

<sup>1</sup> Organizational Culture: Its effect on Strategic Planning Practices  
<sup>2</sup> in Kenya (A Survey of Public Secondary Schools in Migori  
<sup>3</sup> County)

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## 3 Abstract

This paper tries to explore the culture effect on strategic planning practices in Kenya, specifically focusing on a survey of public secondary schools in Migori County. The study employed descriptive research design. The target population constituted public secondary schools in Migori county drawing respondents from school principals, their deputies, and heads of departments whose total was 1056. Stratified random sampling was used to draw a sample size of 106 respondents. The study used a Questionnaire for primary data collection and administered it using a drop and pick method, which helped minimize financial and time limitations that the researcher was likely to face. Quantitative data was collected and analyzed using descriptive statistics. The results of the study indicated that there was an outstanding relationship between organizational culture and strategic management practices.

**Index terms**— strategic management, strategic planning, strategy formulation, culture, public secondary schools, competition

## 21 1 Introduction a) Background Information

strategy is about creating a unique and valuable market position, making trade-offs by choosing "what not to do" and creating 'fit' by aligning company activities with one another to support the chosen strategy (Porter, 1996). Strategic management involves the formulation and implementation of the major goals and initiatives taken by an organization's top managers on behalf of owners, based on consideration of available resources and an assessment of the internal and external environments in which the organization operates, (Alkhafaji, 2003; Courtney, 2002; ??ag, Hambrick and Chen, 2007). It provides overall direction to an enterprise and involves specifying the organization's objectives, developing policies and plans to achieve those objectives, and then allocating resources to implement those plans .

Abraham Stanley defines Strategic planning as a series of steps followed by a company collectively trying to agree on where it is going (i.e., vision) and how it is going to get there (i.e., strategy) ??Abraham, 2012).

At the institutional level, KESI defines strategic planning is a process that identifies where the organization wants to be in future and how it's going to get there. He continues to say that the process defines the strategy (direction) of the school and allocating resources to pursue this strategy (KESI, 2011).

## 35 2 i. Background of the study

<sup>36</sup> Strategic planning has its origin in the military, where it was used by army officers after the second world war and later on found its way in the corporations of the 1950s (Singh, 2008). By the 1950s, an early form of strategic planning, the SWOT analysis was already in use at the Harvard Business school (Lawrie, 2005). In the 1960s, it had become a standard management tool in most of the companies ??Blackerby, 2003).

Strategic planning came into the domain of public organizations in the 1980s. Among the first government agencies to incorporate strategic planning into their planning process were the states of Oregon and Texas. In

## 4 C) STATEMENT OF THE PROBLEM

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42 Texas, a bill was passed by the 1991 legislative requiring all state agencies to submit a strategic plan every other  
43 year (ibid).

44 In the corporate world, Strategic planning is a vital management tool that companies within the same  
45 industries use to gain a competitive advantage. It enables companies to create value for their customers through  
46 a combination of available resources, capabilities, and distinctive competencies, and this determines competition  
47 within the industry (Hill and Jones, 2008).

48 Europe has taken important strides in schools planning and development although the sector still needs to  
49 address challenges such as learning skills and attitudes, the role of new technologies (e-learning, e-tools, and  
50 e-networking) and place of ethics in planning education ??Deal and Peterson, 2008). An important development  
51 was seen in the 1990s when the European countries' agencies for training teachers, reviewed qualifications for the  
52 headship of schools which defined standards for school leadership. These were since then to be based on some  
53 crucial areas, among them strategic planning and development, thus ensuring that every head of a school was in  
54 a position to spearhead the strategic planning process ??Knight, 1998).

55 In the USA, for instance, Strategic planning follows a four-step process for planning a school-wide program,  
56 conducting a comprehensive needs assessment, managing the inquiry process, designing the program, and  
57 evaluating the program ??Cook, 2006). Research in U.S local governments indicated that the use of strategic  
58 planning in all the states leads to improved financial performance ??Camarata, 2003).

59 Strategic planning in sub-Saharan Africa has been developing at a slow pace, in the education sector, these  
60 countries have to deal with the challenges of financing, quality, and relevance of teaching and learning, curriculum  
61 and assessment, science and technology, teacher training and management, equality, and access (world bank  
62 working papers, 2008). These challenges ought to be addressed and the focus should be on use of strategic  
63 planning at all levels of the education sector.

