

**STAKEHOLDERS' INVOLVEMENT IN THE SUCCESS OF STRATEGY
IMPLEMENTATION AMONG PUBLIC SECONDARY SCHOOLS IN
NAIROBI, KENYA**

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DECLARATION

This research project is my original work and has not been presented for the award of degree in any other university or institution for any other purpose.

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D61 / 8739 / 2006

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

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DEDICATION

This work is dedicated to my best friend Bowen Ken and Sons Daniel and Brian for understanding and support.

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To my God for providing me with finances and good health.

To my supervisor Dr. J. M. Munyoki for giving me the best guidance and being available any time I need assistance.

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God bless you all.

ABSTRACT

The organization is envisioned as the centre of a network of stakeholders, a complex system of exchanging services, information, influence and other resources. Successful stakeholder involvement fosters strategic development of partnership, results in collaborative problem solving in which it ultimately results in broader support for decisions. However, the goals of the stakeholders may be in conflict with each other; they may threaten business organizations. At the same time conflicts arising among the stakeholders, if well managed, can act as a synergy factor leading to a better cooperation and participation of the stakeholders. Organizations need to satisfy stakeholders' demands as an unavoidable cost of doing business. An institution's strategy aims at the determination of the basic long-term goals and objectives of an enterprise, adoption of courses of action and the allocation of resources necessary for carrying out those goals.

The objective of the study was to establish stakeholders' involvement and success of strategy implementation among public secondary schools in Nairobi, Kenya. The study adopted a survey research design of all public secondary schools operating in Nairobi. The study used primary data which was collected using a questionnaire. The data was summarized using descriptive measures, percentages and frequency distribution tables while tables and graphs will be used for presentation of findings.

The study found out that the schools appreciate the role of stakeholders in strategic process as they have helped the schools to broaden support for policy and activities, foster strategic development of partnership, collaborative problem solving, avoidance of conflict during implementation and broadening support for decisions. The stakeholders plays a significant role in strategy implementation in the school and it has resulted to the achievement of broader support in the implementation of the organizations strategies, has resulted in collaborative problem solving during the implementation phase and that over the period, the success of the strategies has been realized since the school incorporated the stakeholders.

The conclusion from the study was that the management of the schools should continue involving the stakeholders in the implementation of their strategies so that they can continue achieving their objectives. The schools should adopt the parameter which suits their institution goals when gauging their strategies achievement.

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LIST OF ABBREVIATIONS

BOGs	-	Board of Governors
C. D. F	-	Constituency Development Fund
GoK	-	Government of Kenya
KNEC	-	Kenya National Examination Council
MOE	-	Ministry of Education
NGOs	-	Non Governmental Organizations
SBUs	-	Strategic Business Units
SPSS	-	Statistical Package for Social Sciences
SRII	-	Stakeholder relationship improvement index
SWOT	-	Strength Weakness Opportunity Threat

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Institutions such as schools need strategies that are in alignment with ever-changing corporate goals, which are increasingly dependent on operating environments. Once an institution has realigned itself, it is ready to face up to a new kind of environment (Miller, 2002). Further, each time managers are faced with a strategic decision they decide how to decide and make choices about who has necessary information and, therefore, who needs to participate in the decision. Such responses to strategic issues are believed to be affected by the way in which decision makers interpret issues. However, as was observed by Daboub and Calton (2006) organizations develop habitual responses to issues and may be predisposed because of their attention to rules and routines, or because of past performance, to respond to strategic issues in certain ways regardless of how issues are interpreted.

1.1.1 Stakeholders Theory

The stakeholder theory posits that an organization is a social construction made of interaction of various stakeholders. The organization is envisioned as the centre of a network of stakeholders, a complex system of exchanging services, information, influence and other resources (Freeman, 1999). The theory further argues that an organization's value is created when it meets the needs of the firm's important stakeholders in a win-win fashion. Successful stakeholder involvement fosters strategic development of partnership, results in collaborative problem solving in which it ultimately results in broader support for decisions. However, the goals of the stakeholders may be in conflict with each other; they may threaten business organizations. At the same time conflicts arising among the stakeholders, if well managed, can act as a synergy factor leading to

a better cooperation and participation of the stakeholders. Organizations need to satisfy stakeholders' demands as an unavoidable cost of doing business. Rowley (2009) noted that the survival of the corporation depends on how well it satisfies its stakeholders. Therefore, the management of competing stakeholders has emerged as an important topic for formulating business strategies.

A stakeholder is any person, group, or organization that can place a claim on an organization's attention, resources, or output or is affected by that output (Bryson, 1995). The stakeholder theory embeds two distinct approaches: the organization focusing on its stakeholders in order to propose suitable managerial techniques, and the manner a stakeholder approaches the organization claiming his/her rights. Whilst one side of the coin seems to be related to how an organization behaves when dealing with its stakeholders, the other side seems to be related to how a stakeholder holds the organization accountable to himself/herself.

Successful stakeholder involvement fosters strategic development of partnerships, results in collaborative problem solving (sharing of power), ultimately results in broader support for decisions. According to Savage et., al (2004), the basic premises of stakeholder theory are that; the organization enters into relationships with many groups that influence or are influenced by the company, the theory focuses on the nature of these relationships in terms of processes and results for the company and for stakeholders; the interests of all legitimate stakeholder are of intrinsic value and it is assumed that there is no single prevailing set of interests. Thus stakeholder involvement is defined as 'the early and ongoing process of building and

maintaining relationships based on mutual trust and respect through dialogue with diverse audiences about complex issues' (Shaw, Ackermann and Eden, 2003)

1.1.2 The Concept of Success

In a review of the school effectiveness literature, Peter Mortimore (1997) identifies two research approaches. Some researchers have been concerned to isolate the determinants of successful schools and the other approach is to identify the causes of school failure. For instance, Stoll (1995): has drawn our attention to lack of vision, unfocused leadership, dysfunctional staff relationships, and ineffective classroom practices as mechanisms through which the effectiveness of schools can deteriorate. He continues to say that a successful school aims to provide an environment in which its members can contribute and achieve. It is concerned with the development of the whole person, with learning through personal interest and commitment, with social development through collaboration and shared activity, with exercising choice and self-determination, and with acknowledging rights balanced with responsibilities. Raising achievement is a key objective for which there are planned developments and targets in curriculum planning, managing behaviour and assessment and monitoring.

On their part, Maden and Hillman (1995), emphasize the importance of a cluster of behaviours: a leadership stance which builds on and develops a team approach; a vision of success which includes a view of how the school can improve performance of students and which, once it has improved, is replaced by a pride in its achievement; school policies and practices which encourage the planning and setting up of targets; the improvement of the physical environment;

common expectations about pupil behaviour and success; and an investment in good relations with parents and the community.

