

THE EFFECTS OF THE STRATEGIC PLAN'S OBJECTIVES ON TEACHERS' BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS WITHIN THE MUNICIPAL COUNCIL OF NAKURU, KENYA

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ABSTRACT

The study sought to establish the effects of the strategic plans objectives on teachers' adherence to work ethics, their adoption of ICT technology, inculcating a result-oriented practice, enhancing team work, and improve communication. A proportionate stratified random sampling method was used to select respondents from selected schools where a sample of 135 secondary school teachers within the Municipal Council of Nakuru was obtained. A structured questionnaire was used to collect data which was analyzed using both descriptive and inferential statistics.

The findings revealed that the schools strategic plans' objectives positively affect teachers work related behaviour ($r = 0.266$). The findings also revealed that the code of ethics expressed in the schools strategic plans' objectives significantly affected the way the teachers approached their work at school ($r = 0.386$). The results also showed that the strategic plans objectives relating to cohesion at work affected teachers behaviour at a moderate positive significant level ($r = 0.410$). The strategic plans' objective on ICT compliant was, however, found to have greater effect on the teachers behaviour at a moderate positive significant level of ($r = 0.419$) while encouraging effective communication among the teachers had the least effect of ($r = 0.221$) on teachers behaviour at work. It is recommended that, schools adopt its use as a tool to enhance teachers' behaviour and performance and by extension the schools' performance.

Keywords: Communication behaviour , Organizational culture, Results oriented performance culture Strategic plans' objectives, Strategy, Teachers' behaviour, ICT technology, Work ethics.

1.0 INTRODUCTION

1.1 Background of the Study.

The history of strategic plans use and employees' service delivery in Kenya can be traced back to as early as 1965, in the Sessional Paper Number 10. The focus at that time was the africanization of the public service, the improvement of service delivery to the public, to develop African socialism and use planning as the key to success (The Republic of Kenya, 1965). This was then majorly followed by the Structural Adjustment Programme (SAPS) which focused on the renewed economic growth (Ministry of Finance, 1993). The SAPS programme aimed at streamlining the public service and reducing the number of civil servants. This paved way for the Result Based Management program (RBM) guided by the economic recovery strategy of wealth and employment creation (Ministry of Planning, 2006). The Economic Recovery Plan (ERP) focused on; infrastructure rehabilitation, investment in human capital, the public service as the instrument for economic recovery, and performance contracting in public institutions (The Republic of Kenya, 2004). Performance contracting, and the service delivery improvement initiatives employed approaches such as; rapid result initiative, transformative leadership, values and ethics, performance contracting, and development of leaders.

The government of Kenya went further to build on the gains made by the ERP and further developed the Vision 2030 strategy which is envisaged to provide a cohesive direction for the Kenyan economy by modernizing the public service, focus public service on results, and to transform the social economic status of the Kenyan people (Ministry of Planning, 2004). The key objectives the Vision 2030 addresses with regard to public service employees are; Change in attitude of the public service, and change from dictating to customers to service to customers. It also recognizes the public as customers with needs to be respected and met, and to be involved in policy formulation, inculcation of values and ethics. The vision 2030 also recommends the improvement of transparency and accountability in public service, as well as change from process based service delivery to a result oriented service delivery with the alignment of quality to strategy, and matching of quality with government expenses on salary.

It is from the Vision 2030 strategic plan that the government departments, sections and others sectors derive their strategic plans' objectives from, secondary schools included. Further, the demand by the public and the government for better service delivery and better student performance has forced schools to adopt the use of strategic plan objectives to enhance performance. The adoption and use of the strategic plan objectives in schools is expected to cause behaviour change among teachers and in return improve schools performance. The expected behaviour change being change to culture that is result oriented, focused teamwork, adoption and use of technology as well as the use of efficient and effective communication systems among teacher.

1.2 Statement of the Problem

Teachers in Public secondary schools in Kenya have since independence relied entirely on legislated laws and policies formulated by the Ministry of Education and other semi autonomous government agencies to enhance teachers' performance (Education Act, 1967). These agencies carry out periodical monitoring and evaluation of the teachers' performance alongside the schools performance to ensure that the programs and policies put in place are adhered to. The implementation of these policies under this management structure set up is such that information flow is from top to bottom.

