lead to a high organizational resistance to change and demotivation, which is like to frustrate the culture influences the actions of the employees to support the current strategy, implementation is strengthened. Maximizing synergy and reinforcing culture will lead to successful implementation strategies. In a study by Bolo, Wandera, Imita and K'Obongo (2010), culture was referred to as shared meaning, shared understanding and shared sense making. The only organization that complies with employee's expectation has a big impact on developing the morale of workers. Culture impact on most aspects of organizational life such as how rewards are distributed, who is promoted, how people are treated and the way organization responds to changes in the environment.

Lewa, Mutuku and Mutuku (2009) study on Sector of Kenya; case study of public universities in Kenya, reveal that Kenyan universities and colleges especially public ones, have always planned but there was never anything strategic about it because the planning has always been the traditional one that followed the government's five year planning cycle. It should be realized that the government's five year planning cycles mostly involved are to do with adjusting plans for inflation and political changes so as to accommodate the whims of the ruling regime. The planning was never seriously focused on the long term. This has been the case until the coming in of performance contracting that demanded that planning be at strategic levels.

Ofori and Atiogbe (2011) Study on strategic planning in public universities; a developing country perspective found that regarding the effect of culture on strategy implementation at the university of Ghana the values that existed in the universities do not effectively inform the behavior of the

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members of these institutions they only existed in name as leadership had not effectively ensured that an excellent culture was understood and shared by all. Respondents unanimously agreed that culture is driving force for implementing strategy but in their opinion leadership was not setting the right example as regards the working of the committee system it was formed that administration throughout the universities encouraged participation which indeed, served as a leveraging tool for building and sustaining a workable culture.

Ganley (2010) presents a statistically validated and widely used tool to diagnose culture called organizational culture assessment instrument (OCAI) which was first based on the competing values Framework, which is founded in the work of Kismet and Wiersema (2014). Cameroon and Quinn discovered four quadrants of organizational success which were clan, adhocracy, hierarchy and market.

According to Ganley (2010), hierarchy cultures emerged because the environment was relatively stable. This enabled tasks and functions to be integrated and coordinated uniformly in products and services was maintained and workers and jobs were under control. Clear lines of decision making authority, standardized rules and procedures and control and accountability mechanisms were valued as the key to success. They agreed that a company with such an organizational culture is a formalized and structured place to work. Cameroon and Quinn stated that procedures in the hierarchy culture govern what people do; formal rules and policies hold that organization together. They noted that the long-term concerns of the organization are stability predictability and efficiency under hierarchy culture.

In contrast to the stable environment assumption of the hierarchy culture the basic assumptions in a market culture are that the external environments hostile rather than benign, consumers are choosy and interested on competitive position and the major task of management is to drive the organization toward productivity, results and profits. It is assumed that a clear purpose and aggressive strategy lead to productivity and profitability. This is the situation at the school level. The parents who are consumers of educational facilities and programs through their children selectively choose on where to enroll them. They are seriously interested in the number of 'A's or 'B's the school produced and its position in the league table and hence need for strategies for positioning. A market culture therefore has to be results oriented workplace. The tough demanding leader of the market culture will not last long in a clan culture. In a clan culture a more team oriented approach is needed basic assumption in a clan culture is that the environment can be managed through teamwork and employee development, customers are best thought of as partners, the organization is in the business of developing a human work environment, and the major task of management is to empower employees and facilitate their participation commitment and loyalty (Omboi & Munai, 2012). Sharing same values beliefs and goals is paramount especially in rapidly changing turbulent environment the clan culture is typified by a friendly place to work where people share a lot of themselves. Adhocracy – the root word is ad-hoc implying something temporary, specialized and dynamic. Adhocracies can be found in environments that are even more turbulent than those in which clan cultures thrive. The major goal of an adhocracy is to foster adaptability, flexibility and creativity if uncertainty, ambiguity and information overload are typical

(Ganley, 2010). In total the adhocracy culture is characterized by a dynamic, entire perennial and creative workplace. People stick their necks out and take risks. Effective leadership is visionary innovative and risk oriented. The offline that holds that organization together is commitment to the experimentation and innovation (Okumbe, 2008).