In such a successful school set up teachers work hard to create harmonious relationships in lessons and to provide lessons which contain an interesting variety of activities which largely sustain the interests of students. A good feature of teaching is the way in which subject teachers work with other professionals, parents and outside speakers to provide an interesting and relevant curriculum ... Lessons are well planned with clear objectives ... Clear explanations by teachers leave students in no doubt about what they have to do. Teachers are skilful in ascertaining and developing students' understanding through skilful questioning and reformulating their responses.

According to Gewirtz (1997), in a successful school the head and senior management team have a very clear view of what the school stands for. Whilst, there are political differences and a range of emphases within the staff, there is a generally agreed commitment to offering students a broad and balanced humanistic curriculum within a relatively relaxed and collaborative atmosphere where children are encouraged to be academically achieving, independent, critical and caring. Target setting and performance monitoring are now firmly entrenched practices within the school, although many staff members are opposed to these and critical of their effects on their pedagogical practice.

1.1.3 Institutions Strategy

An institution's strategy aims at the determination of the basic long-term goals and objectives of an enterprise, adoption of courses of action and the allocation of resources necessary for carrying

out those goals. According to Gole (2005), strategic management is a process, directed by top management to determine the fundamental aims or goals of the organization, and ensure a range of decisions which will allow for the achievement of those aims or goals in the long-term, while providing for adaptive responses in the short-term. This process of strategic management encompasses and will encompass: strategy analysis, strategy development and strategy implementation.

As put by Pearce and Robinson (2007), strategy formulation and analysis is concerned with determining where the organization is, where it wants to go and how to get there. It involves carrying out situation analysis that leads to setting of objectives. Vision and mission statements are crafted and overall corporate objectives, strategic business unit objectives and tactical objectives are also developed. Strategy implementation is the process of allocating resources to support an organization's chosen strategies. This process includes the various management activities that are necessary to put strategy in motion and institute strategic controls that monitor progress and ultimately achieve organizational goals. Strategy evaluation includes review of external and internal factors that are bases for strategies formulated, measuring performance and taking corrective action, if necessary. This is important as all strategies are subject to future modification depending on environmental turbulence.

In order to position the organization to cope with the environment, strategists' need to understand the competitive structure of the marketplace in which his/her organization operates (Porter, 1997). Porters generic strategies model can be used to help strategists better understand the competitive dynamics of their marketplaces and align their organization successfully against

each of the forces. The model can also be used to assess the general attractiveness of a market place and to help strategists decide whether, where and how to compete in a market place. He asserts that the strategies in which an organization can adopt includes price differentiation, cost leadership and focus. Under the price differentiation strategy, a company focuses its efforts on providing a unique product or service and from the unique product or service this will provide a high quality customer loyalty. The cost leadership focuses on gaining competitive advantage by having the lowest cost in the industry. In order to achieve a low-cost advantage, an organization must have a low-cost leadership strategy, low-cost manufacturing, and a workforce committed to the low-cost strategy (Malburg, 2000). On the other hand, the focus strategy aims at selecting customer group, product range, geographical area, or service line which will lead at growing market share through operating in a niche market or in markets either not attractive to, or overlooked by, larger competitors.

1.1.4 Secondary Schools in Nairobi

Secondary schools in Kenya fall into two categories, government funded and private. Government funded schools are divided into national and provincial levels. Private schools are run by private organizations, individual or churches. The government of Kenya through its policy documents has consistently stressed the importance of education as a strategy for eliminating poverty, disease and ignorance (GoK, 1976). Consequently provision of education in Kenya is fundamental to the government overall development strategy with the overall policy being to ensure equitable access, improvement of quality and efficiency at all levels of education (GoK, 1994). However, there are challenges that constrain its growth which include issues of access, equity, quality and relevance. Kimagu et al (1999)

The Nairobi province has currently 53 Secondary schools 5 of which are National while 48 are provincial secondary schools. Over the last five years the schools have registered a good performance at the Kenya Certificate of Secondary Education in which at least 4 schools have always been in the top ten best performing schools in the country. Nairobi secondary schools compared with other secondary schools in the country have a relatively developed infrastructure such as accessibility, buildings, laboratories, human resources and social utilities such as electricity and water (MOE, 1999). However, like many of the other Kenyan secondary schools Nairobi schools face several challenges such as lack of adequate funding to support their capital and recurrent expenditures, inadequate space to expand the schools and increase in the number of students seeking secondary education due to the free primary education program initiated by the government.

The government's concern is to reduce low participation and transition rates (from primary to secondary and secondary to tertiary education), quality, relevance and school management (MoE, 2003). Public schools are established and managed by the state through the ministry of education. The operation of the public secondary schools is delegated to the board of governors (BOGs) who are appointed by the ministry for education in accordance with the law (Education Act 1980). The board is expected to meet twice a year and during an emergency.

The issues of concern to educators, the members of public and strategists include escalating cost of running these schools, an increasing number of pupils enrolled that do not complete the four years of education inability of parent to pay fees and delays by government in

releasing the free secondary education funds. Other issues includes, serious cases of indiscipline, high debt portfolio, growing cases of drug abuse have also surfaced. This raises the question of internal efficiency. Wolf (1984) defines internal efficiency in education as the amount of learning achieved during school attendance, compared to the resources provided. Going by KNEC results, the performance in this sub sector has not been impressive.

1.2 Research Problem

Institutions and organizations operate in an open system whereby they affect and are affected by other variables within the system. Indeed corporate management will evolve depending on new requirements and challenges and in therefore in this current changing and competitive operating environment most institutions and organizations are looking at the potential value to be derived from stakeholders. Therefore, their strategies need to be in perfect alignment with ever-changing corporate goals that are increasingly dependent on business environments. According to Elbanna (2006), results of successful stakeholder involvement in an organization will include encouragement of partnership, collaborative problem solving (sharing of power) and ultimately results in broader support for decisions which will led to successful implementation of its strategies and thus attainment of its goals.

With the introduction of Free Primary education in Kenya in 2003, the number of school going children has increased especially in the government funded institutions. Government secondary schools have not been spared the increase in the number of students. In addition, the Kenyan society have continued to demand for accountability and openness in the management of public institutions which up to recently been a closed system. Government secondary schools have in

addition been experiencing reduced funding from the state and this has been attributed partly by the reduced allocation to the parent ministry budget as well as the aim of the government making these institution be self reliant in the long term. As a result of this, there has been need of the schools to source for further funding internally as well as from donors. The latter group of people expects more accountability and involvement in decision making and strategy implementation. Therefore, it envisaged that for a successful implementation of strategy in government schools it is imperative that the same schools involve this group of stakeholders in their strategy implementation.

