# STRATEGIC RESPONSES OF PUBLIC SECONDARY SCHOOLS TO ENVIRONMENTAL CHALLENGES IN MATUNGULU DIVISION, MACHAKOS COUNTY

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# DECLARATION

I declare that this research project is my original work and its content has never been presented to any other institution for the award of a degree.

Signature................................ Date: ............ 11/11/2011 ................

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This research project has been carried out by the student under my supervision and has been submitted for examination in the University with my approval.

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# DEDICATION

This study is dedicated to my beloved Parents Mr. J.K Wachira and Mrs. Edith Wakarima

Wachira, My sons Alvin and Adrian.

# ACKNOWLEDGMENT

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# ABSTRACT

Organizations need to continuously identify opportunities and threats in the business environment and adapt their resources and competences so as to get maximum advantage. The organizations exist in an environment which consists of complex commercial, political, economical, social, technological and legal aspects that may give rise to opportunities or threats to an organization. The study sought to identify the environmental challenges that impact on Public secondary Schools in Matungulu Division, Machakos County and how they seek to respond to them. The target population of the study was all principals of public secondary schools in Matungulu Division..

Towards meeting the objectives, relevant primary and secondary data was collected from the institutions and other stakeholders. It was analyzed, conclusions and recommendations were made. A further suggestion for research was also made.

The research established that these institutions had experienced many challenges brought about by the external environment for example technological, political, economic and social/ cultural challenges. It was also established that these challenges could be responded to through various measures. The findings from this study will be used by various stakeholders in the education sector to make education more efficient and relevant. It will also assist the stakeholders to deal with new strategies and emerging challenges. The research proposed that further studies be carried out to on the challenges brought about by the introduction of Free Secondary Education.

# CHAPTER ONE: INTRODUCTION

## 1.1 Background

The environment in which organizations operate is constantly changing with different factors influencing the organizations. Since the turn of the millennium, the general business environment has become more volatile, unpredictable and very competitive. Coping with the increasingly competitive environment has called on firms to rethink their marketing strategies (Pearce and Robinson, 2007). It is also important to note that all organization is environment serving that is they are dependent on the environment for their inputs and outputs. For survival an organization must maintain a strategic fit with the environment. If a firm is to control its growth, change and development it must seek to control the forces which provide the opportunity for growth and change, and those which pose threats. A firm's external environment consists of all the conditions and forces that affect its strategic options. These can be in reference to , the economic conditions , the labor market the social –economic environment ,technological environment, the government , suppliers , customers competitors , the media and so on .

According to Eshiwani (1990), an educational system of the country can be considered as a sophisticated organism: all the physical, social and cultural factors and conditions influencing its existence and development constitute the so called educational environment. Friendly environment of the teacher s and student's plays an increasingly important role as strategic component in today's education – a role that is transforming a traditional Educational system into a flexible, efficient, and extremely capable tool, which meets the needs of ever evolving modern society. The conclusion is obvious: there's a demand for more thorough analysis of the educational environment components, the factors, which influence its formation and perfection, as well as its ability to adapt

and keep up with the rapid technological and social changes. The formation of a properly organized educational environment is one of the key elements of the country's educational system development. To create an advanced educational environment means to provide teachers and students with a powerful educational tool.

Koech (1999) contends that analysis of the educational environment components and further elaboration of the recommendations for their development and improvement is vital for education experts. Such analysis might help educators better understand the relations between social, pedagogical technological and other aspects of the educational environment. It might also provide some guidelines and assistance for the development of the educational environment oriented teaching methods and materials. By exploring the factors that influence the formation of the educational environment components education experts can work out the basic principles of the educational environment.

### 1.1.1 Strategic Responses to Changing Organization Environment.

Strategy can be seen as the matching of the resources and activities of an organization to the environment in which it operates. Johnson and Scoles, (2002). According to Chandler (1962), strategy is the direction and scope of an organization over the long term, which achieves advantage for the organization through its configuration of resources within a changing environment and to fulfill stakeholder's expectations. Strategic responses aim at achieving strategic fit. They aim at achieving the correct positioning of the organization, which determines the extent to which it meets clearly identified market needs. Strategic responses ensure that an organization is ready for the challenges and has planned how to deal with the obstacles. Strategic responses include leadership of the firm, where the leader should be committed and competent to handle the changes that will ensure they succeed in fighting the challenges.

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According to Pearce and Robinsons (1991), strategic responses are the set of decisions and actions in the formulation and implementation of plans designed to achieve a firms objectives. Strategic concept enables firms to cast strategies needed to provide them with a competitive advantage over their competitors. Such concept strengthens a firm's ability to scan and analyze the environment critically and prepare appropriate action necessary for the business to survive. For the Education sector to operate in its most effective mode, it must create a win-win scenario for all participants. Adopting the viable strategic concepts and management practices that will inadvertently resolve most of the challenges bedeviling the sector.