The adoption of vision 2030 by the Ministry of Education departs from the top to the bottom, to that of involving teachers in the formulation of the goals (Ministry of Planning, 2004). In this

process the teachers are involved in not only formulation of the strategic objectives but also in breaking down the strategic plan objectives into specific objectives, work plan, and targets.

This approach is expected to align the teachers' activities to the strategic plan objectives and also bring about change the teacher's behaviour at work. The expected behavioural changes include greater focus on result, enhance teamwork, enhance accountability, sharing of information among individuals, different groups linked with real time communication system, and adoption of technology to improve efficiency at work.

The research sought to establish whether the use of strategic plan objectives in schools was achieving the expected positive change in teachers work related behaviour.

1.3 The Objectives of the Study

The general objective of the study was to determine the effects of the strategic plan objectives on teachers' behaviour at work.

The specific objectives were:

- i. To investigate whether the strategic plan objectives affect teachers' continuous evaluation of progress made against the work-plans drawn and set targets.
- ii. To assess how the strategic plan's objectives affect the work related values and beliefs espoused by teachers, at their work place.
- iii. To analyze the effect of the strategic plan's objectives on enhancing teamwork among teachers.
- iv. To establish the effect of the strategic plans' objectives on teachers' adoption and use of ICT technology at work.
- v. To determine the effects of the strategic plan's objectives on teachers' communication behaviour

1.4 Research Hypotheses

Ho₁: The schools strategic plans' objectives on academic improvement have no effect on teachers' behaviour in the workplace.

Ho₂: The schools strategic plans' objectives on codes of ethics have no effect on teachers' behaviour in the workplace.

Ho₃: The schools strategic plans' objectives on cohesion (teamwork) in the workplace have no effect on teachers' behaviour in the workplace

Ho₄: The schools strategic plans' objectives on ICT compliance have no effect on teachers' behaviour in the workplace.

Ho₅: The strategic plans objectives on communication in the schools have no effect on teachers' behaviour in the workplace.

2.0 LITERATURE REVIEW

2.1 A strategic Plan

The strategic plan style of management heavily borrows from management by objectives (MBO) by Drucker (2004) which focuses on the interaction between the manager and his employees. Management by Objectives (MBO) is based on the thinking that various hierarchies within organization need to be integrated; there is need for commitment, responsibility and accountability. This kind of management style enables the employees to understand what is expected of them, from

the beginning. According to MBO theory employees are able to attain both their personal goals and the organization's targets. The role of the management during operation is to monitor and evaluate performance, focus on the future rather than on the past, and to check progress frequently over a set period.

2.2 Theory of Reasoned Action.

The employees' behaviour in an organization, in which the strategic plan's objectives are in use can further be explained using the, "Theory of Reasoned Action" (TRA), which suggests that a person's behaviour is determined by their intention to perform the behaviour and that this intention is, in turn, a function of their attitude toward the behaviour and their subjective norm. (Ajzen, 2002).

According to Porter (1980) organizational strategic plan objectives do not independently enhance employees' performance but rather employee's performance is determined by their behaviour at work that is aligned to the objective of the organization. The reasoned action theory may be used to explain the influence of the strategic plan's objectives on employee behaviour, where the strategic plan objectives are viewed as the reasoned action whose influence on teachers' behaviour was studied.

2.3 The Implementation of the Strategic plans' Objectives and Employee's Behaviour.

Hiebiniak, (2006), holds that the hybrid definition of strategy implementation is the sum total of all activities and choices required for the execution of a strategy. It is also the process by which strategies and policies are put into action (Wheelen & Hunger, 1993) while (Noble, 1999) believes that there are a number of factors can affect the process of implementing a strategic plan, which in turn affects the intended outcome among them being poor implemented.

The key behavioural factors that influence employees' performance with regard to strategic implementation are the skills employees posses, training and development, the right attitude towards the strategic plan, organizational culture, and the resources needed to do the work as well as the correct system that aligns employee interests with the success of the strategy (Wernham, 1985).