Several studies have been done on the role of stakeholders in the organizational strategy development and implementation. These include: Musau (2007), Luseno (2007) and Mathenge (2010). Mathenge (2010) researched on the Internal stakeholders involvement in decision making process in which she found out that despite the fact that these stakeholders were involved in the decision making process, there was need of the entire Stakeholder involvement process to undergo continuous evaluation, and the results of the evaluation must constantly inform the process, revising it as needed (formative evaluation). Musau (2007) studied the extent to which various stakeholders' are involved in strategy formulation among Non-Governmental organizations within Nairobi and to establish the factors influencing the extent to which the stakeholders are involved. The study found out that NGOs involve their various stakeholders to various degrees in strategy formulation, that is, listeners, observers, reviewers, advisors, originators and decision makers.

Luseno (2007) on his part undertook a research on the factors influencing communication among stakeholders in the integration process of East African Commission. He found out that the advantages of an effective early stakeholder's dialogue will be mutual understanding of project goals and interests and dissolve of possible issues preventing costly incidents and juridical and regulatory conflicts leading to time and cost overruns. On the basis of the aforesaid studies, it is evident that there has been no study done on the influence of stakeholders in the success of strategy implementation public schools. The current study therefore seeks to establish the influence of stakeholders' involvement in the success of strategy implementation in public secondary schools in Nairobi. The study was guided by the following research question; what influence do stakeholders have in the success of strategy implementation in public secondary schools in Nairobi?

1.3 Objective of the Study

This study objective was;

To establish the influence of stakeholders involvement in the success of strategy implementation in public secondary schools

1.4 Value of the Study

This study will be useful to many players in the educational sector in the country. The public school administrators and teachers would find this study important because they get to learn how effective stakeholder involvement in their strategies will help them in attainment of the same objectives. Also, they will get to understand to what extent these stakeholders need to go in their incorporation of views and how their influence could affect the realization of the schools

objective. In addition to philosophical issues of the appropriate relationship between stakeholders and institution, the literature on stakeholder involvement could help managers in dealing with the fundamental challenges facing managers in today's dynamic and competitive environment: maintaining high levels of effectiveness, productivity, innovativeness, and worker motivation in an increasingly dynamic, competitive environment.

The government as a major player in the sector will find this study an invaluable source of material in developing appropriate policies that will guide and govern the school administrators in dealing with different groups of stakeholders. By developing proper policies on the relationship between schools and various stakeholders schools will be able to source for external funding since various stakeholders will be willing to deal with institutions with proper structures for engagement.

Educators too in the education field would find the information obtained from this study beneficial to their curriculum in imparting knowledge to students and researchers who would be researching on the industry and how it could greatly benefit the country. For academicians, this study will form the foundation upon which other related and replicated studies can be based on. Investors can also gain an insight on the business and its strategic position within the environment, which can assist them in determining viability of their investments

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter provides information from publications on topics related to the research problem. It examines what various scholars and authors have said about implementation of strategic plans and challenges that affect strategy implementation. The chapter is divided into three main areas: theoretical review, strategy implementation and influence of stakeholder involvement on strategy implementation.

2.2 Stakeholder Theories

The stakeholder theory posits that an organization is a social construction made of interaction of various stakeholders. An organization is envisioned as the centre of a network of stakeholders, a complex system of exchanging services, information, influence and other resources (Mersland and Strøm 2009). Thus according to Harrison, Bosse et al. (2007) an organization's value is created when it meets the needs of the firm's important stakeholders in a win-win fashion by attending to the interests of all their stakeholders - not just their shareholders.

According to Freeman (1999), Stakeholders is any group or individual who can affect or is affected by the achievement of the organization's objectives. In other words, it is the person or an organization that can be positively or negatively impacted by, or cause an impact on the actions of an organization (Freeman, 1999). These stakeholders can be distinguished in terms of the immediacy of their effect and their location. In terms of effect, there are two categories which are primary and secondary stakeholders. Primary stakeholders are those who are directly affected either positively or negatively by organization's actions. They are those groups whose continuing

participation is necessary for the survival of the organization. Jawahar and MCLAughlin (2001) identify primary stakeholders as shareholders, investors, employees, customers and suppliers. Secondary stakeholders on the other hand, are those individuals, groups or organizations which can indirectly affect or be affected by the organization's actions. A number of theories have been advanced by various scholars on the stakeholders' organization relationship.

The concept of stakeholder management was developed so that organizations could recognize, analyze and examine the characteristics of individuals or groups influencing or being influenced by organizational behavior (Scott and Lane, 2000). Thus, management function in dealing with the stakeholders is carried out over three levels: the identification of stakeholders; the development of processes identifying and interpreting their needs and interests; and the construction of relationships with the entire process structured around the organization's respective objectives (Baldwin, 2002). On the other hand, stakeholders define their expectations, experience the effects of the relational experience with the organization, evaluate the results obtained and act in accordance with these evaluations, strengthening or otherwise their ties with the company (Neville et al., 2005).

Normative stakeholder theory prescribes how organizations ought to treat their stakeholders (Freeman, 1999). One of the central points in this realm is that organizations should attend to the interests of all their stakeholders - not just their shareholders. A common theme among the scholars of this theory is that firms should treat stakeholders as "ends" (Jawahar and MCLAughlin, 2001). Normative theory is discussed with strong pillars of moral principles and ethics and thus organizations should view their stakeholders as having intrinsic value.

Instrumental stakeholder theory posits that certain outcomes will be obtained by the organization if certain behaviours are adopted. According to this theory, if the behaviour of the managers is in-line and accepted by the stakeholders then the organization will have certain outcomes. Freeman (1999) puts this as “if managers want to maximize shareholders’ wealth, they should pay attention to their key 5 stakeholders” i.e. shareholders, investors, employees, customers and suppliers. In this theory, stakeholders are treated as both means and ends. The general proposition for this theory is that managers of organizations are employed based on mutual trust and cooperation between them and the stakeholders. Descriptive stakeholder theory explains how organizations manage and or interact with stakeholders (Freeman, 1999). This theory purports to describe the actual behaviour. According to Jawahar and MCloughlin (2001), the descriptive stakeholder theory of an organization posits that the nature of its stakeholders, their values, their relative influence on decisions and the nature of the situation are all relevant information for predicting the organizational behaviour and performance.

According Savage et al (2004), the basic premises of Stakeholder Theory include among others; the organization entering into relationships with many groups that influence or are influenced by the company. Indeed Freeman’s (1984) focused on the nature of these relationships in terms of processes and results for the company and for stakeholders; the interests of all legitimate stakeholders are of intrinsic value and it is assumed that there is no single prevailing set of interests. The stakeholder theory focuses upon management decision making; the theory explains how stakeholders try and influence organizational decision making processes so as to be consistent with their needs and priorities; and as regards organizations, these should attempt to understand and balance the interests of the various participants.

