CHALLENGES OF ENVIRONMENTAL SCANNING FOR THE CURRICULUM DEVELOPMENT IN KENYA BY KENYA INSTITUTE OF CURRICULUM DEVELOPMENT.

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DECLARATION

This project is my original work and has not been presented for a degree in any other university.

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D61/77531/2015

This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This project is dedicated to my wife and our first born child, thank you for being my cheer leaders and bringing so much joy in my life. You have inspired me to complete this journey. I thank God for you each day.

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TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS

CDRC   Curriculum Development and Research Centre

DICECE   District Childhood Education Centre

ES   Environmental Scanning

GST   General Systems Theory

KICD   Kenya Institute of Curriculum Development

KIE   Kenya Institute of Education

KNEC   Kenya National Examinations Council

NACECE   National Childhood Education Centre

PESTEL   Political, Economic, Social, Technological, Ecological, Legal

RBV   Resource Based View

RDT   Resource Based Theory

SWOT   Strengths, Weaknesses, Opportunities, Threats

TVET   Technical Vocational Education Training

ABSTRACT

Strategic management is a process that takes three steps: strategy formulation, strategy implementation and strategy monitoring and evaluation. Strategic managers try to answer three questions: where are we now? where do we want to be? How do we get to where we want to be? These questions are core to strategy formulation. One of the major components of strategic planning is Needs assessment. This involves Situational analysis, internal appraisal and environmental scanning. Environmental scanning helps in answering these questions and is the most important elements of strategic planning on the strength of helping organizations develop mechanisms of constantly monitoring the environment in which it operates in order to establish a strategic fit. The process of scanning has its own challenges. This study sought to identify the challenges of environmental scanning for the curriculum at KICD. The study employed a case study design and used structured interviews for data collection. Both primary and secondary data was collected. Primary data was collected through structured interviews of eight senior and deputy managers of KICD. Secondary data was collected from Assessment Reports and KICD 2010-2015 strategic plan. The study found that KICD faced various challenges in conducting an environmental scan and key among them was inadequate resources, misunderstanding of its mandate by some stake holders, political interference, time constraints and negative attitude from some stake holders and general public. These challenges are common to other settings but can be investigated further. The study recommends that the government increases its funding for KICD to enhance their work. More involvement and awareness must be created especially to teachers who are directly involved with the consumers of the curriculum to ensure thorough review. Key limitations of the study was the timing. Several senior managers were out in the field for monitoring purposes and thus getting them for interviews was not easy. When they were available again they had busy schedules thus according the researcher a limited time.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

While environmental scanning originated as a business analysis tool, it has become increasingly popular in other disciplines such as social services (Burns & Richter, 2011), education (Hodges et al., 2011; Rodger & Hoffman, 2010), and health (Côté, Lauzon, & Kyd-Strickland, 2008; Gibb, 2013; Kalula, Scott, Dowd, &Brodrick, 2011; Sibbald, McPherson, & Kothari, 2013). As a methodology, Environmental scanning identifies economic, political, social, technological, competitive and geographical factors that impact the firm and then assess their potential as opportunities and threats (Rowe et. al. 1994). According to Byars (1987), organizations use environmental scanning methods to forecast those outward forces that the firm or the industry may not be in control of, yet are critical in the growth and sustainability of the firm. The study sought to establish the challenges KICD faces in ES for curriculum development and review.

This study was guided by the General Systems Theory, Resource Based View and Environment Dependence Theory. GST posits that organizations operate in a system made up of sub-systems that must work together to attain some goal. GST illustrates the relationship between institutions and their environment. It helps organizations identify critical aspects of its environment (Bertalanffy, 1975). RBV asserts that the resources an organization possesses determines to a large extent its performance and competitiveness (Henry, 2008). These resources include physical, organizational capital resources and human capital resources. RDT puts much weight on organizational behavior as a product of its context. It focuses on the importance of the external environment to the performance of an organization. The theory assumes that

depending on these important and critical resources found in the external environment influence the actions of an organizations. RBV and RDT are thus complimentary theories. In 1954, Thelen found that working groups formed by voluntary action are essential condition for effective curriculum development. Regan (1985) emphasized the need for cooperative action on curriculum problems.

In view of the vitality of the curriculum, there is need to evaluate and find ways of improving it in order to respond to the emerging societal needs. The Kenyan Government is continually reviewing and reforming education and training at all levels in order to address the issues arising from social and economic changes both locally and internationally (Wango, 2011). Speedy changes in the world of work due to technological advancements, pressures emanating from the society, and awareness of prevailing problems have inspired and guided research in curriculum development. There has been changes to the curriculum by KIE and now KICD. With the proposed change from 8-4-4 system to the 2-6-3-3-3 system, there is need to establish the curriculum scanning procedures and challenges faced by KICD. As a tool, ES is helpful in ensuring that the curriculum is need based and reflects key concerns such as legal framework occasioned by the constitutional change, science and training, the structure of the education system, role of the various stakeholders in education, teacher management, curriculum and examinations, management and administration of education and the emerging issues which include pastoral care, guidance and counselling.

1.1.1 Concept of strategy

What is strategy? Massie (1987) presented strategy as common threads of thought that are useful in facing risks and uncertainty. He asserts that it helps in seizing the opportunities presented by the environment by use of distinctive competencies that

are generated by organizational resources. According to Strickland (2007), Strategy is a game plan used to curve out a market position and conduct operations in a way that attracts and pleases customers such that the organization can compete and achieve its objectives successfully. Johnson and Scholes (1999) define strategy as organizational scope and direction in the long run that helps it to achieve competitive advantage. It is about how an organization configures its resources within the changing environment in order to meet market needs and address stake holder expectations.

Strategic management is a plan of action, long term in nature, geared towards an efficient and effective allocation and use of resources to develop a competitive edge for the firm. According to Thompson and Strickland III (2003), strategic management has five activities. These are forming a strategic vision, objective setting, crafting a strategy to achieve desired outcomes, strategy implementation and evaluation of performance. Wheelen and Hunger (1995) see strategic management as a set of managerial decisions and actions useful in determining the long run performance of an organization. They outlined four basic elements that constitutes the process of strategic management. These are scanning the environment, formulating, implementing and the evaluation of strategy and control. This is echoed by Finlay, Frynas and Mellahi, (2005), who viewed Strategic management as a process; a process suggests a systematic way of doing things. Johnson and Scholes suggest three aspects to this process: Strategic analysis, strategic choice and strategy implementation. In a context characterized by varied and ever-changing external environment conditions, organizations must develop and implement their strategic plans based on stages and some methodology.

