

Effects of Teacher Skills on Strategic Planning in Public Secondary Schools in Kenya

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Abstract

The purpose of this study was to investigate factors affecting teacher participation in strategic planning. The objective was to find out how teacher skills affect teacher participation in strategic planning. The study was prompted by concerns among education stakeholders over poor planning and management practices in educational institutions that have resulted into declining academic standards. The study adopted descriptive survey design. The target population comprised Principals, teachers, Board of Management and Quality Assurance and Standards officers. A sample of 29 schools was drawn from the target population through purposive stratified and simple random sampling techniques. The sample size of the study was 489 respondents drawn from the target population of 2484 using the Cochran's sample size formula. Reliability and validity were assured and ascertained through piloting of the instruments. Data was collected using Questionnaires, interview schedules and checklists. Data was analyzed using descriptive statistics. Results were presented in percentages and frequency tables. The findings of the study were that teachers lacked adequate skills to participate in strategic planning. They were not facilitated to acquire skills to enable them effectively participate in strategic planning in their institutions. The study recommended that the Ministry of Education, policy formulated and school management should put in place proper policies and programmes to enable teachers acquire skills to effectively participate in strategic planning in order to provide quality education.