2.3 Stakeholder Identification and Involvement

Stakeholders are distinguished in terms of the immediacy of their effect and their location. In terms of effect, there are two categories which are primary and secondary stakeholders. Primary stakeholders are those who are directly affected either positively or negatively by organization's actions. They are those groups whose continuing participation is necessary for the survival of the organization. Donaldson, (2000) and Jawahar and MCLAughlin (2001) identify primary stakeholders as shareholders, investors, employees, customers and suppliers. Secondary stakeholders on the other hand, are those individuals, groups or organizations which can indirectly affect or be affected by the organization's actions.

Harrison and St. John (1998) categorize stakeholders into those within the organization (owners/board of directors, managers, and employees) and within the operating environment (customers, suppliers, government agencies and administrators, unions, competitors, financial intermediaries, local communities, and activist groups), all operating within the broader environment subject to socio-cultural, global economic, and global political/legal forces and technological change. They emphasize the importance of identifying, understanding, building relationships with, and satisfying its key stakeholders, and taking these stakeholders into account in the formulation of organizational strategy.

Another distinction is in terms of their location which includes internal and external stakeholders. The internal stakeholders are those groups which belong inside the organization such as managers and employees. External stakeholders are groups which are outside the

organization and have effects on the survival of the organizations (Harrison 2007). These groups consist of customers, suppliers, government agencies, local communities and unions.

Stakeholder involvement is an integral part of a stepwise process of decision making. At different phases, involvement may take the form of sharing information, consulting, dialoguing, or deliberating on decisions; it should be seen always as a meaningful part of formulating and implementing good policy (Lapenu and Pierret, 2005). Specific involvement initiatives may be seen as part of an ongoing relationship among the different societal partners who are concerned by issues. Stakeholder involvement techniques should not be viewed as convenient tools for “public relations”, image-building, or winning acceptance for a decision taken behind closed doors.

Involvement in strategic decision making has been one of the important governance and strategy roles of boards. Board’s involvement here refers to the overall level of participation of board members in the process of making non routine, organizational wide resource allocation decisions that affect the long term performance of an organization (Judge and Zeithaml, 1992). For the Micro Finance Organizations, the main strategic decisions made are those concerning the vision and mission in terms of the target clients and financial services to be offered, geographic outreach, growth strategy in terms of new product development, choice of directors, lending policies and interest rates to be charged (Lapenu and Pierret, 2005). With the current competition, these organization’s strategic decisions are becoming of more importance and the involvement of boards in making these decisions is important.

They further say that involving relevant stakeholders throughout the strategic planning process is very important to broaden the support for policy and activities, to avoid conflicts and to generate as much support as possible for the implementation of the plan over time. The importance of participatory processes is generally well understood, but traditional administrative and political processes are reluctant to open up policy development and decision-making to a wider, but more unfamiliar (and perhaps less manageable) public. The levels of public involvement include Information gathering that encompasses a systematic analysis of existing social, cultural and economic conditions about directly affected groups of stakeholders and also Information dissemination that include referring to the provision of information about a project to all interested parties (stakeholders).

Stakeholders cannot genuinely be consulted or participate if they are not fully informed about the objectives of a project. Consultation should involve decision makers listening to the views of other stakeholders in order to improve project design prior to implementation, or to make necessary changes during implementation. The process should involve government, affected parties, donor agencies, mass awareness organizations and NGOs (Local and/or international). Indeed any strategy implementation should by extension involve the participation where directly affected groups become joint partners in the design and implementation of projects.

Successful stakeholder involvement fosters strategic development of partnerships, results in collaborative problem solving (sharing of power) and ultimately results in broader support for decisions. Emphasis is on internal and external stakeholders and their involvement in an organization as it helps make sure that everyone's on the same page. Internal stakeholders

communicate informally with friends and neighbors – give them accurate, credible, up-to-date information, use an integrated team of engineers, scientists, and stakeholder involvement/public affairs specialists to address complex issues - success depends on a coordinated effort, and integrate stakeholder involvement and risk communication processes into technical planning and resourcing (Lapenu and Pierret 2005).

2.4 Strategy Implementation

Strategy Implementation is one of the important components of the strategic planning process. Chandler (1962) defined strategy as the determination of the basic long term goals and objectives of an enterprise and the adoption of action and the allocation of resources necessary for carrying out these goals. This means that strategy is about managing new opportunities. The strategy that is chosen should be one that optimizes the resources available in order to achieve organizational goals and objectives. Strategy implementation has been defined as “the process that turns implementation strategies and plans into actions to accomplish objectives” (Pride and Ferrell 2003. P. 12). It addresses who, where, when, and how to carry out strategic implementation process successfully. They further define strategy implementation as “the process of putting strategies into action”.

According to David (2003), both managers and employees should be involved in the implementation decision and adequate communication between all parties is important for successful implementation. Elements that require consideration during the implementation process include annual objectives, policies, resource allocation, management of conflict, organization structure, managing resistance to change, and organizational culture. In developing

policies during the implementation process, methods, procedures, rules, forms, and administrative practices are established.

Bartlett and Ghoshal (1987, p.29) noted that in all the companies they studied “the issue was not a poor understanding of environmental forces or inappropriate strategic intent. Without exception, they knew what they had to do; their difficulties lay in how to achieve the necessary changes”. Organizations fail to implement more than 70 percent of their new strategic initiatives. Given the significance of this area, the focus in the field of strategic management has now shifted from the formulation of strategy to its implementation (Hussey, 1998). There are some commonly used models and frameworks such as SWOT, industry structure analysis and generic strategies for researchers and practicing managers, in the areas of strategy analysis and formulation in strategic management. By contrast, there is no agreed-upon and dominant framework in strategy implementation. Concerning this, Alexander (1991) has stated that: One key reason why implementation fails is that practicing executives, managers and supervisors do not have practical, yet theoretically sound, models to guide their actions during implementation. Without adequate models, they try to implement strategies without a good understanding of the multiple factors that must be addressed, often simultaneously, to make implementation work.

According to David (2003), strategies which are implemented within an organization should support the culture associated with the firm. The proposed strategy should preserve, emphasize, and enhance the culture, in accordance with the culture supporting the proposed strategy. Conflict management also plays an integral role within the implementation process. The human element of strategic implementation plays a key role in successful implementation and involves

both managers and employees of the organization. Both parties should directly participate in implementation decisions and communication plays a key role in ensuring that this occurs. Business performance is influenced by this human element of strategic implementation. Through providing performance incentives to employees during the implementation phase, it is suggested that business performance will be positively influenced.

The lack of a comprehensive framework for strategy implementation drove Noble (1999) to observe that there is a significant need for detailed and comprehensive conceptual models related to strategy implementation. To date, implementation research has been fairly fragmented due to a lack of clear models on which to build. He argues that if a firm's strategy is implemented well, several benefits will be derived by an organization. These benefits include; proper utilization of both financial and human resources and thus enhance organizational growth, development of efficient systems that will enhance coordination that would guarantee achievement of organizations goal and set targets, increased organizational impact due to improved organizational performance and also enable the organization have a clear focus and direction in its growth path and in the process attract competent and resourceful human resource base.