Strategic analysis is mainly concerned with understanding the strategic position of organizations in terms of its external environment, the resources and competencies from within and the expectations and influence of the stake holders (Johnson and Scholes, 1999). Environmental scanning, an aspect of strategic analysis, raises the managerial consciousness on the likely developments that may seriously impact the industry conditions and in effect pose new opportunities or threats to the organization.

1.1.2 Environmental scanning

Environmental analysis is among the most important elements of strategic planning on the strength of encouraging organizations develop mechanisms of constantly monitoring the environment in which it operates (Sutter, Foerster, Krakauer, Polo and Almeida, 2013). An Effective programs to scan the environment should enlighten policy makers in understanding current and potential changes are likely to take place in the external environment of the institution (Fahey and Naravanan, 1986). Johnson and Scholes (2002) cautions, however, that organizations may experience a strategic drift, a situation in which strategies lose touch with the changing environment of the organization.

In making decisions about an organization's future direction, the management must answer three basic questions: where are we now? Where do we want to be? How do we get to where we want to be? Environmental scanning and forecasting seeks to address the first question by engaging in competitive and internal organizational analysis. Byars (1987) notes that forecasting is a difficult process. Of the major resources that make up the modern business enterprise – money, materials, machines, men, and information - only the last one still goes begging for systematic attention

from management and business scholars (Aguilar, 1967). While many organizations may not have looked at how they achieve their information and how it is used in laying down strategic plans in the past, it has become increasingly a fundamental aspect in the management of strategy. Sound analysis of the driving forces is a prerequisite for strategy making (Thompson and Strickland III, 2007). By scanning the macro environment, the organization is likely to identify the danger signs and possible environmental changes within the environment that may affect the business. This is useful in forecasting the future directions of changes within the environment thus facilitate an assessment of the present and future trends in terms of the effects such changes are likely to elicit on the firm (Wit and Meyer, 1994).

The rationale for scanning the organizational environment has been that it has become increasingly volatile and scanning systems have gained importance. Albright (2004) notes that organizations considering a formal environmental scanning function must consider following queries: Is the organization able to capture information from the environment? In what means? Does the information seeking follow a formal structure? Does the organization consider environmental scanning an important aspect in the process of strategic decision making? Does the organization term environmental scanning as critical to strategic decision making, planning and operations? How about the organizations flexibility and openness to new ideas? Is environmental scanning supported by the senior management? How open are the organizations channels of communication to the scanning activities? What is the extent and sufficiency of benefit of the investment in the scanning process to the organization? How about the location and coordination of the scanning function?

Organizational environment is the pattern of all the external conditions and influences that affects the organization's life and development (Mintzberg, Lampel, Quinn and Ghoshal, 2003). The components of this environment include: technological, economic, physical, social and political. It is required that organizations continuously monitor these components in order to redefine its business.

Fahey and Narayanan (1986) suggests three objectives for analyzing the environment: to provide a grasp of the current and likely changes occurring in the environment, provide a fundamental intellect for strategic resolution makers and enable and foster strategic thinking in organizations. This helps the organization focus on the previously neglected areas. In scanning, the organization is able to detect and address weak signals before they coalesce into a discernible pattern that affects the business's competitive environment (Henry, 2008). He further explains that monitoring permits an organization to visualize how environmental trends impacts on its competitive advantage.

Useful tools that can be used to scan the general environment are PEST (Political, Economic, Social and Technological) factors and The SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). The advantage of SWOT over PEST is that it is useful in both general and competitive environments. Johnson, Scholes and Wittington (2008) improved the PEST to PESTEL to include the environmental and legal aspects.

1.1.3 State Corporations

State corporations (Parastatals) are formed on the premise of State Corporations Act Chapter 446 of the laws of Kenya. They are autonomous in operation and operate on specified mandate to improve service delivery to the public. No distinct definition on

what a state corporation is in Kenya has been adopted. To navigate this challenge, the presidential taskforce on parastatal reforms (2013) signposted that they be referred to as Government owned entities. The report then clustered them into four broad categories: State Corporations, State Agencies, County Corporations and County Agencies (Republic of Kenya, 2013).

According to the Republic of Kenya Report (2013), there are 156 state Corporations in Kenya with eight broad categories based on their obligation and core functions. These categories include Commercial, Financial, Regulatory, Public Universities, Training and Research, Service, Regional Development Authorities and Tertiary Education and Training Corporations. The Report highlighted the importance of the state corporations in the promotion and acceleration of economic growth and Development, improving how public service is delivered, capacity building, employment creation and building of international partnerships.

According to the Republic of Kenya Report (2013), the performance of State Corporations has been characterized by various challenges. These include poor governance, lack of clarity of their role in the economy, a lack of good relationship between their activities and the goals of national development and poorly resourced state corporations. Failure to scan the environment also poses a great challenge since there will be a disjoint between the corporation's mandate and the societal needs. Yet organizations may fail to scan due to the challenges relating to the process of scanning.

1.1.4 Education System in Kenya

After independence, Kenya, Uganda and Tanzania formed the East African Community and adopted a single system of Education; 7-4-2-3. This meant that one would spend 7 years in primary, 4 years in secondary, 2 years in high school (form five and six) and 3-5 years of University Education. After the collapse of the East African Community in 1977, Kenya continued with the system up to 1985 when the 8-4-4 system was introduced. This has continued to be in operation till now, though it is expected to be replaced by 2-6-3-3-3 system which will see the primary education split into two: preprimary and primary, junior and senior secondary and vocational training and education or university education, to be rolled out in 2018. By this year it is expected that there will be 100% transition to secondary schools.

Different levels are overseen by different State Corporations. All levels below the university are under KICD. As an education institute, KICD was established through an Act of Parliament on the 14th of January, 2013, (Act no. 4 of 2013). As an education institute, its major function is to carry out research and develop curricular for education at all levels below the university. KICD also develops materials that support the curriculum, both print and electronic. It also and organizes and conducts in-service and orientation plans for curriculum implementers. KICD also initiates and carries out curriculum based research, consolidating and conducting in-service and orientation plans for curriculum implementers.