### 64 3 b) Strategic Planning in Kenya

65 In Kenya Strategic planning was introduced in the public sector through the structural adjustment programs that  
66 were introduced in the 1980s although progress made has been different in various sectors, a lot of determination  
67 has yielded some significant benefits. A strategic approach to management in general, and strategic planning,  
68 in particular, has gained prominence in education in the recent past in Kenya (Republic of Kenya 2005aKenya ,  
69 2005bKenya , 2006)). It has increasingly gained status as a management tool because of its ability to contribute  
70 to the development of sustainable educational institutions (Bell 2002). Today more than before, there is a need  
71 for us as a Nation to embrace strategic planning because of the emerging trends in the global environment.

72 Kenya like any other nation is under obligation to implement various global and regional frameworks that  
73 ensure that the education system is aligned to the emerging global trends such as Agenda 21 Migori county  
74 public schools are faced with several challenges in addition to changing global political, economic, social, and  
75 technological environments that could be alleviated by careful strategic planning. Some of these challenges, as  
76 obtained from the county director of education, include; poverty, low enrollment, low transition rate, gender  
77 inequality, poor infrastructure, high dropout rate and lack of facilities, among others.

### 78 4 c) Statement of the Problem

79 Recent research studies have made it clear that there is an increased internal and external uncertainty in  
80 organizations due to emerging opportunities and threats together with a lack of awareness of the exact  
81 organizational needs. The uncertainty comes inform of changes in technological, social, political, and economic  
82 forces. As a result of these changing forces, the management process at all levels in both the private and  
83 public sectors has become more challenging, requiring greater skills aimed at driving the future course of the  
84 organizations in the amid uncertain world. Strategic planning comes in handy in providing these skills (Steiss,  
85 2003).Other studies reveal a significant relationship between strategic planning and organizations' performance  
86 (Fullan 2004; Steyn & Wolhuter 2010; Efendioglu, 2010;). For example according to Steyn & Wolhuter strategic  
87 planning helps in a school's self-study and evaluation, whereby areas of strengths and future challenges are  
88 identified and included in future plans. Eacott (2011), on the other hand, affirms that strategic planning can  
89 improve school-community relationships, since it is a useful tool for communication across traditional boundaries  
90 in the school.

91 Several studies have revealed the challenges that face the strategic planning process in public secondary schools  
92 as leadership, lack of stakeholder involvement, limited resources, policy challenges, and institutional challenges  
93 such as and rewards systems which demoralize the staff who form an important section of the stakeholders  
94 (Tumusiime, 2010; Ombo. 2010; Dr. Kiprop and Dr. Kanyiri 2012; Dr. Catherine J. Kiprop, Dr. Emily J.  
95 Bomett and Jane Jelimo Michael 2015)

96 Proper strategic planning, therefore, ensures the fulfillment of the organizational goals and objectives and  
97 continues monitoring and evaluation of all the strategies put in place. With the global policy on education for  
98 all that has led to free primary and subsidized secondary education in Kenya, the limited resources are strained  
99 ,hence calling for the need for serious planning at the ministerial, county, and school level ??GOK, 2012).

100 Available data from the county education office indicate that most secondary schools in Migori County have  
101 been reluctant in the formulation and implementation of strategic plans. The far that most of them can go is the

102 formulation stage, leaving out the most critical stages of implementation and continuous evaluation. Furthermore,  
103 the formulation for most schools rarely involves a thorough analysis of the external and internal environment  
104 to come up with workable strategies because of the time limit. Recent studies have also indicated that the  
105 organizational culture plays a crucial role in how far the school can go with strategic planning. (Cheng' oli  
106 Calistus Kisumu, Ahmed Osman and Khaemba Ongeti 2013; Susan A. Aruan1 Mark I. O. Okere and Samuel  
107 Wachanga 2016)

108 It is for this reason that this study sought to find out the effect of organization culture in institutional strategic  
109 planning practices in public secondary schools in Migori County.

## 110 **5 d) The Objective of the Study**

111 The study aimed at establishing the effect of organizational culture on strategic management practices in public  
112 secondary schools in Migori County.