Caillods, F. (2009) describes organizational culture says the sum of dominant values, visions perspectives, standards argues that the dominant culture affects the stakeholders of the organization. Kepha (2013) argues that an organizational culture forms in response to the need for external adaptation and survival as well as internal integration enable the organization to cope with the changing environment. Internal integration entails development of language as well as rewards and punishment in order to establish and maintain effective working relationships among members of an organization.

According to Menyasi (2009) various aspects of culture exist at different levels within an organization. Shared assumptions and philosophies form the inner most layer. The next layer is organizational culture values which are collective beliefs assumptions and teaching about what things are good, normal rational and values. The top most layer has the cultural symbols, gestures, pictures and other physical objects which carry meaning with a culture, they are the most visible and most superficial.

Ondoro (2014) views strategy in terms of market and product and defines strategy as a creation of a unique and vulnerable position of trade-offs in competing, involving a set of activities that neatly fit together, that are simply consistent, reinforce each other and ensure optimization of effort. Kazmi (2008) argues that there are various steps involved in strategy implementations. He advocates that strategy managers have to be innovative strategist.

Strategy managers have to focus on forming an organizational culture to adjust to strategies through creating common values, defining ethical criteria, creating a workplace which supports strategies and creating high achievement motives in the culture of organization. The strategy implement process also entails performing leadership culture development and empowering implementing, developing, saving innovations, responsibility to environment and using opportunities, considering political aspects of strategies, confronting power conflicts and creating consensus, posing ethical criteria and behavior innovation mortifications for improving implementation of strategies. While people are critical in strategy implementation their level of motivation might be a driving force towards the success of the process. The basic cultural requirements to earn a living must be integrated into the motivational innovations aimed at driving people towards implementation of strategies and creating operational and administrative systems which can empower strategies. One of the major challenges in strategy implementation appears to be cultural and behavioral in nature, including the impact of poor integration of activities and diminished feeling of ownership of commitment (Kazmi, 2008). The link between performance and culture can be traced back to the Hawthorne studies that discovered the presence of an informal social system and shared assumptions and beliefs amongst the workers. Okumbe (2008) suggests that in his general management framework that effectiveness is a function for values and beliefs (culture) held by translating the core values and beliefs into policies and practices in a constants

manner. A culture that is rooted in strategy supportive values, practices and behavioral norms adds to the power and effectiveness of company's strategy execution effort. For instance if a company is innovative and a technological leader, strategies would require a culture of taking initiative, challenging status quo exhibiting creativity, embracing change and willingness to collaborate. Culture stability is one that; is able to support strategy implementation, is one that fosters a culture of partnership, unity, teamwork and cooperation among employees. The type of organizational culture will enhance commitment among employees and focus on productivity within the organization rather than resistance to rules and regulations or external factors that prohibit success.

Strategy is about intent and ingenuity and culture determines and measures desire, engagement and execution. Culture plays a vital role in how strategy is created, understood and implemented as it lays down the ground rules that are important for day to day work of an organization. When culture embraces strategy execution is scalable, repeatable and sustainable and as a result becomes a sustainable competitive advantage. Organizational culture are not easily copied from one organization to another, it takes time to build a supportive culture that ensures that organization strategies are not at risk. Culture trumps strategy because it is the only sustainable point of difference for any organization (Omboi & Munai, 2012).