Over the years, the institute's mandate has been expanded to include : developing and strengthening District Centers for Early Childhood (DICECEs), forecasts to develop and create a modern NACECE Resource Centre to respond to the ballooning National and International training needs, development and implementation of Non formal Education curriculum, advancement of skills for personnel in the education and other

sectors of our economy, to print and publish education and other materials as well as offering consultancy services in Education and Training, to develop and implement specialized professional training programs and to network Information Systems.

The institute has three major divisions with curriculum and research being the core function. These include: Curriculum Development and Research, Finance Administration and Human Resource, and Media and Extension Services. Curriculum Development and Research has four departments namely Curriculum Orientation and Field Services, Basic Education, TVET and Research, Monitoring and Evaluation. Finance, Administration and Human Resource Division encompasses Finance and Accounts, Human Resource, Administration and NACECE. Media and Extension Services has two departments: Electronics and Emerging Media and Educational Resources. Support departments include Corporate Communication, Planning, Internal Audit and Procurement (KICD Strategic Plan, 2010-2015).

KICD thus plays a pivotal role of determining what is taught in the foundational and tertiary levels of education. It's these levels that provide a basis for entry in the universities as well as choosing the career to be pursued. A flawed foundation will render difficulties for learners at higher levels. The economy is adversely affected since the human capital produced is not well prepared to meet the prevailing skill requirements.

Curriculum development is intentional, purposeful, progressive, and methodical progression that create positive improvements in the educational system. A curriculum is the driving force of any learning institution and has become a vibrant process due to the changes and developments that occur in the contemporary society.

1.2 Research Problem

Many scholars and researchers in the field of strategic management have paid much attention to the environmental influence on the activities of a firm/ organization. Research has also shown that there is a sturdy relationship between the environment and organizational performance. This is because a clear understanding of the environmental variables helps the organization seize opportunities and avoid the threats existing in the external environment. While organizational environment has been given due attention, there has been no corresponding effort to look into how organizations go about getting information from their environment. This is the essence of environmental scanning.

KICD has to contend with the dynamics of environmental changes in terms of skill and competency requirements. With increased globalization, KICD has to ensure that they design a curriculum that is relevant and prepares learners to not only pursue their academic goals here in Kenya but also find placements beyond the borders of this country, to address the issues of overburdening our learning institutions. Online learning is on the increase with many foreign institutions offering flexible modes of learning. Is KICD prepared for these changes? To what extent does the curriculum anticipate world shifts in learning? There is a clear need for KICD to develop a curriculum that is competitive and challenges creativity and innovation to prepare learners surmount the challenges of the 21st century.

Researchers such as Radford (1978) have stressed the need for good environmental information. This is further stressed by Keegan (1974) who notes that the manner in which organizations obtain relevant information is crucial in organization's empirical theory development. Hitherto, there is limited research done on how environmental tendencies become recognized to decision architects (Hambrick 1982). Miller, (1994)

did a detailed case study of eighty one successful and failing businesses and established that the most important aspect of separating companies that fail or succeed was environmental scanning. Newgren, Rasher and LaRoe (1984) found that scanning firms outperformed the non-scanning firms by use of the price/earnings ratio.

Locally, Njanja, Ogutu and Pellisier (2012) studied how the external environment affects internal management strategies inside Micro, Small and Medium size enterprises in Kenya. The study concluded that managers with analytic skills will be expected to keep in touch with the ever changing environment. Muathe, Koror, Mburu and Titus (2011) did a case study of manufacturing industries in Nairobi on the environmental factors influencing supply chain implementation in Kenya. Kaburi (2013) studied how UNAITAS Sacco Society Ltd strategically responded to changes in the business environment. Abdilatif (2014) conducted a study on response strategies adopted by small Oil Marketing Companies in Kenya to environmental challenges and concluded that organizations should conduct environmental scanning to be aware of environmental forces that influence their operations.

Various studies have been conducted concerning environmental scanning at both small and large scale firms in Kenya and internationally. Past studies have concentrated on the effects and responses of organizations to their environment. Studies have also been conducted on environmental influences to competitive advantage. How about contexts where competition is not the major motivation? Researchers have tended to shy away from the process and challenges of environmental scanning within organizations, yet how environmental information is obtained and the challenges thereof is of paramount importance. What challenges does KICD face in scanning its environment?

1.3 Research objectives

The objectives of this study shall be:

i. To establish how environmental scanning is done at KICD.

ii. To identify the challenges KICD faces in carrying out environmental scanning.

1.4 Value of the study

The findings of this research will be useful to various stakeholders. To the practitioners, it will be used in validating theory. It will also form a basis for future environmental monitoring in KICD and other organizations. The findings will also enhance our knowledge on environmental scanning aspects. It will also address the question of the how of scanning, shed more light on the contextual factors affecting scanning and highlight perceptual hindrances to scanning.

The policy makers in the education sector who might be interested in understanding the impact of environmental scanning on curriculum development. Since education plays a critical role in human capital development, this research finding will be used to enhance developing a curriculum for posterity. A contribution to the betterment of this process is also advantageous to the general populace.

Researchers will gain insight on what methods of environment scanning seems to be working best for education based institutions. Universities might also find the research useful in enlightening them on areas of curriculum design as graduates from the institutions that benefit from KICD are fed into them. Research is a useful tool of developing, supporting or negating theory. The theories guiding this research are General Systems Theory, Resource Based View and Resource Dependency Theory.

The findings of this research will generate assumptions for the theories and evaluate their applicability in curriculum development.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter discusses the theoretical foundations underpinning environmental scanning. It also contains the review of the relevant data that explains the nature and the importance of environmental scanning in formulating organizational strategy. It reviews environment scanning literature in general and later endeavors to link this process to education, and the process of curriculum development.

2.2 Theoretical Foundations

A theory is a statement of causality. It is a statement that links two or more concepts. This area articulates the theories that shall guide this study.

2.2.1 General Systems Theory

The General Systems Theory (GST) which was advanced by Bertalanffy (1975) shall provide the theoretical framework for this study. According to this framework, one can scrutinize and/or define any group of objectives that work together to accomplish some goal. GST defines how an institution or system relates to its environment. The system acquires inputs from the external environment and transforms them to generate outputs which are exchanged with the environment. If the environment accepts the outputs, the cycle continues. On the other hand, if the environment does not accept the outputs, the system must change the outputs it produces otherwise the risk of failure and extinction is very high.