## 113 **6 II.**

## 114 **7 Literature Review a) Theories of Strategic Planning**

115 Three theories on strategic planning are examined to form conceptual basis for the study. They include the five  
116 forces competition, the 3Cs (corporation/company, customer and the competitor), and environmental turbulence  
117 as explained in the proceeding sub-section

## 118 **8 i. Five forces competition theory**

119 This was developed by a management theorist Michael porter, and formed a crucial basis for strategic planning.  
120 The five forces framework is a method that is used to analyze competition for a business enabling it to determine  
121 the competitive intensity and therefore the attractiveness (or lack of it) of an industry in terms of profitability.  
122 These forces allow an organization to identify potential environmental influences that shape the competitive  
123 context in which it must operate ??Sawka & Flora, 2003).Porter developed the framework in reaction to the then  
124 popular SWOT analysis which he found to have some limitations. According to porter, the essence of strategy  
125 formulation is coping with competition, and the state of competition in any industry depends on five important  
126 forces, namely; Rivalry, Threat of Substitutes, Buyer Power, Supplier Power, and Barriers to Entry/Threat of  
127 Entry. His position is that the collective strength of these forces determines the ultimate profit potential of an  
128 industry. The manager's goal, according to Porter, is to find a position in an industry where he/her company  
129 can defend itself against these forces or can influence them in its favor ??Porter, 1979; ?? ii. Kenichi Ohmae's  
130 3Cs Theory Dr. Kenichi Ohmae, a management guru from Japan, developed the 3Cs model. The model offers a  
131 strategic look at the factors needed for success. This model shows that a strategist should focus on three crucial  
132 factors for success, namely, the corporation/company, customer, and the competitor. According to Kenichi  
133 Ohmae, strategic planning should aim at attaining a competitive advantage over competitors in the industry.  
134 Strategic planning's purpose is to enable a company to gain, as efficiently as possible, a sustainable edge over  
135 competitors (Ohmae, 1982;1991).

## 136 **9 Customer based strategies**

137 According to Kenichi, a corporation's foremost concern ought to be the interest of its customers rather than  
138 that of stockholders and other parties. This is because customers have needs and wants which the company  
139 must recognize and offer the services. Some of the customer-related strategies that corporations can use include;  
140 differentiating in terms of the way customers use their products, segmenting the market by customer coverage so  
141 that the cost of marketing will be advantageous to the competition, re-segmenting the market when the previous  
142 market segments seem to be declining and changes in the customer mix (ohmae, 1991).

## 143 **10 Corporation-based strategies**

144 These strategies, according to Kenichi, aim to maximize the corporation's strengths relative to the competition  
145 in the industry, such as subcontracting a major share of its operation in case of increased wage costs, choosing  
146 a key function in which to specialize in, and improving cost effectiveness through cost cutting. He argues that  
147 a corporation does not have to excel in every function but should strive in one key function which will further  
148 cause it to eventually improve its other functions. (Ohmae, 1982(Ohmae, :1991) )

## 149 **11 Competitor-based strategies**

150 According to Kenichi, a corporation can gain a competitive edge over others in the industry by looking at possible  
151 sources of differentiation in its functions such as in public relations and promotion, which creates a better image  
152 and products and services, among others (Ohmae, 1982(Ohmae, :1991)).

153 **12 iii. The theory of environmental turbulence**

154 The theory was developed by Igor Ansoff in the 1960s .Igor Ansoff is said to be the father of strategic management.  
155 His book on corporate strategy guided on how to plan for the future. The system of planning by then paid very  
156 little attention to strategic issues. He defines the environment as "a set of elements and their relevant properties  
157 which elements are not parts of the system but a change in any of which can produce a change in the state  
158 of the system." ??Ansoff, 1972).Hence Year 2020 ( ) A the environment consist of "all the variables that can  
159 affect a firm", namely, economic, political, sociological, psychological, technological, and geographical forces in  
160 the segment of the world in which the business chooses to operate. According to Ansoff, effective response to  
161 the environment is the key to long-run strategic success. According to his theory, to be effective, a company's  
162 strategy needs to match the level of turbulence present in its environment. Ansoff recognized five levels of these  
163 in which an organization can operate, namely; stable, expanding, changing, discontinuous, and surprising. Level  
164 one environments are characterized as stable, which implies no change.

165 At level two, environments referred to as expanding; change does occur, but it is slow, fully visible, and  
166 predictable. Level three, regarded as changing; change is fast, fully visible and predictable. These first three  
167 levels are driven by history, where behaviors that have produced success in the past and present will very likely  
168 yield success in the future. Level four named discontinuous; change occurs very fast and the environment is  
169 partially visible, and partially predictable. Level five, regarded as surprising; change is speedy, not predictable,  
170 and not visible. These last two environments are discontinuous in that one cannot predict the future from the  
171 past and present. Predictions of these are founded on patterns of weak signals that indicate a possible future  
172 (Ansoff, 1990).