According to Pearce and Robinson (2004), Implementation stage is commonly referred to as action phase of the strategic management process. While other phases of formulation, analysis and choice of strategy are important, these phases cannot ensure success alone. A strategy must be translated into action, and that action must be carefully implemented. Implementation of strategy is initiated in three interrelated stages which include identification of measurable, mutually determined annual objectives, development of specific functional strategies and

communication of policies to guide decisions. Implementing strategies successfully is about matching the planned and the realizing strategies, which together aim at reaching the organizational vision. The components of strategy implementation – communication, interpretation, adoption and action are not necessarily successive and they cannot be detached from one another. Implementation of emergent strategies involves the allocation of resources even though an organization has not explicitly chosen its strategies. Most organizations make use of both deliberate and emergent strategies. Where deliberate or emergent, however, a strategy has little effect on an organization's performance until it is implemented (Mintzberg, 1994).

2.5 Stakeholder Effect on Strategy Implementation

Stakeholder involvement is an integral part of a stepwise process of implementing strategies. At different phases, involvement may take the form of sharing information, consulting, dialoguing, or deliberating on decisions; it should be seen always as a meaningful part of formulating and implementing good policy (Lapenu and Pierret, 2005). Specific involvement initiatives may be seen as part of an ongoing relationship among the different societal partners who are concerned by issues. In addition, stakeholder involvement techniques should not be viewed as convenient tools for “public relations”, image-building, or winning acceptance for a decision taken behind closed doors.

According to Wolf and Putler (2005), successful stakeholder involvement fosters strategic development of partnerships, results in collaborative problem solving (sharing of power) and ultimately results in broader support for decisions. He further states that emphasis is on external stakeholders and their involvement helps make sure that everyone's on the same page, external

stakeholders communicate informally with friends and neighbors – give them accurate, credible, up-to-date information and integrate stakeholder involvement and risk communication processes into technical planning and resourcing.

Lapenu and Pierret (2005) contends that the advantages of an effective early stakeholder's dialogue will be mutual understanding of project goals and interests, early identification and dissolve of possible issues preventing costly incidents and juridical and regulatory conflicts leading to time and cost overruns. The establishment of shared agreement within the initiation will minimize surprises and provide a higher level of acceptance from the project team, client and stakeholders. In addition, the participation of stakeholders makes the initiative more credible and attractive for investing and financing. Consider mentoring any stakeholders who participate in your planning council or workgroups. The standard for meaningful participation will be met when well-informed stakeholders become knowledgeable observers, critics of your efforts and, eventually, positive agents of change. Stakeholder criticism of your efforts is an opportunity to draw diverse opinions and interests into your planning process.

Business strategies can be formulated considering key factors such as resources or capabilities, SWOT assessments, new values, and stakeholders. Stakeholder demands play a vital role because in the current business environment, most businesses are confronted with powerful stakeholders having different goals (Lipineux, 2005). He gave an example of business sites, which may be confronted with obstinate resistance from existing off-line channel suppliers. However, buyers and suppliers can reduce their cost via electronic procurements. Therefore,

these sites need to formulate business strategies based on the conflicting demands of different stakeholders.

Further, according to Lapenu and Pierret (2005) the current business analysis phase defines and analyzes SBUs and related stakeholders. The emphasis is on the analysis of stakeholders' demands. The strategy development phase offers strategic alternatives according to five guidelines: resolution, replacement, integration, re-aggregation, and balance. Then, it filters these alternatives through core competences and weaknesses. In the strategy evaluation phase, the alternatives are evaluated by the stakeholder relationship improvement index (SRII). SRII estimates how the strategy can improve the relationships between a business organization and its stakeholders. The strategy implementation phase makes a detailed action plan for a final strategy and implements it. The performance of this new strategy can be monitored continuously after implementation; the strategy may be adjusted if it is not satisfactory.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research design

The study adopted a survey research design. The survey was of public secondary schools in Nairobi. A survey is feasible when the population is small and variable and hence the researcher will be able to cover all the elements of the population. Therefore a survey is considered to be more efficient and economical than observation. In addition, the researcher adopted this researcher design because the study was concerned about a univariate questions in which the researcher asked questions about the size, form distribution and existence of factors on the influence of stakeholder involvement in the implementation of strategies among public secondary schools in Nairobi. This method also facilitated the drawing of inferences and help in maintaining the continuity of the research process.

3.2 Population of the Study

The population of the study consisted of Public Secondary Schools in Nairobi. According to the Provincial Education office in Nairobi, as at 30th June 2011, there were 53 public secondary schools in Nairobi (Appendix II). Nairobi for the purpose of this study is the area under the jurisdiction of City Council of Nairobi. The selection of the population has been necessitated by strategy implementation challenges being experienced in most of these public schools and also due to the increase in the number of students seeking secondary education since the introduction of the free primary education by the government. In addition all the schools are based in Nairobi and thus it facilitated collection of adequate data by the researcher. Because of the small number of the provincial secondary schools targeted, a census study was done.

3.3 Data Collection

The study used primary data that was collected through a self-administered questionnaire that consisted of structured questions made up of both open and closed ended that was designed to elicit specific responses for qualitative and quantitative analysis respectively. The questionnaires were administered in the respective schools by the researcher and took the school administrators such as the Principals or their deputies. The researcher with prior arrangement visited the target schools and sought to administer the questionnaires to the respondents upon which she requested to collect the same in a weeks' time upon administering. The researcher believed that respondents were privy to the process of implementing strategies at the respective schools. While administering the questionnaires to the respondents, the researcher adopted purposeful sampling design since not all the possible respondents were privy to the role of stakeholder's involvement in the success of the schools strategy. The questionnaires were divided into three sections namely: Introduction, stakeholder involvement and the role of stakeholder involvement in the success of strategy implementation in the public secondary schools in Nairobi.

3.4 Data Analysis and Presentation

The data was analyzed by the use of descriptive statistics to summarize and relate variables which were attained from the administered questionnaires. The data was classified, tabulated and summarized using descriptive measures, percentages and frequency distribution tables while tables and graphs were used for presentation of findings. However, before final analysis is performed, data was cleaned to eliminate discrepancies and thereafter, classified on the basis of similarity and then tabulated. This method of analysis is most desirable as it was enable the researcher to have an insight on how stakeholder involvement influences the success of

implementing strategies in public schools in Nairobi. In accomplishing all analysis details with efficiency and effectiveness, the researcher will utilize the Statistical Package for Social Sciences (SPSS) software

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

The research objective was to establish stakeholder involvement in the success of strategy implementation in public secondary schools in Nairobi. This chapter presents the analysis, results and the discussion with regard to the objective. The findings were presented in percentages and frequency distributions, mean and standard deviations.