By use of the General Systems Theory, an institution can identify the critical aspects of its environment. The theory also illustrates the need for an institution to be upbeat

and receptive to deviations in its environment in order to subsist. The strength of this theory has been tested through the theory of Evolution in which Charles Darwin, the 19th century naturalist, proposed the Theory of Evolution of the species by observing how specific animal species had adapted to changes in their environment. He observed that those species that were able to change to meet changes in their environment had survived and thrived, while those that were not able to adapt perished and disappeared.

It is a basic Systems Theory assumption that organizations are neither self-sufficient nor self-contained. They must exchange with and are dependent upon the external environment i.e. all elements external to an organization that are appropriate to the physical operations (Stoner, Freeman and Gilbert, 2004).

2.2.2 Resource Based View

The strategy adopted by an organization will determine how well it matches its resources and capabilities to the external environment needs, thus allowing it to achieve a competitive advantage (Henry, 2008). According to Henry, resource based view emphasizes the value of internal capabilities in strategy formulation and in effect the achievement of competitive advantage. RBV leads to the identification of unique cluster of resources and capabilities possessed by each organization (Collins and Montgomery, 1993).

Organizations that accumulate valuable, rare, non-imitable and non-substitutable resources gains an edge in enterprise competitiveness (Peteraf, 1993). The perception of resources could include all assets, capabilities, organizational processes, organizational attributes, information and knowledge among others. When well

controlled and properly used, an organization can use strategies that are effective and efficient (Barney, 1991). Barney (1991) postulates the categories of organizational resources as physical (plant, equipment, and finance), organizational capital resources (organizational structure, control systems, human resources systems) and human capital resources (skills, judgment, and intelligence of employees). Resources possessed by a firm determine its performance to a large extent. RBV is largely concerned on the ways in which firms generate and maintain their competitive advantage (Ambrosini and Bowman, 2009), their capability to generate super profits (Lockett et al, 2009).

2.2.3 Resource Dependency Theory

The behavior of an organization is shaped by the context in which it operates - that is, the ecosystem of the business" (Pfeffer and Salancik 2003). They explain that although the importance of the environment has been emphasized by most researchers, most theories have focused on the internal resources of organizations, yet the external resources are critical to the survival of an organization. The environment dependency theory, also known as resource dependency theory assumes that dependency on critical and important resources influence the actions of an organization. These resources are found in the environment, and therefore the need to scan this environment due to the uncertainties that reside in it.

Resource dependence has two dimensions: dependence and power inequity. According to Casciaro and Piskorski (2005), mergers and acquisitions in the US between 1985 and 2000 were driven by mutual dependence. Power imbalance acts as an obstacle. Organizations try to restructure their dependencies in order to reduce

uncertainty in the way resources flow by restructuring their dependencies by aiming directly at the constraining party in the relationship. Possession of resources elicits power that is used to control behavior.

Pfeffer and Salancik (2003) has submitted several methods management could apply to handle resources and exchange relationships with the environment. These changes the direction of organizational acquiescence by meeting the demands of a particular actor, avoiding influence from the environment, managing and avoid dependence and managing the conditions of social control. The strategies that can be used to manage these strategies are vertical, horizontal integration, use of interlocking boards of directors and cooption of members of influential organizations into these boards.

Medcof (2001) Argue that RDT and RBV should be combined. This is because Barney (1991) argue that the two are related. RDT stresses the external environment and explains the reactions of an organization to external demands. On the other hand, RBV focuses on the internal, scarce and inimitable resources. The two use different theoretical mechanisms for developing explanations. While RDT is more descriptive, explicative and value-neutral, RBV is prescriptive.

2.3 Environment scanning in organizations.

The analysis and planning is the first step towards strategic process. Planning is largely concerned with future change (Rosen, 1995). It is troublesome to plan without scanning. Scanning includes a situational analysis which describes an institution's current status and identification of external threats and opportunities as well as an internal appraisal that identifies institutional strengths and weaknesses. Environmental

scanning, also referred to as industry analysis is a process that allows conducting research and gathering and integrating external info (David, 1996).

According to Albright (2004), ES should be done constantly and on an ongoing manner so as to ensure a preparative stance as environmental influences arise. This helps organizations identify emerging issues that might pose potential pitfalls and thus affect the organization's future. It equips organizations to form a strategic position which helps it address external forces over which it could exert control as applicable.

Choo (2001) defined environmental scanning as a process by which an organization acquires information about events, trends and associations in its external environment. This understanding is useful in the planning of an organization's future strategy (Aguilar, 1967). There are external factors that influence the scanning behavior of organizations. First and foremost is the instability in the environment and resource reliance. There is then the organizational factors which include the nature of the industry and approach pursued. Information factors such as the availability and quality of information need also to be brought into consideration. Individual dynamics among them the scanner's awareness or cognitive style must also be brought into the limelight.

What methods do organizations use to scan their environment? Choo (2001) explains that environmental scanning can involve viewing (looking at information) and searching (looking for information). There are four approaches/modes of scanning the environment. The first mode is undirected viewing in which an organization can view the environment as unanalyzable and thus fails to delve into the environment to analyze it (Aguilar, 1967). In this approach, the organization studies a variety of

publications just to be informed and no other purpose (Ojo, 2008). The differences in management perception of environmental analyzability results from environmental characteristics combined with the management's experience based on previous interpretation (Daft and Weick, 1984).

The second one is conditioned viewing. In this case, the organization views the environment as analyzable but takes no action. The individual views information selectively with the intention of evaluating its significance and relevance to the organization. The third mode is enacting searching. In this approach, Organizations view the environment as unanalyzable but goes ahead to intrude into it in order to sway events and results. They actively seek material to develop the knowledge and understanding regarding a specific matter, though in a comparatively limited and amorphous way. Intrusive organizations allocates substantial resources for information sourcing. The aim is to systematically gather, analyze and interpret information in order to gather the correct interpretation. The final mode is formal searching, which occurs when the organization appreciates environmental analyzability and intrudes into it to gather accurate environmental facts through proactive efforts to obtain specific information on specific purposes. (Morrison, 1992).