173 **13 b) Organization culture**

174 Several leading scholars such as Edgar Schein, and Geert Hofstede, agree that culture is shared (group dynamics  
175 involved), pervasive, enduring, and implicit. Further, there is a general agreement among scholars that it is linked  
176 with leadership in their effect on strategic planning process in an organization. Boris Groysberg, Jeremiah lee,  
177 Jesse price ,and J. yojud cheng (2018) identified eight styles that distinguish a culture by integrating findings  
178 from more than 100 of the most commonly used social and behavioral models available. Using this framework,  
179 leaders can model its impact on their organization and assess its alignment with strategy. The eight are; caring,  
180 purpose, learning, enjoyment, results, authority, safety, and order.

181 **14 c) Culture Influence in Institutional Strategic planning process**

182 Organizational culture determines the success of any strategic planning process and especially at the implementation  
183 stages hence its significance in the entire process. Culture consists of the values and assumptions shared with  
184 in an organization. Organizational culture directs everyone in the organization toward the "right way" of doing  
185 things. It frames and shapes the decisions that managers and other employees should make and the actions they  
186 should take (L. Mcshane, 2008; ??ubrin, 2012). Organizational culture develops over time and the members learn  
187 it through socialization. The right one can enhance productivity, quality, and morale. A culture that emphasizes  
188 productivity and quality encourages workers to be more productive and quality conscious. Top managers, because  
189 they can influence which kinds of beliefs and values develop in an organization, are an important determinant of  
190 how the members will work toward achieving organizational goals (Hill and Jones, 2010).

191 Several researchers concur with the fact that culture has a great influence on the strategic planning practices  
192 in any organization (Cornerstone, 2010; Pearce and Robinson 2004; Otter and Heskett 2005).Cornerstone (2010),  
193 for instance, observed that organizational culture provides a strong foundation of organizational success but can  
194 also become a significant impediment to success when executing a major strategic change. Pearce and Robinson (   
195 ??004) further ascertain that culture can be a source of strength and weakness for an organization. As a strengths,  
196 culture can facilitate communication, decision making and control, and create cooperation ,and commitment  
197 ,which are essential for any strategic intent. As a weakness, culture may obstruct the smooth implementation of  
198 the strategy by creating resistance to change. Otter and Heskett (2005) assert that an organizational culture can  
199 be characterized as weak when many subcultures exist, few values and behavior norms are shared, and traditions  
200 are rare. In such organizations, employees do not have a sense of commitment, loyalty, and a sense of identity.  
201 Such organizations exhibit traits such as politicized organizational environment, hostility to change, promoting  
202 bureaucracy in preference to creativity and entrepreneurship, and unwillingness to look outside the organization  
203 for best practices.

204 Several researchers assert that in any strategic planning practice in a school, it is necessary to consider the  
205 school culture. Harris (2002) believes that successful school improvement can only occur when schools apply  
206 these strategies that best fit in their context and particular developmental needs. ??eal and Peterson (2004)  
207 illustrates how dysfunctional school cultures such, as low morale, emotional outburst, and subculture values that  
208 supersede shared organizational values can impede organizational improvement.

209 Muya and Nyongesa (2012) observed that an institution's culture could be strong and cohesive when it  
210 conducts its business according to a clear and explicit set of principles and values, which the management  
211 devotes considerable time to communicate to employees and students, and which are shared widely within the

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213 organization. They further assert that the three most important factors that contribute to the building of a  
214 strong culture are; an influential leader who establishes suitable values ,sincere and dedicated commitment to  
215 operate the business of the institution III.

## 216 **15 Research Methodology a) Research Design**

217 A descriptive research design was applied in order to fulfill the objective of the study, since it describes the state  
218 of affairs as it exists at present (Kothari, 2003).

## 219 **16 b) Target Population**

220 The study's target population was the school principals, deputy principals, and heads of departments in the public  
221 secondary schools in Migori County. This composition translates to a total number of 1056, given that there  
222 are a total of 176 public secondary schools in Migori County. Each of the schools has one principal, one deputy  
223 principal, and a minimum of four heads of departments making a total of six respondents in every school. Table 3.1  
224 below shows the targeted population in the county.