Strategy implementation involves both macro-organizational issues (e.g. technology, reward systems, decision processes, and structure). And micro-organizational issues (e.g. organizational culture and resistance to change). There are many ways in which organizational culture aids and supports strategy implementation. First, it defines how individual actors in the large organization will view the strategy and implementation process. Secondly it defines the mode of communicate within a group. Communication has been recognized as both a key in achievement and problem in strategy implementation. Thirdly strategies are normally formed within existing organizational culture; it therefore has to be adjusted to fit into the strategies. The major task in strategy implementation is to create common values, define ethical criteria, and create work place support strategies and a high achievement motive in the culture of the organization

According to Bryson (2005), Strategy implementation can be seen as a combination of static formulation and strategy implementation strategy implementation involves doing situation analysis of both internal and external environment, setting the vision mission and objectives of the organization and suggestion a strategic plan to achieve the set objectives. Strategy implementation involves allocating sufficient resources, establishing chains of command and reporting structures assignment responsibility of specific tasks and process to specific individuals or groups managing the process. The main critical phase of strategic management process is translating the strategic plan into actions. Once strategies have been formulated, the need to be implemented for the company to act in its objectives. The strategies need to be translated from high level conceptual term into none detailed policies that can be understood at the functional areas such as marketing, research and development, production, human resources, finance and information communication and technology. Bryson (2005) stated that only 10% of formulated strategies are successfully implemented while 90% of well formulated strategies fail at implementing stage. Most excellent strategies

fail when attempts to implement them are made, the reason that has been advanced for the success or failure of strategic implementation revolves around the nature of the short term objectives and sub-strategies (Pandya, 2010). Allocation of enough resources in a desirable structure and strategic plan coupled with proper leadership and communication process leads to a good institutional culture. This therefore indicates that the implementation of appropriate strategies remains one of the most crucial areas of management. Considerable thought, energy and resources are given over to devising a strategic plan (Bordean, Borza, Rus & Mitira, 2010). Maryan (2012) notes that, the plan rather than the implementation cores in for scrutiny when a strategy fails because it is less problematic to analyze. But the whole point of strategic plan is for what it will be implemented for and how it will be implemented successfully. Paul (2014) view strategy as the direction and scope of an organization over the long-term, which activities advantage for the organization through its configuration of resources within a changing environment and fulfill stakeholder is expectation. Strategy implementation evolves either from a process of winning group commitment through a coalitional form of decision of implement staff through a strong corporative culture. Institutional policies are relatively weak in influencing strategy implementation because of low awareness and infrequent use of the service charter (Omboi & Munai, 2012). This was in a study on factors affecting the implementation of strategic plans in selected technical training institutes. However, this was indicated negligible on the correlation coefficient index and this is supported by the awareness of specific institutional policies that guide ISO process and performance contracting which are bench marks and guidance of policy on strategic implementation. Evidence shows that that the low influence of policy statement on decision making is an indicator to the relative weakness of correlation between implementation of strategies and institutional policies the infrequency use of service character can also show why there is low influence of institutional polices on implementation of strategy plan.

## **Objectives**

The study therefore aimed at exploring influence of institutional culture on strategic planning implementation in secondary schools.

## **MATERIALS AND METHODS**

### **Research Design**

The study employed a mixed method design. Cresswell (2012) advances that; a mixed methods design is useful to capture the best of both quantitative and qualitative approaches. For instance a researcher may want to generalize the findings to a population and develop a detailed view of the meaning of phenomenon concept for individuals. This will call upon the researcher, time to explore generally to learn about what variables to study and then studies those variables with a large sample of individuals. Alternatively researchers may first survey a larger number of individuals then follow up with a few of them to obtain their specific language and voice about the topic. For this research, the researcher will exploit the advantages of employing both closed ended quantitative data and open ended qualitative (Kothari, 2008). According to Cresswell (2012) quantification approach is best applied if the problem is identifying factors that influence an outcome, the

utility of an intervention, or understanding the best predictors in outcomes. On the other hand qualitative is useful if a concept or phenomenon needs to be understood because little research has been done on it. Qualitative research is exploratory and useful when the researcher does not know the important variable to examine. This is supported by Morse (Orodho, 2009) qualitative approach may be needed because the topic is new, and has never been addressed with a certain sample or group of people, or existing theories do not apply with the particular sample or group understanding.