Other factors affecting strategic plan implementation are having clearly set goals with specific objectives supported with a work plan and efficient monitoring and control mechanism (Steiner, 2004). Leadership also plays a key role in the implementation of a strategic plan's objectives as it determines whether the people and process are aligned to the strategic plan. It communicates the vision, provides the necessary resources and monitors the process.

Steiner (2004) observed that the strategic plan implementation process covers managerial activities, such as motivation, while Pierce and Robinson (2005) argue that, to effectively direct and control the use of the firm's resources, ingredients such as the organizational structure, information systems, leadership style, assignment of key managers, budgeting, rewards and control systems are essential in the implementation of the strategic plan.

In addition, Birnbaum (2004) assert that the effectiveness of a strategic plan implementation depends on six supporting factors, namely, action plan, organizational structure, the human resource, annual business plan or goals' monitoring, control, and linkages with other stakeholders. (Drucker, 2004) states that the strategic plan implementation process requires periodical evaluation to determine the extend the organization is attaining its envisaged goals

2.4 The Strategic Plans' Objectives and Result Oriented Behaviour.

Employees' behaviour refers to the range of behaviour exhibited by employees who are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion and

genetics (Jeremy, 1984). The influence of the strategic plan's objectives on employee's behaviour can be measured using performance appraisal tools. Cole (2004) argues that modern managers have a wide range of appraisal formulas from which to choose, such as Traits Method, Judgmental Method and Ranking Method Cole (2004) further he asserts that the behavioural measurement instruments can be used where the employee's behaviour is observed, for example, being cooperative at work. Some of the methods that are used to measure employees' behaviour and performance are the comparative method, where each employee is compared with other employees in the group, one at a time.

The modern method of measuring behaviour at work and performance is the Balanced scored card. It is a strategic plan and management system tool which helps align business activities to the vision and strategy of the organization. It is geared towards improving the internal and external communication and monitors the organization's performance against strategic goals (Kaplan & Norton, 2006). Employees' work related behaviour in general looks at three key elements which are productivity, effectiveness and efficiency (George & Jones, 1995). Under productivity, behaviour is measured based on quality, quantity levels to be achieved based on set targets to be attained. The use of instruments such as set standards, work plans, monitoring instruments as well as control mechanisms must be in place supported by just on time communication channels (DiMaggio & Powel, 1983).

The employee's effectiveness measures the result achieved against the former result before the application of the strategic plan. This looks at the value addition of an application of a principle as prescribed by the strategic plan such as team work, reward methods, training and development of employees. Efficiency element defines how the strategic plan goals are achieved, targets met, and work plan followed with minimum utilization of resources without wastage. This element measures components such as input against output, the mean score, value addition, percentage change after the application of the strategic plan.

2.5 The Organizational Culture and Employees' Culture

Culture is defined as the shared philosophies, ideologies, values, assumptions, beliefs, attitudes and norms that knit a community together. All of these interrelated psychological quantities reveal a group's agreement implicit on how it approaches decisions and problems (Saxton & Serpa, 1986). The key elements of organizational culture according to Saxton & Serpa (1986) are: regulations on how people interact with each other such as language use, norms in the working place and work procedures, dominant values, the philosophies that guide the organization, and rules in the organization. Culture can be understood and be managed; therefore, it significantly may be used to determine its effects on employee behaviour at work especially if it is propounded by the implementation of the strategic plan's objectives in the organizations.

Culture is expressed through values such as: hard work, integrity and honesty, work process adherence, quality and standards maintenance, self drive, language use and mode of communication. Strong culture promotes successful strategy implementation by energizing everyone to do their work, which in turn promotes the overall organization. For example, a culture that promotes listening to customers promotes superior customer service. A strong culture also promotes employees' pride at work, as well as ownership of the organization, hence improving the employees' performance (Saxton & Serpa, 1986). Organizations are as dynamic as the environment in which they operate, and for any organization to survive, it must form a culture of moving

together as a team such that every time there is need for change towards better strategy, the organization moves as a whole.