Organizations forecast changes in the overall environment by use of planned scenarios. This disciplined approach helps in visualization of likely futures (Schoemaker, 1995). The steps followed in scenario planning are: definition of the scope followed by identifying major stake holders, identification of elementary trends, after which key reservations are identified. This is then followed by constructing of initial scenario subjects, checking whether there is regularity and credibility, developing scholarship scenarios, identifying research needs,

developing quantifiable replicas and growing towards decision situations. Schoemaker, (1995) outline four characteristics of useful scenarios: First, they have the ability to address the individual apprehensions within the organization. Secondly, they possess internal consistence. Thirdly, they describe futures that essentially vary rather than being variations on a particular theme and that every scenario defines a long term state of equilibrium.

According to Johnson, Scholes and Wittington (2010), scenario planning is a detailed and reliable assessment of the conceivable future enlargement of the business environment of an organization which is offered on the foundation of information on the key factors that drive changes whose effect on the organization's strategy cannot easily be predicted. In 2006, Porter defined a scenario as an inside steady depiction of what the future may be similar to. It is essentially a projection of the possible future (Fahey and Randall, 1998). Schwartz (1996, 2011) believes that scenario methods should not be used for forecasting, but upsurge the level of tactical decisions. Fahey (2003) stated that scenarios must spark a mental dialogue in a manager's mind on alternative futures and affect his/her tacit knowledge.

Albright (2004) enumerates various barriers to effective scanning. These include large volumes of data that can be overwhelming to the scanners (information overload). This leads to another barrier; important pieces of information may be overlooked. The scanners may also not be aware of the many sources of information. The researcher might also lack awareness of some potentially important information. There is also a possibility of getting information when the time it could be useful has elapsed. Another barrier is over-emphasis on scanning. Mwaka (2013) in his study of environmental scanning of education organizations identified ES challenges as time, lack of technical competence, attitude and challenges of accessibility of data.

According to Albright (2004), scanning transforms an organization into a learning one. New information is pivotal in developing strategic plans and enhancing the overall position of the organization in the market place. Through scanning, an organization also identifies new strengths and emerging technologies (Choo, 2001). According to Mwaka (2013) education is dynamic and serves a dynamic society thus the need to keep up with the changing realities to meet the changing needs of the society. According to him, environmental scanning is pivotal to any organization that seeks to remain relevant in the society it serves.

2.4 Empirical studies and Research Gaps

Several researches have been done organizational environmental scanning and strategic responses to their environments. Yunggar (2005) researched on the significance of environmental scanning for strategic purpose. This research revealed that there is a strong correlation between an organization and the environment.

Mwaka (2013) researched on the environmental scanning in teacher education, Sutter, Foerster, Krakauer, Polo and Ameilda (2013) did a case study on environmental monitoring in small business. Mohamed (2012) researched strategic responses to environmental challenges in the pharmaceutical industry in Nairobi, Kenya. Kaburi (2013) did a study on strategic responses adopted by UNAITAS Sacco Society Ltd to changes in the business environment and concluded that the environment effected the market share of the Sacco.

Although some studies have been carried out on environmental scanning in business, Yunggar, (2005), Foerster et al (2013), Mohamed (2012), there exists a research gap on the challenges faced by organizations while conducting environmental scanning. This study will therefore provide valuable information on environmental scanning challenges.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The main focus of research methodology chapter is to illustrate the researcher's scope of operational procedures that will be used in the study. It thus presents in details the research design and the data collection methods that were employed to analyze it.

3.2 Research design

A research design is a strategy used for collecting and analysing data so as to test research hypothesis or to respond to research questions. It will provide a framework on how the information was collected, from whom, and when, data collection method used, instrument used, how it was administered and how the information will be organised and analysed to ensure that research objectives have been met by the researcher. This study will employ case study design.

Researchers postulate that descriptive studies are carried out with the aim of ascertaining and describing the characteristics of variables of interest in a situation (Sekaran, 2003). According to Yin (2008), a case study is an empirical study that probes an existing occurrence within its real life environment. A case study permits the researcher to shed better light on phenomena from multiple perspectives defined by the context unlike other approaches. It offers a useful approach in theory development (Blumberg, Cooper and Schinder, 2011). A case study presents one unit of study thus allowing an in-depth study of the behavior and pattern of the subject. The researcher will scrutinize in detail the challenges of environmental scanning at KICD using a case study approach.

3.3 Data Collection

A case study uses interviewing and observation for data collection. Structured interviews are designed and analyzed in a qualitative manner. An ES should incorporate an appropriate combination of literature reviews, systematic reviews, scoping reviews, web searches, questionnaires, focus groups, and interviews with key informants to uncover the range of perspectives related to a research question, topic or key term (Burns and Ritcher, 2011).

The research project used primary and secondary data sources. Primary data was collected from chief executive officer (CEO) and the heads of the four main divisions at KICD. These are the head of Education Division, head of Special Programs Division, head of Technical Vocational Education and Training (TVET), and the head of Research, monitoring and Evaluation and Materials Vetting and Evaluation. Data was collected in the form of self-administered interviews using an interview guide. Akers (1954) used questionnaires and interviews to evaluate curriculum improvement program in suburban communities.

The choice of key persons at KICD was guided by the fact that key managers are the receivers and custodians of information, key events, trends and relationships external to the organization. Most managers also acquire much of the information orally from their personal network of contacts (Albright, 2004). The interview guides were, however modified in the actual data collection to suit the context. The data collection method provided the frame work for uniform and accurate record system. Secondary data sources were also studied from KICD library as well as previous research material.

3.4 Data Analysis

Since the data was qualitative (data to be analyzed is text rather than numbers), it was analyzed by drawing attention to what the researcher felt was of particular importance or significance. This is because environmental scanning methods are to a large extent qualitative and subjective as much as they are also speculative in nature. The techniques of coding, annotating, labeling, selection and summary was applied to identify relationships. Qualitative analysis transforms data into findings (Patton, 2002). No formula thus exists for this transformation. The final destination, unlike quantitative data, remains unique for each inquirer.

The research applied content analysis method. Shanon et al (2005) described content analysis method as a systematic quantitative description of the composition of the exploration of many important but difficult areas to the researcher.