## 225 **17 c) Sample Size and Sampling Design**

226 The study used a stratified random sampling method to select a sample of 106 informants at a 0.10 sampling  
227 ratio per category. Vanderstoep & Johnston (2009) claims that dividing the sampling frame into strata allows the  
228 researcher to sample proportionately based on the size of each stratum. Dawson (2002) asserts that the size of  
229 the sample depends upon the type and purpose of research. Table ??2 below shows the sample size. The figure  
230 below shows the percentage of the total sample in every sub-county. The study used primary data only. This  
231 concentrated on respondents' opinions and appraisals concerning the study variables and was collected by use  
232 of a questionnaire instrument that was self-administered. The semi-structured format of the instrument allowed  
233 for the inclusion of closed-ended question items, which are essential in limiting response details while facilitating  
234 timely analysis. Where the study sought detailed and explained responses, open-ended question items were used.  
235 The questionnaires were distributed using a drop and pick method, and telephone calls used to enhance quick  
236 response.©

## 237 **18 e) Instrument Validity and Reliability**

238 Research instruments are measurement devices that must possess adequate reliability and validity. The Reliability  
239 of an instrument is the extent to which its scores are free from errors of measurement, while validity is the extent  
240 to which it measures what it has been designed to measure ??Dornyei, 2003). The study adopted pre-testing as  
241 one comprehensive procedure towards enhancing instrument validity and reliability. The study obtained the pilot  
242 units, equivalent to one-tenth of the proposed sample size, from comparable members of the population from  
243 which the sample for the full study was finally taken. This size is informed by Mugenda and Mugenda (2003),  
244 who regard the proportion as sufficient for pilot testing.

245 The results from the pilot testing aided in finetuning and finalizing the questionnaire. The pilot participants  
246 were not involved in the ultimate field study.

## 247 **19 f) Data Analysis**

248 The collected data were thoroughly examined and processed before drawing inferences through a series of  
249 operations involving editing to eliminate inconsistencies, classification based on similarity and tabulation to  
250 relate variables. Subsequently, the refined and organized data was coded and analyzed using descriptive statistics  
251 involving percentages to determine varying degrees of response-concentration. An advantage of descriptive  
252 statistics is that they make a mass of research material easier to read by reducing a large set of data into a  
253 few statistics or some pictures such as graphs or tables (Argyrous, 2005).

254 The statistics were generated with an aid of the computer software, Statistical Package for Social Sciences  
255 (SPSS) Version 20.0. Further, the researcher ensured that resulting summaries from the findings presented data  
256 in a consolidated and meaningful framework, and thus, the analysis focused on accuracy and reliability about  
257 the study's pre-designed objectives. Finally, for communicative effectiveness to ultimate users, findings were  
258 presented using both tabular and graphical representations.

## 259 **20 IV. Data Analysis and Presentation of Findings a) Response 260 Rate**

261 The study had set to obtain intended feedbacks from a total of 106 participants working in management positions  
262 in public secondary schools as either school principals, deputy principals, or heads of various departments. Even  
263 though all target respondents were approached for responses, three did not return the questionnaires sent to them.  
264 This resulted in a total of 103 successful completions, representing a response rate of 97%. At this response rate  
265 guaranteed representativeness as it surpassed the 60% threshold recommended by ??ell (2005). Organizational

## 21 V. CONCLUSION AND RECOMMENDATIONS

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266 culture has a great influence on the overall performance of various subsystems in an organization. The study,  
267 therefore, sought to find out its effect on strategic planning practices in public secondary schools.