2.6 Communication and Implementation of the Strategic Plans' Objectives

Communication in an organization encompasses all means, both formal and informal, by which information is passed up, down and across the network of employees and managers (Armstrong, 1982). According to him, formal communication flows through the established channels while informal communications have no systematic flow and incorporate hearsay and rumors. Communication enables the organization to receive information and to react or respond to the changing business environment and that of the customers, who keep on changing in tastes and preferences (O'Connor & Bronner, 2002). These changes in the environment can be detected via proper established channels of communication within the organization. Cole (2004) affirms that communication is the linking process of management that facilitates management functions such as controlling, coordinating, directing, and staffing among many other functions because it is the primary means by which people obtain, and exchange information. Managers spend most of their time communicating with their seniors and subordinates.

Kappan (2004) notes that for strategic plan's objectives to be achieved in any organization, an effective communication mechanisms must be in place. This benefits an organization by; providing mechanism of communication between the organization and its environment, aligning processes in organizations to the strategy, creating the willingness of staff to work towards the organization's improvement, establishing uniformity among a staff that is working toward a provided goal, aligning the budget to the strategic plan, providing information on deviation from the set goals, providing information on corrective measures on deviations and improving technology.

2.7 Technology Adoption and Use in Implementing the Strategic Plans' Objectives.

Technology is the making, usage, and knowledge of tools, machines, techniques, craft or methods of the organization in order to solve a problem or perform a specific function. It can also refer to the collection of tools and machinery (Ariene, 2008). Recent technological developments have placed much emphasis on computer use, which has immensely affected all areas of human life: engineering, medicine, science, education, social science and so on (Kaplan & Norton, 2004). According to Loudon & Loudon (1999), technology within an organization is useful in the following ways: it helps in designing of new products and services, facilitates the flow of information, enables the delivery of goods and services on time, helps in monitoring of operation for excellence, enables customer intimacy and by accessing customer views and feedback, facilitates faster decision making through simulation modeling and helps in trade and financial performance monitoring. The most utilized technology today is the computer technology which cuts across many disciplines (Afri & Tanye, 2009).

2.8 The Significance of Teamwork in Implementing the Strategic Plans' Objectives.

Teamwork according to human agent model is characterized by team behaviour, such as, shared goals that are to be achieve, shared plans that are pursued together and to some degree, and shared knowledge of the environment (situation awareness) in which they are operating in (Tambe & Zhang,2000). The human agent model also considers the importance of the shared intention to execute the plan to reach the common goal. It considers the team members awareness of their capabilities and how they can fulfill roles required by the team overall plan. Further, this model also puts into account the team member's ability to monitor their own progress towards the team goal and monitor teammate's activities and team joint intentions, (Cohen & Levesque, 1990).

Research in team performance reveals that experienced teams develop a shared understanding or shared mental model, which is utilized to coordinate behaviours by anticipating and predicting each other's needs and adapting to task demands (Decker et al, 1997). Further, for such teams, both tacit and explicit coordination strategies are important in facilitating teamwork processes. Explicit coordination occurs through externalized verbal and non-verbal communications, whereas tacit coordination occur through the meta-cognitive activities of team members who have shared mental models of what should be done, when, and by whom (Hoef, 2006). A team's shared mental model allows the team members to coordinate their behaviour and communicate depending on situational demands. For teams to successfully coordinate their actions they must possess commonly held knowledge; have structures that allow them to predict team behaviour based upon shared performance expectations (Bowers *at el* 2001).

2.9 Conceptual Framework

The relationship between the strategic plan's objectives and employee's behaviour was conceptualized generally as depicted in Figure 1. A relationship exists where the causal factor that is, the strategic plan objectives affect the teachers' behaviour. There are several moderating factors that may affect the employees' behaviour, some of which are internal and external to the individual and to the organization. However, this study did not considered the effect of the intervening variables also called confounding variable. This study assumed that these factors remained constant during the period of the study. The independent variable were generic strategic plan's objectives as depicted in the conceptual framework; the dependent variable considered were, the teachers behaviour expressed through work practices such as continuous evaluation of performance with aim of improving, values ,beliefs held and practiced, team-working by collaborating and coordinating, adoption and use of ICT technology as well as communication mechanisms used.