## METHODOLOGY

The study population consisted of 150 Principals and 500 Heads of Departments. 75 Principals and 250 Heads of Department were selected purposively using stratified probability sampling technique. Purposive sampling according to Mugenda and Mugenda (2009), allows a researcher to identify cases that have required information with respect to the objectives of the study. The study utilized Questionnaires, Focused Group Discussion Guide and Classroom Observation Schedules as instruments of data collection.

### Reliability and Validity of Instruments

#### Reliability of Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability in research is influenced by random error which the deviation from a true measurement due to factors that have not been effectively addressed by the researcher like inaccurate coding, ambiguous instructions to the subjects, interviewers fatigue, interviewer is bias (Mugenda & Mugenda, 2009). A reliability test answers to the consideration whether the procedures of the data collection and analysis generated the same results on other occasions or other observers made similar observations and arrived at the same conclusions from the raw data (Chang, 2008). Gray (1992) observes that for research data to be reliable, data Collection tool must have ability to consistency and yield the same results when repeated under the same conditions. An instrument is considered reliable when it is able to elicit the same responses each time it is administered (Kombo, 2009). Reliability of the questionnaire was established by the test- retested try-out which was conducted in non-participation institutions. The sets of questionnaires were administered to principals of Secondary schools, HOD (Heads of Departments) Deputy Principals and after a period of two to three weeks the same were administered to the other group. The results were computed and correlated. Pearson product moment correlation coefficient statistics was used to calculate the co-efficient correlation. Pearson Product Moment Correlation shows the time and the strength of relationship between two variables under study (Kothari, 2008). The aim was to determine the relationship between two sets of scores for each individual on the two different occasions.  $R = 0.75$  and  $0.85$  with a minimum value of  $0.5$ . Reliability of  $0.7$  or higher showed the characteristics it was designed to measure.

#### Validity of the Instruments

Validity of the instruments was achieved by presenting the instruments to three experts from the Department of Educational Management and Policy Studies of Moi

University who examined the content of the instruments and advised the researcher on the face validity. Improvements were made according to the suggestions made by the experts before the instruments were finally taken into the field.

### Data Collection Procedures

The researcher secured a research permit and a research authorization letter from the National Council for Science and Technology in the Ministry of Higher Education, Science and Technology through the School of Graduate Studies (S.G.S) of Moi University before proceeding to the field for data collection. The researcher then reported to Vihiga County Director of Education and presented a copy of the letter of research authorization. Permission was then sought from him to enable the researcher to access the sampled schools and principals for data collection. Letters seeking for appointment were written to principals two weeks before the study was undertaken. For effective administration of the questionnaires, the researcher made a personal visit to the sampled schools and gave the questionnaires to the respondents and he also carried out the interviews with principals of the sampled schools at the same time looking at documents for strategy implementation.

### Methods of Data Analysis

Using statistical software, the regression model was tested on how well it fits the data. The significance of each variable was also tested. Fischer distribution test called F-Test was applied. This refers to the ration between the model mean square divided by the significance of the overall model at as percent confidence level. The P-value for the F- statistics was applied in determining the robustness of the model. The conclusions were based on the P- value where if the null hypothesis of the beta is rejected then the overall model is significant and if the null hypothesis was accepted the overall model was insignificant.

The T- test statistics were used to test the significant of each individual predictor or independent variable and hypothesis. Their P- Value for each T- test was used to make conclusions on whether to fail or accept or fail to reject the null hypothesis.

The degree of relationship was expressed as a correlation coefficient ( $r$ ). The magnitude of a correlation co-efficient was evaluated by considering the absolute size and lies between zero and one but can never assume values of zero or one. Correlation co-efficient close to one indicated a strong relationship between variable. A negative correlation implied that, as the measurements of one variable increases, the measurements of the other variable decrease. A positive correlation implies that measurement of one variable increase as the measurement of the other variable increase and vice versa.