4.2 Company and respondents profile

The school and respondents information considered in this study included the respondents' characteristics, gender, length of continuous service with the school, duration of school existence and the number of students the school have. A total of 48 questionnaires were issued out. The completed questionnaires were edited for completeness and consistency. Of the 48 questionnaires used in the sample, only 33 were returned. The remaining 18 were not returned. The returned questionnaires' represented a response rate of 69%. 54.5% of the respondents were female while 45.5% were male. The results indicates that those running the schools are mostly female.

The respondents were to indicate the duration in which they have worked at their respective school. The results are indicated in Table 4.1 below

Table 4.1: Length of continuous service

	Frequency	Percent	Cumulative Percent
Less than 5	5	15.2	15.2
5-10	20	60.6	75.8
Over 10	8	24.2	100.0
Total	33	100.0	

As indicated in Table 4.1 above the length of continuous service in the school by respondents ranged from a period of less than five years to over ten years. 60.6% of the respondents said they had worked for five to ten years, 24.2% said they had worked in their respective schools for over ten years while 15.2% indicated that they had worked for less than five years. Most of the respondents had worked for over five years thus they have enough knowledge regarding their institution.

The respondents were to describe the duration in which their school, had been in existence. The results are indicated in Table 4.2 below.

Table 4.2: Duration of school existence

	Frequency	Percent	Cumulative Percent
Under 5	5	15.2	15.2
6-10	3	9.1	24.2
11-15	3	9.1	33.3
Over 16	22	66.7	100.0
Total	33	100.0	

As indicated in Table 4.2 above regarding the duration the school has been in existence, 66.7% indicated that their school has been in existence for over sixteen years, 15.2% said they have been in existence for less than five years, 9.1% of the respondents said theirs have been in operation for six to ten years while 9.1% said they have existed for between eleven and fifteen years. The duration in which the schools have been in existence varied and these could be attributed to the period when they were started. It can be noted that the percentage of schools that had been in existence for less than five years is very high (15.2%) as compared to the percentage of schools that were in existence for six to ten years and eleven to fifteen years (9.1). This difference can be explained by the fact that for the last five years the number of students joining secondary schools has increased due to free primary education and also the provision of C. D. F which has encouraged establishment of many secondary schools in every constituency

The respondents were to indicate the number of students which their schools had. The results are indicated in Table 4.3 below.

Table 4.3: No of students school have

	Frequency	Percent	Cumulative Percent
Less than 200	1	3.0	3.0
201-400	3	9.1	12.1
401-600	3	9.1	21.2
Over 601	26	78.8	100.0
Total	33	100.0	

As indicated to the Table 4.3 above, 78.8% of the respondents indicated that they have over 601 students, 9.1% said they have between 401 to 600 students, another 9.1% indicated that they

have between 201 and 400 students while 3% of the respondents said they have less than 200 students. The number of students in a school depends on the number size of the school.

4.3 Stakeholder involvement

Stakeholder involvement is an integral part of a stepwise process of implementing strategies. At different phases, involvement may take the form of sharing information, consulting, dialoguing, or deliberating on decisions; it should be seen always as a meaningful part of formulating and implementing good policy. Successful stakeholder involvement fosters strategic development of partnerships, results in collaborative problem solving (sharing of power) and ultimately results in broader support for decisions.

The respondents were to indicate the role of stakeholders in strategic process and whether they are appreciated. The respondents unanimously agreed that they appreciate the role being played by the stakeholders in strategic process. The support of the stakeholders in strategic process would ensure that there is consensus on the strategic position to be pursued by the school and it would only be upon the management of the schools to implement the strategies. It also reduces the conflict between the management and the stakeholders as it was all inclusive process.

The respondents were to indicate whether the school had a mechanism of dealing with various stakeholders in the strategic process. The findings indicate that 90.9% of the respondents indicated that they have a mechanism of dealing with various stakeholders in the strategic process while 9.1% said they do not have a mechanism of dealing with various stakeholders in the strategic process.

The respondents were to indicate the extent to which stakeholder involvement has helped school achieve objectives. The range was 'Strongly agree (1)' to 'strongly disagree' (5). The scores of strongly agree/agree have been taken to present a variable which had mean score of 0 to 2.4 on the continuous Likert scale; ($0 \leq S.E. < 2.4$). The scores of 'moderate extent' have been taken to represent a variable with a mean score of 2.5 to 3.4 pm on the continuous Likert scale: $2.5 \leq M.E. < 3.4$) and the score of disagree/strongly disagree at all have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous Likert scale; $3.5 \leq L.E. < 5.0$). A standard deviation of >0.8 implies a significant difference on the impact of the variable among respondents. The results are indicated in Table 4.4 below.

Table 4.4: Extent to which stakeholder involvement has helped school

	Mean	Std. Deviation
Broaden the support for policy and activities	1.6061	.8638
Avoidance of conflict during implementation	1.7576	.7512
Fosters strategic development of partnerships	1.6667	.6922
Collaborative problem solving	1.7273	.9107
Broader support for decisions	1.9697	1.0150

As indicated in Table 4.4 above stakeholder involvements have enabled schools achieve all the objectives. Broadening of support for policy and activities (mean 1.6061) was indicated as the objective which was achieved most by the schools then fostering of strategic development of partnership (mean 1.6667) then collaborative problem solving (mean 1.7273) then avoidance of conflict during implementation (mean 1.7576) while broader support for decisions (mean 1.9697) was indicated also as being achieved due to stakeholder involvement. The results

indicate that stakeholder involvement enables the schools achieve the objectives which they desired. There was a high degree of variation among the respondents especially on the broadening of support for decisions (standard deviation of 1.0150).

4.3.1 Qualities of stakeholder involvement and the role it plays in the organization

The respondents were to indicate qualities of stakeholder involvement and the role it plays in the organisation. The range was ‘Strongly agree (1)’ to ‘strongly disagree’ (5). The scores of strongly agree/agree have been taken to present a variable which had mean score of 0 to 2.4 on the continuous Likert scale; ($0 \leq S.E. < 2.4$). The scores of ‘moderate extent’ have been taken to represent a variable with a mean score of 2.5 to 3.4 pm on the continuous Likert scale: $2.5 \leq M.E. < 3.4$) and the score of disagree/strongly disagree at all have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous Likert scale; $3.5 \leq L.E. < 5.0$). A standard deviation of > 0.8 implies a significant difference on the impact of the variable among respondents. The results are indicated in Table 4.5 below.