3.0 RESEARCH METHODOLOGY

3.1 Research Design

The researchers employed the cross-sectional survey method also called one touch method; this involves one contact with the study population (Kerlinger & Lee, 2000). The emphasis in this study was to establish the existence of a relationship or association between the independent and the dependent variables.

3.2 Target Population

All the teachers in public secondary schools within the Municipal Council of Nakuru totaling to 842 teachers from 27 public secondary schools comprised the target population of the study.

3.3 Sampling Design and Procedure

The researchers used a two stage sampling approach with the first stage involving the schools and the second stage involving sampling of teacher in selected schools. A purposive sampling method was used to sample a population of 27 schools, in which 9 schools with operational strategic plan objectives studied. A proportionate random sampling method was used to sample the teachers in selected schools. The researcher used the random table to draw samples of teachers from each selected school where a list of all the teachers in each school was used.

3.4 Data Collection Method

A structured questionnaire, which was self administered to the sampled teachers in the staffrooms and their respective offices was used. The questions were rated using the Likert rating style comprising five response categories.

3.5 Reliability of the Instruments

This refers to the extent to which different researchers will discover the same phenomenon and the extent to which researchers agree about the description of the phenomenon (Merriam, 1998). According to Schumacher & William (1993), reliability refers to the consistency of the researcher's interactive style, data recording, data analysis and interpretation of researcher's meaning from the data. The questions were tested for internal reliability and a Cronbach's alpha coefficient $\alpha = 0.772$, was obtained which indicated that the internal consistency of the questions was acceptable.

3.6 Validity of the Instruments

Validity refers to the extent to which information collected is true and represents an accurate picture of what is being studied (Schumacher & William, 1993). The validity of the Likert scale questionnaire instrument was pre-tested on Nakuru Girls High School and Utumishi Academy-schools outside the study area but using a sampling plan.

4.2.0 RESULTS AND DISCUSSIONS

4.2.1 Effect of the Strategic Plan's Objectives on Academic Improvement on the Teachers' Behaviours

The findings indicated that the schools strategic plan objectives on academic improvement have cultivated in teachers the behaviour of measuring progress made against the set target and standards (74.8%). This was so because the objectives guided them to make operational work-plans for their work (43%) and guided their daily activities thus causing them to provide quality service to their students.

4.2.2 Effect of the Schools' Strategic Plans' Objectives on the Values, Beliefs and Work Ethics on the Teachers' Behaviours

The findings indicated that the teachers' behaviours were shaped by strategic plan objectives in the sense that: most of the teachers observe values and beliefs (36.3%); routinely measure progress against set targets (49.6%); and have orientation programs for new staff (37%). Overall, the respondents were of the view that school culture is shaped by the objectives of the schools' strategic plans'.

4.2.3 Effect of the Strategic Plans' Objectives on Teamwork on the Teachers' Behaviours

The strategic plans' objectives affect the formation of accountable teams that are well coordinated and collaborate at work in public secondary schools. The results focused on three items assessed in relation to teamwork behaviours, these included the teachers being accountable to work group/team (55.6%); the teachers' participation in group decision making (62.2%); and enhanced coordination and cooperation between team members of the teaching staff (45.2%). Generally, majority of the respondents were of the view that strategic plan objectives provided for greater accountability among team members in accomplishing the agreed upon targets. Participation among team members was also considered key for team delivery, enhanced coordination and cooperation among the team members.

4.2.4 Effects of the Strategic Plans' Objectives on ICT Adoption and use, on the Teachers' Behaviour

The findings indicated that most (48.1%) of the teachers used computers to manage information; on ICT training opportunities provided and ICT use was (43.7%). The results also indicate that a number of the teachers had increased their use of the internet (38.7%) The study indicated that strategic plan objectives were instrumental in causing teachers to use computer, and also provided for ICT training opportunities, and increased use the internet.

4.2.5 Effect of the Strategic Plans' Objectives on Communication on the Teachers Behaviour at Work.

The findings of the study indicated that most of the teachers practiced routine reporting on feedback about performance (35.6%). And that majority of the teachers had faster access to information in their schools (48.1%). The respondents indicated that the strategic plan objectives have helped improve the communication among the stakeholders, helped develop structures for better communication and improved internet usage.