### Analysis of Quantitative Data

Quantitative data was gathered by use of questionnaire. The responses were coded and weighted to produce variable which was used to analyze the data further by use of regression model. Multiple linear regression models were used to derive inferential indicators like the correlation, coefficient of determination, F- statistics and the P- value. The multiple linear regression model that was applied in this case is as follows:-

$$Y=B_0+B_1X_1+B_2X_2+B_3X_3+B_4X_4+E$$

Where: Y = Strategy implantation

**Analysis of Qualitative Data**

Qualitative data analysis seeks to make general statements on how categories or themes of data are related. Creswell (2012) suggests that qualitative data provides for description and interpretation of what things means to people. In this study content analysis method was used to analyze qualitative data. Content analysis categories phrases, describes the logical structure of expressions and ascertains associations, connotations, denotations, elocutionary forces and other interpretations (Mugenda and Mugenda, 2009). Qualitative data was analyzed by classifying opinions into main emerging themes, categorizing and codify the categories and assigning them numerical values.

**RESULTS AND DISCUSSION**

**Influence of institution culture on strategic planning implementation:** The study sought to establish the influence of institutional culture on strategic planning implementation in secondary schools.

The theme was assessed per the indicators in the likert scale on the questionnaire where the respondents indicated their degree of agreement to their statements. The study findings were discussed in Table 1 and Table 2. Data analysis of Table 1 and Table 2 indicate that; On Promotion of core Values among teachers, majority of the principals agreed while slightly a similar percentage of Heads of Departments agreed. On the relevancy of informal culture to strategic planning implementation, Heads of Departments did not agree on institutional internal culture, as opposed to the majority of principals who agreed. Majority of the respondents agreed that their institutions internal policies supported strategy implementation. The item on urgency of response to change was supported by both the Heads of Departments and principals. While most institutions resist change, the findings indicate that majority of principals appreciate new ideas which facilitate change saving on time while the head of departments showed that there was a slight resistance to change. This pointed a controversy with the principals. It is evident that over half of both respondents' benchmark with best practices before adopting new ideas. But also, a good percentage of principals were undecided. It also showed that over seventy percent of principals agreed that all school official documents had symbols of the school logo, mission, vision and school motto and core values.

**Table 1. Principals' Responses on Influence of Institutional Culture on Strategic Planning Implementation**

Items on Institutional Culture on Strategy Implementation.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mode	Std. Deviation
	1	2	3	4	5		
1. The Institution Promotes Practice of The Core Values Among Teachers.	0.00%	6.20%	0.00%	60.00%	33.80%	4	.739
2. Institutional Internal Culture Has Always Been Related to Successfully Strategy Implementation.	0.00%	4.60%	6.20%	73.80%	20.00%	4	.631
3. Our Institutional Internal Policies Are Key and Enable Good Strategy.	1.60%	0.00%	1.60%	79.70%	17.20%	4	.567
4. Our Institution Handles Change With A Sense of Urgency.	0.00%	4.60%	7.70%	69.20%	18.50%	4	.673
5. There is Always Appreciation of New Ideas and Hence It Takes Short Time to Effect Change in Our Institution.	1.50%	3.10%	4.60%	73.80%	16.90%	4	.696
6. The Institution Always Benchmarks with The Best Practice Before Adopting New Systems or Techniques of Working.	4.60%	26.20%	9.20%	40.00%	20.00%	4	1.212
7. All Official Documents Must Have Symbols of Vision, Mission and Motto.	0.00%	15.40%	6.20%	67.70%	10.80%	4	.853
8. The Staff Upholds Professionalism and Integrity in All Its Activities.	0.00%	6.20%	3.10%	75.40%	15.40%	4	.661
9. Our Institution Does Not Practice any Form of Discrimination. (Accept Teachers to Support Staff from Other Communities and Learners.	1.50%	0.00%	1.50%	55.40%	41.50%	4	.672
10. It Is The Institution's Tradition to Consistently Celebrate Its Achievements E.G. Academic and Present Giving Days; Annual General Meeting, Farewell for Retiring Employees and Recognition of Achievements Among Others.	1.50%	7.70%	3.10%	36.90%	50.80%	5	.960