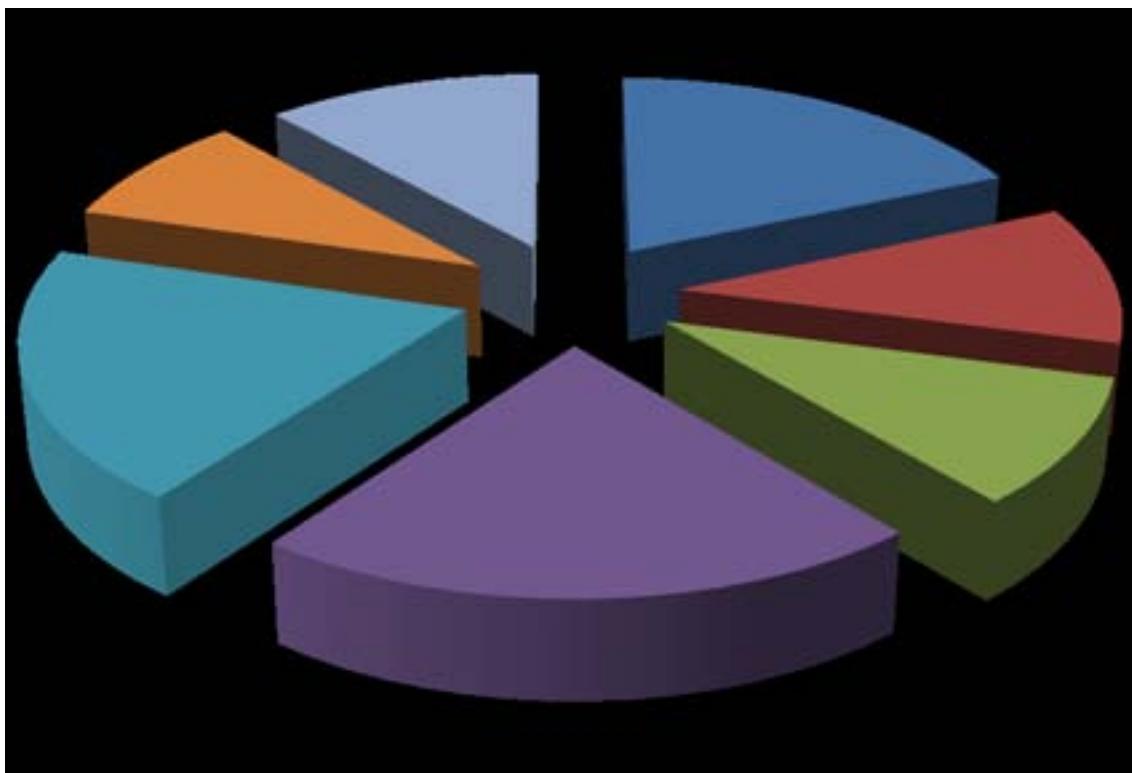
268 The respondents' level of agreement on the effect of various cultural practices on strategic planning practices  
269 in their institutions were as represented in figure 2 The study findings revealed that a higher percentage of  
270 respondents strongly agreed that some specific cultural practices enhanced strategic planning practices, while a  
271 very little percentage of respondents just agreed.

272 The study sought to investigate from the respondents the extent to which they felt organizational culture  
273 affected strategic planning practices. Figure 3 Below shows findings. From the findings, most of the respondents  
274 concurred that culture influences the development of strategic planning practices in public secondary schools  
275 .83.96% of the respondents felt that culture influenced the development of strategic planning practices to a very  
276 great extent.

### 277 21 V. Conclusion and Recommendations

278 It is evident that there is an overall relationship between organizational culture and strategic planning. Most  
279 learning institutions are characterized by cultures that are caring, result-oriented, and adherence to the authority.  
280 As a result, principal of the school determines the school culture until replaced by another one.

281 Leadership determines to a great extent, organizational culture. It is therefore recommended that the school  
282 leadership changes the culture so as it is in line with strategic planning practices since there is a need to change  
283 strategy over time because of the changing global environment. The organizational culture should embrace  
284 positive attitudes, openness to change, involvement in strategic planning at all stages, respect for others, and  
recognition for efforts done, among others. <sup>1 2 3</sup>



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Figure 1: 2020 Global Journals 5 Global)Figure 1 :

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**31**

Sub-County	No. of Schools	No. of School	Per Respondents	Target Population
Rongo	32	6		192
Uriri	18	6		108
Awendo	16	6		96
Migori	39	6		234
Nyatike	35	6		210
Kuria East	15	6		90
Kuria West	21	6		126
Total	176			1056

[Note: Source: K.S.S.H.A, Nyanza Chapter, 2015]

Figure 2: Table 3 . 1 :

**32**

Sub-County	Target Population	Popula-	%	Sample Size
Rongo	192		0.1	19
Uriri	108		0.1	11
Awendo	96		0.1	10
Migori	234		0.1	23
Nyatike	210		0.1	21
Kuria East	90		0.1	09
Kuria West	126		0.1	13
TOTAL	1056			106
				Source: Researcher (2013)

Figure 3: Table 3 . 2 :

**21 V. CONCLUSION AND RECOMMENDATIONS**

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