4.3 Inferential Statistics

4.3.1 Correlation Analysis

Pearson's product-moment correlation was used as well as multiple linear regressions to determine both the significance and degree of association of the variables.

The correlation analysis results indicate that the strategic plans objectives on academic improvement had a significant effect on teachers' behaviour in the school, from Table 4.13 a significant relationship existed ($r = 0.266$, $\alpha = 0.05$). The results on whether the schools strategic plans' objectives on work related values, ethics and beliefs, influence teachers' behaviour indicate that a significant relationship existed ($r = 0.386$, $\alpha = 0.05$). There also existed a significant relationship between the strategic plans' objectives on cohesion at workplace (teamwork) and teachers' behaviour. Table 4.13 suggested that a significant moderate relationship existed between them ($r = 0.410$, $\alpha = 0.05$). To determine the association between ICT compliance incorporated in the schools strategic plans objectives and the teachers' behaviour, the results indicate that a significant moderate relationship exist ($r = 0.419$, $\alpha = 0.05$).

Finally, the study also sought to determine whether the need to ensure effective communications in the schools as captured in the strategic plans objectives had a significant effect on the teachers' behaviours in schools. The results show there exists a significant relationship existed of ($r = 0.221$, $\alpha = 0.05$).

Table 4.13: Correlation Analysis Results

		Academic improvement	Code of Ethics at Work	Cohesion in the Workplace	ICT compliant school	Effective Communication in School	Overall Teacher Behavior
Academic improvement	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	135					
Code of Ethics at Work	Pearson Correlation	.179*	1				
	Sig. (2-tailed)	.038					
	N	135	135				

Cohesion in the Workplace	Pearson Correlation	.058**	.210**	1			
	Sig. (2-tailed)	.000	.000				
	N	135	135	135			
ICT compliant school	Pearson Correlation	.077**	.173**	.152**	1		
	Sig. (2-tailed)	.000	.001	.000			
	N	135	135	135	135		
Effective Communication in School	Pearson Correlation	.149**	.116**	.260**	.105**	1	
	Sig. (2-tailed)	.004	.000	.002	.000		
	N	135	135	135	135	135	
Teacher Behaviors	Pearson Correlation	.266**	.386**	.410**	.419**	.221**	1
	Sig. (2-tailed)	.002	.000	.000	.000	.010	
	N	135	135	135	135	135	135

*. Correlation is significant at the 0.05 level (2-tailed).

4.3.2 Regression Analysis

A multivariate linear regression analysis to determine how much the combined effect of independent variable explain the change in dependent variable in Table 4.14 found a R-square value of 0.273. The beta value was used to determine which independent variable was more influential among the strategic plans objectives in the public secondary schools in the study area. It can be deduced from the findings in Table 4.15 that the most influential factor in the strategic plans objectives in the public schools was making the school ICT compliant ($\beta = 0.277$). Codes of ethics at work ($\beta = 0.261$) and Cohesion in the workplace ($\beta = 0.162$) respectively. However, the results also indicate that academic improvement objectives ($\beta = -0.005$) had an insignificant effect on the teachers' behaviour in the regression model. This could be attributed to the fact that academic improvement was viewed as having more to do with the students than teachers. Objectives on communication among teachers ($\beta = -0.080$) was seen to affect the teachers' behaviour negatively.

Table 4.14: Multiple Linear Regression Analysis Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.523 ^a	0.273	0.245	6.78137

a. Predictors: (Constant), Communication Objectives, Result Oriented Performance, Code of Ethics at Work, Cohesion at the Workplace, ICT Compliant school