**Table 2. Heads of Department Responses on Influence of Institutional Culture on Strategic Planning Implementation**

Items on Institutional Culture on Strategy Implementation	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mode	Std. Deviation
	1	2	3	4	5		
1. The Institution Promotes Practice of The Core Values Among Teachers	1.10%	2.60%	10.00%	61.60%	24.70%	4	.739
2. Institutional Internal Culture Has Always Been Related to Successfully Strategy Implementation	.50%	17.90%	30.50%	37.90%	13.205	4	.951
3. Our Institutional Internal Policies are Key Enables of Good/ Strategy.	2.10%	4.20%	22.20%	63.00%	8.50%	4	.767
4. Our Institution Handles Change With A Sense of Urgency	5.80%	13.70%	10.50%	58.90%	11.10%	4	1.046
5. There is Always Appreciation of New Ideas and Hence it Takes Short Time to Effect Change in Our Institution.	2.10%	20.00%	22.10%	42.10%	13.70%	4	1.026
6. The Institution Always Benchmarks With The Best Practice Before Adopting New Systems or Techniques of Working.	15.80%	15.30%	27.40%	33.20%	8.10%	4	1.208
7. All Official Documents Must Have Symbols Such of Vision, Mission and Motto.	6.80%	28.90%	8.90%	45.80%	9.50%	4	1.165
8. The Staff Upholds Professionalism and Integrity in All Its Activities.	0.00%	3.20%	13.70%	66.30%	16.80%	4	.658
9. Our Institution Does Not Practice Any Form of Discrimination. (Accept Teachers Support Staff From Other Communities and Learners	6.80%	7.40%	2.10%	38.40%	45.30%	5	1.177
10. It is the Institution's Tradition To Consistently Celebrate Its Achievements E.G. Academic And Present Giving Days; Annual General Meeting, Farewell For Retiring Employees and Recognition of Achievements Among Others.	2.60%	7.90%	6.80%	53.2%	29.5%	4	9.59

Below average of Heads of Departments agreed. Professionalism and indiscriminate in secondary schools received support from both principals and Heads of Departments who were against discrimination. Finally, on institutional culture, "Consistency in celebrating milestone achievements" was elusive as principals' respondent with a higher percentage, while the Heads of Departments did not agree on celebration of milestone achievement, it was irregular. The qualitative data analysis showed that celebrations of milestone achievements benchmarking, rewards systems had not been consistent as at times, they went without. This demoralizes the staff as, the members of the staff are not sure of being motivated. From the linear regression analysis and regression results, it is clearly indicated that institutional culture influence strategic planning implementation with ( $B = 0.057$ ,  $P < 0.05$ ). This implies that institutional culture influences strategic planning implementation.

### Conclusion

Based on the study findings the study concludes that; Institutional culture influences strategic planning implementation in secondary schools.

### Recommendations

The study recommends that;

- Secondary schools should establish cultural practices depending on the location of the institutions, history of the institutions and the dynamic nature of the environment in which they operate.
- Schools need to be receptive of new ideas particularly when communication is bottom up as opposed to the conventional up to bottom communication. The institution of learning should avoid discrimination in terms of principals, students and teachers as this may compromise national unity.
- Institutions should communicate strategic planning clearly and prepare the implementers, parents and students of expected outcomes. Institutional cultures as a single variant had a large percentage and hence a major determinant of strategy implementation. There is need for school to intensify the promotion of effective culture for promotion of effective strategy implementation.

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