CHAPTER FOUR: RESULTS, FINDINGS, AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and findings of the research study. The objectives of the study was to establish how ES is done at KICD and the challenges the institute faces in carrying out the scanning. The research instrument was structured personal interviews with senior managers of various departments within the institute. Data was analyzed by the use of content analysis. Secondary sources of data were KICD strategic plan, Needs Assessment Reports and Legal documents such as Vision 2030 and the Kenyan Constitution.

4.2 Interview profiles and response rate

KICD has three major divisions; Curriculum development and Research; finance, Administration and Human Resource and media and extension services. The researcher interviewed senior managers and in some cases their deputies in each of the three divisions. These were Deputy Director for TVET, Deputy Director for Electronic and Emerging Media, Deputy Director for Educational Resources, Head of Planning, and Deputy Director for Human Resource and Development, Deputy Director for Research and development and two other staff in the division and the Deputy Chief Finance Officer. The researcher established that about 80% of the respondents had attained University Doctoral Degrees from reputable Universities with an average of more than 10 years of service at the Institute. They therefore had a good grasp of the organization functions, context and their areas of expertise.

The researcher interviewed 9 out of the targeted 11 respondents. This represents a response rate of 81.81%. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis, 60% good and over 70% very good. Thus this response rate was very good.

4.3 Environmental Scanning methods used at KICD

In responding to this objective, the research sought to establish whether the respondents had a reasonable grasp of the meaning of the terms environment and scanning. The researcher found that the respondents understood organizational environment in the internal and external contexts. The SWOT and PESTEL acronyms played out strongly. They however had challenges with scanning, which was however found to be familiar after the researcher explained it to them. With this understanding the researcher sought to establish the rationale and the methods KICD used in scanning its environment.

4.3.1 Rationale for environmental scanning at KICD

The researcher sought to establish the prompters of environmental scanning at the institute. The study found that the institute was reactive to the emerging societal needs and complaints and feedback from the stake holders. To a larger extent, the institute was proactive in looking out for the emerging trends and expected future scenarios. The researcher found that some staff members were trained on futures thinking.

The study also found that the institute was in constant review of international best practice and success stories such as Korea, Sweden, Canada and even Rwanda in ICT. Other guiding frameworks were The Kenya Vision 2030, The 2010 Constitution of Kenya, Economic Survey Reports, International Education Policies (EFA,) and the national goals of education.

4.3.2 Approaches to Scanning at KICD.

Pashiardis (1996) highlighted three approaches to scanning: the establishment of scanning committees within the organizations, sponsoring of a scanning conference or organizing scanning events and assigning the scanning task to a research and planning office. The researcher observed that KICD has a distinct scanning department headed by a Deputy Director in Charge of research. The division has 10 professional employees. There is also a planning department that mostly deals with internal environment. KICD also uses committees and as such there is a Curriculum Review Steering Committee at the Council Level.

For strategy planning, the institute used questionnaires, employee surveys, human resource training needs assessment, work environment surveys, feedback from the corporate communications department, situational analysis and customer satisfaction surveys. Customer satisfaction surveys were administered to those hiring the conference facilities stake holders, panelists, parents, teachers and students. Monitoring and evaluation at all levels is done continuously. A summative evaluation should be carried out every five years.

For curriculum development, review and reform, the institute primarily applies the panel system. They use subject and course panels. The panelists are drawn from experienced subject teachers, Quality assurance and standards, Ministry of Education and representatives from KNEC, Federation of Kenya Employers (FKE), Kenya Institute of Manufacturers (KIM), Kenya National Union of Teachers (KNUT) and religious bodies. KICD also conducts a needs assessment study by reaching out to stakeholders who includes schools, head teachers, education experts and partners, Universities and research institutions. KICD also borrows from the international best practices through bench marking. The institute also organizes education conferences

where views and trends are collected. KICD identified an area of need through complaints from teachers, education officials, educational investors and the industry. Base line surveys were also carried out. Desk to research was also practiced especially on bench marking and analysis of education policy documents and global education trends. Survey monkey approach was also employed. Due to resource limitations, bearing in mind the scope and context of KICD, the institute also hires the services of professional research organizations to fill in the gaps where work might be too much.

4.4 Challenges of environmental Scanning at KICD.

The respondents were asked to identify the challenges they faced or felt KICD faced in the process of scanning the environment. The following were identified as the major challenges.

4.4.1 The panel approach

KICD mostly uses the panel approach in scanning. These panelists are drawn from different stake holders and interest groups such as the Ministry of Education, KNEC, and KISE, practicing teachers, religious bodies and unions. It is very difficult to draw all of them together at any one given time. Hence in the panel meetings, not all special interests are represented. This has even been made more difficult by policy directives by the ministry of education. For instance, the directive that teachers should not be out of school even for official functions during the term means they cannot be available except over the weekends or school holidays, thus making them unavailable for the panels.

4.4.2 Inadequate Financial Resource Base

As a state corporation, KICD is 99% funded by the exchequer. The annual budgetary allocations are not always adequate to address the institute's financial needs. The researcher found that these allocations have been decreasing progressively. Due to financial deficiencies, some critical departments have been understaffed. For instance, the research department had 10 qualified staff while they required about 30. This represents staffing of only about 33%. This shortage has made the department at times hire data collectors who may lack capacity and not always be thorough.

The TVET division for instance, was allocated two million Kenya shillings for the financial year. Bearing in mind that it takes about four million Kenya shillings to develop a curriculum, the allocation may not develop a single TVET curriculum to its fullness. KICD currently employs about 100 professionals. These were identified as being not adequate to address the needs of the whole country. The research found that this regenerated into time constraints such that critical deadlines were stretched.

Again, due to the inadequacy of resources, the institute has to contend with the issues of who to train and who not to train since they cannot train everybody. Where the focus should be placed again plays out. Is it primary or secondary?

4.4.3 Political interference

The Kenyan politics have not matured to the extent of not significantly affecting the core economic functions. Some politicians have opposed the changes proposed by KICD. Some were also said to try to influence policies and procedures of the institute. As a result, the institute has to do a lot of lobbying in order to succeed on its mandate, as it is not possible to please everyone.

The process of developing the curriculum is quite vigorous. The researcher observed that some scrupulous politicians would want to circumvent the process in order to avoid the costs therein. This jeopardizes the work of KICD.