Table 4.5: Qualities of stakeholder involvement and the role it plays in the organization

	Mean	Std. Deviation
It brings to light organizational opportunities and problems that will facilitate proactive strategies	1.6061	.788
Provides basis for continuous improvements in the schools activities	1.7576	.9024
Sheds light on how other schools develop and implement their strategies	2.0000	.8660
Improves speed to which the school adapts to changes in operating environment	2.0606	.9333

As indicated in Table 4.5 above the qualities of stakeholder involvement and the role it plays in the school was that it brings to light organizational opportunities and problems that will facilitate proactive strategies (mean 1.6061), provides basis for continuous improvements in the schools activities (mean 1.7576), sheds light on how other schools develop and implement their strategies (mean 2.000) and improves speed at which the school adapts to changes in operating environment (mean 2.0606). The results indicate that the stakeholder plays a key role in the implementation of the organization strategies.

4.3.2 Success parameters applicable in schools

The respondents were to give their opinion on the success parameters applicable in schools. The range was ‘strongly agree (1)’ to strongly disagree (4). The scores of strongly agree/agree have been taken to present a variable which had mean score of less than 2.5. The scores of disagree/strongly disagree have been taken to represent a variable with a mean score of 2.5 to 4.0. A standard deviation of >0.7 implies a significant difference on the impact of the variable among respondents. The results are indicated in the Table 4.6 below.

Table 4.5: Success parameters applicable in schools

	Mean	Std. Deviation
A vision of success which includes a view of how the school can improve performance of students in the national examinations and the number of students that join university each year	1.3333	.4787
School policies and practices which encourage the planning and setting up of performance targets	1.5758	.5018
The improvement of physical facilities	1.9394	1.8864
The head and senior management team have a very clear view of what the school stands for i.e. increasing the number of students who join university each year	1.5455	.5056

As indicated in table 4.6 above the respondents were in agreement that the success parameters applicable in schools were a vision of success which includes a view of how the school can improve performance of students in the national examinations and the number of students that join university each year (mean 1.3333), the head and senior management team have a very clear view of what the school stands for i.e. increasing the number of students who join university each year (mean 1.5455), school policies and practices which encourage the planning and setting up of performance targets (mean 1.5758) and the improvement of physical facilities (mean 1.9394) was the least parameter which was used by the schools. The results indicate that the school applies different parameters to gauge the strategies which have been advanced by the management of the schools.

4.4 Effect of stakeholder involvement in strategy implementation

Successful stakeholder involvement fosters strategic development of partnerships, results in collaborative problem solving (sharing of power) and ultimately results in broader support for decisions. The respondents were to highlight the effect of stakeholders in the schools strategy implementation. The range was 'strongly agree (1)' to strongly disagree (4). The scores of strongly agree/agree have been taken to present a variable which had mean score of less than 2.5. The scores of disagree/strongly disagree have been taken to represent a variable with a mean score of 2.5 to 4.0. A standard deviation of >0.7 implies a significant difference on the impact of the variable among respondents. The results are indicated in Table 4.8 below.

Table 4.6: Effect of stakeholders in schools strategy implementation process

	Mean	Std. Deviation
It has resulted in collaborative problem solving during the implementation phase	1.6667	.73598
Broader support has been achieved in the implementation of the organizations strategies	1.6061	.70442
Over the period, the success of the strategies has been realized since the school incorporated the stakeholders	1.7879	.59987

As indicated in Table 4.7 above the effect of stakeholders in strategy implementation was that it has led to broader support has been achieved in the implementation of the organizations strategies (mean 1.6061), has resulted in collaborative problem solving during the implementation phase (mean 1.6667) and that over the period, the success of the strategies has been realized since the school incorporated the stakeholders (mean 1.7879). The results indicate that the stakeholders have a huge stake in the implementation of the strategies at the schools.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of the study

The study established that majority of the respondents were female and the respondents being the principals and the deputies, the results therefore implies that there are many female administrators in public secondary schools in Nairobi province . The length of continuous service among the respondents varied from a period of under five years to over sixteen years, however majority of the respondents have served in their respective schools for over five years and therefore understands the role being played by the stakeholders and its benefits. The duration in which the schools have been in existence depends on the time in which the school was started and that was the reason behind some schools having been started some five years ago, however majority of them were started over twenty five years ago. The number of students in a school depends on factors like the size and the period, in which the school was incorporated, however from the results the most of the schools have more than six hundred students.

The results indicates that the schools appreciate the role of stakeholder involvement in strategic process as it assist the schools to develop comprehensive strategies which guide the schools in strategy implementation and these has lead the schools to have a mechanism for dealing with different stakeholders so that each of the stakeholders plays their role to the logical conclusion. The findings were that stakeholder involvement has helped the schools in broadening support for policy and activities, foster strategic development of partnership, collaborative problem solving, and avoidance of conflict during implementation and broadening support for decisions.

The qualities of stakeholder involvement and the role it plays in the organization was that it brings to light organizational opportunities and problems that facilitate proactive strategies, provides basis for continuous improvements in the schools activities, sheds light on how other schools develop and implement their strategies and improves speed to which the school adapts to changes in operating environment. The results on success parameters applicable in schools were that the schools uses different parameters depending on the category in which the schools belong into as some are concerned with the performance while others are concerned with increasing the number of students' enrolment. The parameters were a vision of success which includes a view of how the school can improve performance of students in the national examinations and the number of students that join university each year, the head and senior management team have a very clear view of what the school stands for i.e. increasing the number of students who join university each year, school policies and practices which encourage the planning and setting up of performance targets and the improvement of physical facilities.

Stakeholder involvement in strategy implementation has lead to the achievement of broader support in the implementation of the organizations strategies, has resulted in collaborative problem solving during the implementation phase and that over the period, the success of the strategies has been realized since the school incorporated the stakeholders.

5.2 Conclusion of the study

The results from the study indicates that the schools management appreciate the role being played by the stakeholders in strategic process as it assist the schools to craft the strategies which would help them achieve their desired objectives and these has lead the institutions to put in

place mechanisms of dealing with the stakeholders so that each one of them can play their role adequately. Stakeholder involvement has enabled the schools achieve some of its objectives which are crucial in the management of schools and these underlies the need to involve them in strategy implementation in schools.

The role being played by the stakeholders has been highlighted as being the link between the school administration and the environment and these fosters strategic development of partnerships, results in collaborative problem solving, ultimately results in broader support for decisions. The schools adopt different parameters in order to gauge their success and this necessitates the adoption of strategies which will ensure that the schools achieve their desired objectives. Stakeholder involvement in strategy implementation in the schools has lead to success of the schools strategies due to an all inclusive process which reduces conflict among the stakeholders and the school management and at the same time broadening of the school strategies due to diverse ideas regarding the strategy to be adopted by the school in order to achieve its objectives.

5.3 Recommendations

5.3.1 Recommendation with policy implications

The government as a major stakeholder in both private and public schools need to develop policies that will enhance involvement of other stakeholders in school management and decisions. The same policies should be documented and circulated in all schools. The management of schools should also be opened to there stakeholders in its decisions.