Table 4.15: Multiple Linear Regression Results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.061	5.632		-.366	.715		
Academic improvement	-.094	1.860	-.005	-.051	.960	.637	1.569
Code of Ethics at Work	3.164	1.067	.261	2.965	.004	.725	1.380
Cohesion at the Workplace	2.613	1.571	.162	1.663	.099	.592	1.688
ICT Compliant school	5.451	2.060	.277	2.647	.009	.514	1.645
Communication among teachers	-.296	.646	-.080	-.459	.647	.731	1.368

a. Dependent Variable: Teachers Behaviour

4.3.3 ANOVA Results

The ANOVA results of Table 4.16 indicate that there is a significant difference between means of the effects of strategic plans objectives on teachers' behaviour in the public schools. ($F_o = 9.699 > F_c = 2.21$; $\alpha < 0.05$; $df = 5, 129$; $p = 0.000$). This finding confirms that the findings suggested by Table 4.15 were indeed significant. The study therefore establishes that the schools strategic plans objectives on Communication among teachers, Code of Ethics at Work, Cohesion at the Workplace and ICT Compliant schools were all significant in influencing the behaviour of the teachers in the public secondary schools in the area. All the null hypotheses are therefore rejected. This means that all these factors made a notable difference in the teachers' behaviours in public secondary schools in Nakuru Municipality and, therefore, could not be ignored.

Table 4.16: ANOVA–Based on Effects of Strategic Plans Objectives on Teachers Behaviour

	Sum of Squares	df	Mean Square	F	Sig.
Regression	2230.096	5	446.019	9.699	.000 ^b
Residual	5932.319	129	45.987		
Total	8162.415	134			

a. Dependent Variable: Overall Teachers Behaviour

4.4.0 Tests of Hypotheses

H₀₁: We accept the null hypothesis that “the schools strategic plans’ objectives on academic improvement have no effect on teachers’ behaviour in the workplace, as evident from table 4.15, the model coefficients gave, $\beta = -0.005$, showing that the beta value is significantly lower at the 5% significance level.

- H₀₂:** The null hypothesis that, the schools strategic plans objectives on codes of ethics have no effect on teachers' behaviour in the workplace is rejected. Table 4.15 indicate that beta value, $\beta = 0.261$, is significantly greater than zero at the 95% confidence level.
- H₀₃:** The null hypothesis that the schools strategic plans objectives on cohesion (teamwork) in the workplace have no effect on teachers' behaviour in the workplace is rejected as evidenced by figure 4.15, in which the regression results yielded a beta value, $\beta = 0.162$, which was significantly greater than zero at the 5% significance level.
- H₀₄:** The null hypothesis that, schools strategic plans' objectives on ICT compliance have no effect on teachers' behaviour in the workplace is rejected based in the finding of table 4.15 in which, the beta value, $\beta = 0.277$, was significantly higher than zero at the 95% confidence level.
- H₀₅:** The null hypothesis that, the strategic plans objectives on communication in the schools have no effect on teachers' behaviour in the workplace is rejected on the basis that the multiple regression analysis on table 4.15 showed that a significant relationship existed between the two variables ($\beta = -0.080$, $\alpha = 0.05$),

5.0 CONCLUSIONS

The study concludes that all the various elements of teachers behaviour assessed in the study were found to be affected significantly by the strategic plans' objectives of the schools. The positive linear associations between each independent variable under study showed that indeed teachers' behaviour at work could be modified by the development and implementation of strategic plans objectives. However, the effects on these elements were more pronounced for some than for others. While the need to make the schools ICT compliant was found to have the most significant impact on the behaviour of teachers, it was relatively low for the other elements of the strategic plans objectives notably the effective communications among teachers at work which was associated with the school culture and beliefs held by teachers which posted the least explained variance. This scenario may be explained by an existent lack of support from the management in that particular area and the fact that culture takes more time to develop and is a more complex affair. Hence, strategic plans objectives on academic improvement may override other aspects of school endeavors.