4.4.4 Technological challenges

Disruptive technologies that would render the current technologies redundant are the norm today. Due to lack of funds, the institute may not be able to keep abreast with these changes. The study however observed that the digital content at KICD is second to South Africa in the African Continent. However, even with these efforts, it has not been embraced in many Kenyan schools either due to ignorance or resistance by the teachers to embrace technology.

When programs are developed and there is no representative utilization, objective feedback is lost. The study established that Public schools, especially boarding do not allow use of mobile phones in schools due to their ability to distract learners, yet they are a useful tool of embracing technology. Many schools also lack technological infrastructure. This again has derailed the work of KICD in digitalizing the classroom. This is however expected to improve with the introduction of laptops at the lower primary level.

The researcher also established that due to abrupt changes, the institute may not be able to cope due to the slow pace of replacing the old equipment. For instance, the printing machines lack capacity to print reports and materials that can be used to enhance the work of KICD.

4.4.5 Attitude

The research findings indicated that common people generally do not understand what a curriculum is all about and the issues that should go into the same. The researcher gathered that there is a disconnect between theory and practice. The respondent stated that most Kenyans employ a "wait and see" attitude but are apt in questioning and pointing fingers when things have not worked.

Unlike other technical areas, many people feel they know so much about the curriculum and therefore have something to offer. Different interest groups, which are not core to the process, pressure for a slot in the activities of KICD. Although the institute has to give them a chance due to the constitutional requirements of public participation, it becomes a challenge and a waste to the most needed resource: time.

4.4.6 Human resources challenges

The study found that KICD has very qualified and competitive staff. Majority of those interviewed had served at KICD for over 10 years, some even 20 years and more. Due to this wealth of experience, they are pouched by other institutions, especially the universities. This results to a performance gap for a period of time. Due to the funding deficiencies, the institute may lack adequate resources to hire enough employees with top notch competencies.

The researcher also found that retirement was another challenge in the sense that there would be several employees retiring almost at the same period. This resulted to succession challenges and performance gaps before such competencies are identified and hired again. To reduce this challenge, the human resource division has engaged in career progression and succession planning in order to address foreseeable gaps.

4.5 Discussion

Research supports or negates theory. This sub-section looks at the link between the research findings and theory as well as comparing the studies on environmental scanning challenges.

4.5.1 Link with theory

Aguilar, (1967) stated that instability in the environment, organizational factors and resource reliance can be a hindrance to scanning. Resource endowment determines to a great extent the quality and volume of information that an organization can collect. This was emphasized by Henry (2008) and Peteraf (1993) who emphasized on the value of internal resources. These include assets, capabilities, organizational processes and attributes, information and knowledge. KICD grapples with inadequate funding and less than optimum human resources for research. Although they have tried to mitigate this by engaging in partnerships in critical areas, this still remains their greatest undoing. Development partners' support funds are also designated and thus the institute has little control on how to use them. This has the effect of not addressing areas that KICD considers to be of dire importance.

Albright, (2004) asserts that timely information is significant. Time limitations compromises information accuracy. An organization can acquire information when it is too late to be useful. When information sources are too many, this can result to information overload, thus important information can be overlooked. KICD contends with time challenges, again caused by fewer staff. The struggle to beat strict deadlines has the effect of compromising the quality of their work. The pace must match, at the least the constant environmental changes.

Pashiardis (1996) explained that individuals or education istitutions needs to stay abreast with environmental changes. According to him, planning in the absence of scanning is a recipe for disaster. Organizations must thus change their structures in order to respond to environmental matters appropriately. Organizations can thus approach scanning by establishment of scanning committees, sponsorship of scanning conferences or events or restructuring to have an institutional research and planning office. KICD has both functions of planning and research separated. The head of planning deals with internal matters, specifically the strategic planning while the research department is more outward looking.

4.5.2 Comparison with other studies

Mwaka (2013) studied environmental scanning in teacher education in higher and concluded that there is lack of clear policy oh environmental scanning by institutions of higher learning in Kenya. He cited the challenges to environmental scanning as time, lack of technical competence, negative attitude towards scanning and inaccessibility of data. He suggested sources of environmental data as Information, Communication Technology (ICT) specialists, opinion leaders and religious leaders. KICD has faced similar challenges such as inadequate time for research, lack of enough technical competence, negative attitude by some stake holders and at times inaccessibility of data in some regions due to security issues and lack of capacity. The institute has incorporated the data sources suggested by Mwaka and used several others such as the Education Conferences and Conventions, Practicing teachers, Industrialists, students, education specialists among others.

In his study of strategic planning and environmental scanning in the multi-unit Portuguese hotel sector, Costa (1997) found that the greatest impediment to scanning was a lack of a formalized and continuous ES by both the informal and formalized

planning chains. The other challenge was more of process rather than content where there is a lack of a high degree of flexibility in decision making process. KICD has a formalized research unit that conducts research on continuous basis. The organizational structure was also redesigned to allow flexibility in decision making. The director was apt in responding to organizational matters. Thus this challenge has been satisfactorily addressed.

Scheuer et al. (2014) in their scanning of Henry Ford Community College environment found that the restraining forces to ES were money, lack of awareness of the process, lack of competencies, time challenges, poor communication channels and data overloads. Poor communication of results to the stake holders due to lack of funds was the major bottleneck for KICD. The institute however sends executive summaries to interested stakeholders. The process appeared to be clear and elaborate to the researcher.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study on the challenges of environmental scanning for the curriculum by KICD. The conclusions, drawn from the findings and recommendations are also presented. The chapter also highlights the limitations of the study and suggests areas for further research.

5.2 Summary of findings

The research was guided by two objectives: to find out how environmental scanning is done at KICD and identify the challenges of environmental scanning for the curriculum development in Kenya by KICD. The following is a summary of the findings.

5.2.1 Approaches to environmental scanning at KICD

The study found that KICD is proactive in scanning its environment. The institute uses subject and course Panels, baseline surveys, needs assessments, survey monkey and situational analysis in collecting its data. Once an area of need is identified, the officers apply the designed steps of research to collect and analyze relevant data. The institute borrows from other research institutions and policy documents and publications by subject experts and specialists. Observation is also employed in the field and feedback from teachers, students, education officials and experts, industrialists and other stake holders. The Institute is also keen on global trends and concessions from global education forums for instance World Education Forums organized by UNESCO, Education for All (EFA) conferences, Sustainable Development Goals (SDGs).