The result of the research project indicates that the schools recognize the importance of stakeholders in strategic process and it is recommended that they should continue engaging all the stakeholders even when they have achieved the set targets as these will inspire them. The stakeholders have helped the schools achieve some of its objectives but they should not sit back and think they have exhausted all the objectives but they should continue engaging them so that they can foster great ties with them thus resulting to more objectives being achieved.

The role the stakeholders play in the schools strategy implementation has been highlighted as being very important as it leads to broadening the support for policy and activities, to avoid conflicts and to generate as much support as possible for the implementation of the plan over time and therefore the management of the schools should continue engaging the stakeholders. The stakeholders' effect on strategy implementation in the schools has led to the achievement of some of the strategies, however the management of the schools should continue engaging them so as they can assist the institution put strategies in motion and institute strategic controls that monitor progress and ultimately achieve organizational goals.

5.3.2 Recommendations for Further Research

The study confined itself to the public secondary schools operating in Nairobi. This research therefore should be replicated in all secondary schools operating in the country so as to establish whether there is consistency on the stakeholders' involvement and success of strategy implementation.

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APPENDIX I: COVER LETTER

Lucy N. Macharia

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P.O. BOX 30197, Nairobi

August, 2011

Dear Respondent,

I am a postgraduate student at the University of Nairobi, School of Business. I am carrying out research on **“Stakeholders Involvement in the Success of Strategy Implementation in Public Secondary Schools in Nairobi”**. This is in partial fulfillment of the requirement for the degree of Masters in Business Administration (Strategic Management) Degree program at the University of Nairobi.

This study uses Public Secondary Schools as the survey variables as the case study from which you have been selected as one of the respondents. The success of this research substantially depends on your help and co-operation.

I hereby request you to respond to questioner as honestly as possible and the best of your knowledge. The information provided will exclusively be treated with utmost confidence; neither your name nor any other details shall appear in my report.

Thank you in advance,

Yours sincerely,

Lucy N. Macharia
(Student)

Dr J. M. Munyoki
(Supervisor)

APPENDIX II: QUESTIONNAIRE

Please give answers in the spaces provided and tick (✓) in the box that matches your response to the questions where applicable.

PART A: DEMOGRAPHIC AND RESPONDENTS PROFILE

1) Name of the school:

2. What is your designation in the school.....

Gender: male ()

Female ()

3. Length of continuous service in the school?

a) Less than five years ()

b) 5-10 years ()

c) Over 10 years ()

4. For how long has your school been in existence?

a) Under 5 years ()

b) 6 – 10 years ()

c) 11 – 15 years ()

d) Over 16 years ()

5. How many students does the school have?

a) Less than 200 () b) 201-400 ()

c) 401-600 () d) Over 601 ()

PART B: Stakeholder Involvement

1.) As a school do you appreciate the role of stakeholder involvement in strategic process?

Yes ()

No ()

2.) If yes does the organization have a mechanism of dealing with various stakeholders in the strategic process?

Yes ()

No ()

3.) Please indicate the extent to which stakeholder involvement has helped your school in achieving the following objectives;

Key

1) Strongly Agree 2) Agree 3) Moderate extent 4) Disagree 5) Strongly Disagree

FACTORS	1	2	3	4	5
Broaden the support for policy and activities					
Avoidance of conflict during implementation					
Fosters strategic development of partnerships					
Collaborative problem solving					
Broader support for decisions.					

4) Please indicate the extent to which you agree with the following statement on the qualities of stakeholder involvement and the role it plays in the organization.

Key

1) Strongly Agree 2) Agree 3) Moderate extent 4) Disagree 5) Strongly Disagree

FACTORS	1	2	3	4	5
It brings to light organizational opportunities and problems that will facilitate proactive strategies.					
Provides basis for continuous improvements in the schools performance					
Sheds light on how other schools develop and implement their strategies					
Improves speed to which the school adapts to changes in operating environment.					
It improves the understanding of the external and internal customers					

6) The table below presents statements regarding the success parameters applicable in schools. Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below.

SA – Strongly Agree

A – Agree

D – Disagree

SD – Strongly Disagree

Statement	SA	A	D	SD
1. A vision of success which includes a view of how the school can improve performance of students in the national examinations and the number of students that join university each year.				
2. School policies and practices which encourage the planning and setting up of performance targets				
3. The improvement of the physical facilities				
4. The head and senior management team have a very clear view of what the school stands for i.e. increasing the number of students who join university each year.				

PART C: Effect of Stakeholder Involvement in Strategy Implementation

1.) The table below presents statements regarding the effect of stakeholders in the schools strategy implementation process. Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below.

SA – Strongly Agree

A – Agree

D – Disagree

SD – Strongly Disagree

Statement	SA	A	D	SD
5. It has resulted in collaborative problem solving during the implementation phase				
6. Broader support has been achieved in the implementation of the organizations strategies				
7. Over the period, the success of the strategies has been realised since the school incorporated the stakeholders				

APPENDIX III

LIST OF PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE

JUNE, 2011

A) NATIONAL SCHOOLS

1. Kenya High school
2. Lenana High School
3. Moi Forces Academy
4. Nairobi School
5. Starehe boys Centre School

B) PROVINCIAL SCHOOLS

1. Aga Khan High School
2. Aquinas High School
3. Buruburu High School
4. Dagoretti High School
5. Dandora High School
6. Drumville Secondary School
7. Eastleigh Secondary School
8. Embakasi Secondary School
9. Highway Secondary School
10. Hospital Hill Secondary School
11. Huruma Girls High School
12. Jamhuri High School
13. Jehova Jire Secondary School
14. Kamiti Secondary School
15. Kamukunji Secondary School
16. Kangemi Secondary School
17. Karen C Secondary School
18. Kayole Secondary School
19. Lang'ata Road Secondary School

20. Langata Secondary School
21. Maina Wanjigi Secondary School
22. Makongeni Secondary School
23. Moi Girls, Nairobi
24. Muhuri Muchiri Secondary School
25. Mutuini Secondary School
26. Nairobi Milimani Secondary School
27. Nembu High School
28. New Dagoretti Secondary School
29. Ngara Girls High School
30. Nile Road Secondary School
31. Ofafa Jericho Secondary School
32. Our Lady of Fatima Secondary School
33. Our Lady of Mercy Secondary School
34. Pangani Girls Secondary School
35. Parkland Arya Girls High School
36. Parkland Secondary School
37. Precious Blood school
38. Pumwani Girls Secondary School
39. Pumwani Secondary School
40. Ruaraka High School
41. Ruthimitu Girls Secondary School
42. Ruthimitu Secondary School
43. St. George's Secondary School
44. St. Teresa boys Secondary School
45. State House Girls High School
46. Uhuru Secondary School
47. Upper Hill Secondary School
48. Ushirika Secondary School