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APPENDIX 1

LIST OF FIGURES AND TABLES

Conceptual Framework

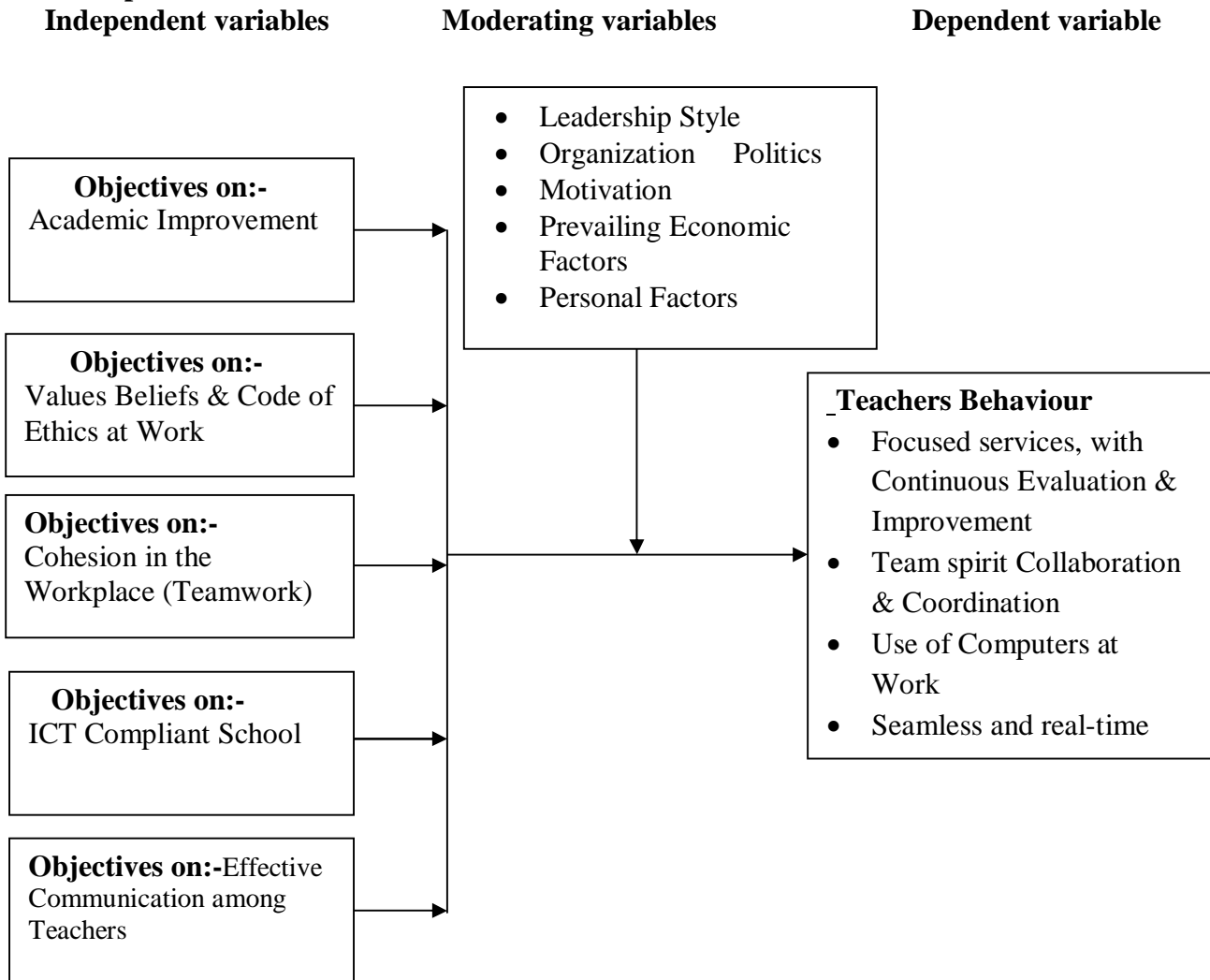


Figure 1: The Conceptual Framework

Source: Own Conception, 2014. Modified from Fishbein and Ajzen (2002) the Theory of Reasoned Action Model.

Table1: Sample Size per School

Selected Schools	Number of Teachers	Sample Size
Nakuru High School (Boys)	65	34
Menengai High School	50	26
Upper Hill Secondary Sch	35	18
Nakuru West Secondary Sch	45	23
Nakuru Central Secondary Sch	40	21
Kenyatta Secondary School	30	23
Moi Secondary School	35	16
Lanet Secondary School	35	21
Total	335	182

Table 4.1: Response Rate

No. of questionnaires Returned	Target No. of respondents	Response Rate (%)
135	182	74