5.2.2 Challenges of environmental scanning at KICD

The researcher found that there were systemic and environmental challenges faced by KICD. These included financial limitations leading to poor policy implementation leading to delayed feedback, political interference on the work of KICD, knowledge gaps by the teachers,

5.3 Conclusion

The study concludes that financial challenge remains a key impediment to conducting ES by KICD. The institute thus needs to re-invent the wheel and look for other means of funding. This is because when there is sufficient funding, physical, financial and requisite competencies to keep the institute abreast will always be available. This will equip them to have a thorough understanding of the roles and expectations as well as interests espoused by the various actors involved in the process of change or affected by it (IBE-UNESCO). It is with adequate financing that the institute will be able to address other challenges such as inadequate skilled labor and a lack of capacity to carry out a thorough environmental scan.

It is also the conclusion of this research that owing to the nature and extent of the core mandate of KICD, the institute needs to continuously engage the stake holders in order to reduce ignorance and enhance participation. To wade the political intrigues, lobbying amongst the legislators need to be intensified to minimize political sabotage and ensure that KICD receives adequate support.

5.4 Recommendations

To overcome the financial challenges, the study recommends that KICD intensifies their engagement in an income generating project to reduce overdependence on the government. Caution must however be taken to ensure that the institute does not

deviate from the core mandate. Being a state corporation, and bearing in mind the critical role the institute plays in the country, the government should consider increasing its funding. The trend of reducing funding progressively should be reversed. Investing in the state of the art printing machines will make KICD the preferred printer. The income generated can support the printing of enough report volumes for stake holder use and curriculum support materials for schools.

KICD addresses the curriculum needs for the whole country with offices only at Nairobi County. To ensure effectiveness, the research recommends that the functions be devolved, at least to the County level. This will reduce travelling and data collection costs significantly. Time used to travel to far distances will also be saved. This can be directed to more intense engagements with the environment all over the country.

Due to inadequate research as a result of few research staff, the researcher recommends that more research staff are employed. This will solves the problems of incomplete data arising from hired data collectors who will not be thorough. The government should train teachers on support and collaboration with KICD. Being spread all over the country, creating awareness and engaging them in primary data collection will make the work of KICD easier. The office staff will then have adequate time to carry out desk to research, analysis and report writing.

To bridge the knowledge and skill gaps by teachers as curriculum implementers, the research recommends that KICD in collaboration with the Ministry of Education and the Teachers Service Commission (TSC) conduct refresher courses for teachers and enforce it as a requirement to ensure that they keep abreast with the changes. These courses have only been undertaken by teachers willing to go out of their way to improve on their content mastery. These could be organized even at the sub-county

levels or in partnership with learning institutions. Online programs for teachers should also be designed and enforced.

To bridge the human resources gaps, the study recommends that KICD offer competitive remuneration package to ensure retention. Additionally, it is important to keep reviewing its human resource policies to ensure that retirement periods are staggered. This reduces the risk of institutional memory loss and skill transfer.

On the issue of Stake holder ignorance the study emphasizes on the importance of intensifying public awareness and participation in curriculum development issues. Thus KICD should invest more in partnerships with religious bodies, state departments, development partners, local schools and general public.

To address the gaps on technological challenges, the researcher recommends that with digital content at KICD being second to South Africa in the African Continent, similar measures need to be employed to match the current technological advancements in the country with curriculum dissemination and implementation. This means that that KICD should take advantage of the most basic technological measures even in hard to reach areas.

5.5 Limitations of the Study

The study was carried out in November, period that turned out to be very busy for most staff in the institute. It the expected roll out of the new curriculum in January, many officers were out to train education officers and teachers in preparation for the takeoff. Examination periods are also critical as this provided the much need curriculum monitoring. The study was thus constrained on time allocations for interviews.

The study interviewed senior managers. Their views may not have exhaustively brought out all the challenges pertaining environmental scanning challenges at KICD. It is the view of the researcher that the opinions of those on the ground could also have been interviewed to get a thorough understanding of the problem at hand.

5.6 Suggestions for Further Research

KICD has a wide context of operations, and operates with varied stake holders. The research did not incorporate the perceptions of the stakeholders on the effectiveness of its environmental scanning methods. The researcher thus recommends a study into the perceptions of the stake holders on the effectiveness of how KICD engages them. This will help the institute to improve on their environmental scanning methods.

There has been extensive research on organizational responses to their environment, especially in the for profit organizations. There lacks extensive research on how organizations go about getting information from their environments and the challenges there of. The researcher recommends that further research be conducted on the challenges of environmental scanning in the for profit organizations. This will be helpful in designing concrete solutions to these challenges.

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APPENDICES
APPENDIX I: INTERVIEW GUIDE

Section 1: Staff demographics

i. Name (optional) _____

ii. Gender   male [ ]   Female [ ]

iii. Designation_____

iv. Period of service_____

v. Level of qualification_____

vi. Area of Specialization_____

Section 2: Interview Questions

i. What is your understanding of environmental scanning?

ii. What importance does KICD lay on environment scanning?

iii. How has KICD collected information from its environment (Data Sources)?

iv. What process does KICD use in gathering and analyzing environmental scanning Data?

v. Does the employees appreciate the need of environmental scanning? Is the scanning information shared with them?

vi. To what extent has KICD invested resources in environment scanning?

vii. What role has technology played in environmental scanning? To what extent has it been employed?

viii. How often is environmental scanning done at KICD?

ix. What are the challenges that KICD faces in carrying out environmental scanning?

x. Do you believe KICD is more reactive or proactive as it relates to trends within its environment?

xi. What are your recommendations on how these challenges can be solved?

xii. Who are the users of the reports generated from Environmental Scanning Reports?

xiii. Any other comments that you feel would be useful for the subject at hand?

APPENDIX II: INTRODUCTION LETTER

UNIVERSITY OF NAIROBI

SCHOOL OF BUSINESS

Telephone: 020-2059162 Telegrams: "Varsity", Nairobi Telex: 22095 Varsity	P.O. Box 30197 Nairobi, Kenya

DATE........................

TO WHOM IT MAY CONCERN

The bearer of this letter .....MUTEA   JOEL MURIUNGI...............

Registration No....D61/77531/2015................

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.

PATRICK NYABUTO
SENIOR ADMINISTRATIVE ASSISTANT
SCHOOL OF BUSINESS