The environment has been characterized as complex, dynamic, multi-faceted and having far reaching impact (Kazmi, 2002). The environment in which organizations operate is constantly changing with different factors influencing the organizations. Since the turn of the millennium, the general business environment has become more volatile, unpredictable and very competitive. Coping with the increasingly competitive environment has called on firms to rethink their marketing strategies (Kotler, 2003). Organizations must realize that their products, regardless of how good they are, simply do not sell themselves. It is also important to note that all organizations are environment serving that is they are dependent on the environment for their inputs and outputs.

For survival an organization must maintain a strategic fit with the environment. If a firm is to control its growth, change and development it must seek to control the forces which provide them. A firm's external environment consists of all the conditions and forces that affect its strategic options. These can be in reference to, the economic conditions, labor market, the social — economic environment, technological environment, the government, suppliers, customer's competitors, the media and so on.

## 1.1.2 Overview of the Education System in Kenya

The attainment of Education For All (EFA) by 2015 is a major goal for the Government. The right to education for all Kenyans is inscribed in the constitution and in other various official documents on education policies including the Children's Act. This is also in line with the Government commitment to international declarations, protocols and conventions as stipulated in world conference on Education For All (Dakar Senegal, 2000) and also the Millennium Development Goals. In order to achieve Education for all the Government has undertaken various measures in instituting reforms to address the challenges with respect to access, equity, quality and relevance.

According to Ministry of Education Annual Reports (2008), Kenya has made significant strides in its education sector. These desires have been driven by the desire to harness the benefits that accrue from education. While the Government has a social responsibility to provide education places, it is acutely aware of its need for an educated labour forces for both economic and other forms of development. Over the years, various commissions instituted to look into the education system have provided the policy frameworks on which the provisions of education have been based. Equally important interventions that have had noticeable impacts on education have been the residential decrees especially on school levies. The decree has had profound impact in increasing enrolment especially at primary level.

Republic of Kenya, (2005) Sessional paper No 1 indicates that the National Education has evolved overtime with major changes having been instituted in the 1980's. In 1984, the 7-4-2-3 structure and system was replaced with the 8-4-4 system. The 8-4-4 system was intended to make education more relevant to the world of work and thus produce high level manpower to meet the demands of the economy. The 8-4-4 system provided 16

years of schooling. It emphasized that the content of the curriculum be combined with the quality and relevance of education. The Primary cycle caters for learners of between 6 – 14 years and secondary education targets 14 - 18 years while University targets over 18 years of age. Secondary Education which lasts four years (4) leads to the Kenya Certificate of Secondary Education (K.C.S.E).

**Figure 1: The Structure of Kenya's Education system**

THE STRUCTURE OF KENYA'S EDUCATION SYSTEM

| UNIVERSITY EDUCATION (4 to 6 years | MIDDLE LEVEL COLLEGES (Maximum of 3 years) |

These include:
- NATIONAL POLYTECHNICS
- TEACHER TRAINING COLLEGES
- VOCATIONAL AND TECHNICAL EDUCATION AND TRAINING (These include: Technical Training Institutes, Institutes of Technology, and National Polytechnics).

SECONDARY EDUCATION (4 years)

PRIMARY EDUCATION (8 years)

YOUTH/VILLAGE POLYTECHNIC

Key

‑‑► Indicates a strong link (formalized).

—► Indicates weak link (if there is any link). Some links are in the process of being strengthened

Source: Ministry of Education Annual Report (2008)

In general, there has been significant increase in enrollment from 891,103 in 1963 to 1,816,017 in 1973 and eventually 4,323,822 and 5,428,386 in 1993 respectively (Republic of Kenya 1999). In 2003, it was estimated that there were over seven million

children in Primary schools, out of which more than one million had enrolled as a result of Free Primary Education Programme (FPE).

## 1.1.3 Secondary School Education in Kenya

According to Republic of Kenya, Sessional Paper No1: (2005) Primary schools act as feeders to secondary schools. One of the factors constraining secondary education enrolment is that the growth in the number of secondary schools has not matched that of primary schools. In 2003, there were 3,547 public secondary schools compared to 17,822 public primary schools. This situation is more constraining following implementation of the FPE and the projected increase in the demand for secondary education. The situation is more severe in urban areas, especially urban slums, which account for over 60 percent of the urban population. The Gross Enrollment Rate (GER) for the secondary sub- sector also decline from 29.4 percent to 22.2 percent between 1990 and 2000. This performance undermines the country's efforts towards realizing EFA goal.

Eshiwani (1990) noted that this decline may have been caused by the following factors: high cost (the average annual unit cost for secondary education is 5 times higher than primary education) with an estimated 30 percent drop out rate due to this factor alone; cost burden and learning materials, school uniforms, transport and development levy; private tuition; unfriendly school environment, poverty at the households level; negative effects on HIV/AIDS pandemic, and high repetition rates. In addition, the cost is higher by 50 percent in boarding secondary schools due to internal inefficiency.

Since independence in 1963, the number of students enrolled at various levels of education has substantially increased. This has led to an increase in public secondary schools and registered private schools. According to (Session paper No. 1 of 2005 on

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Policy Framework For Education Training and Research) the secondary level enrolment grew from 30,000 students in 1963 to 862,908 students in 2008.

The Ministry of Education (M.O.E) has the overall responsibility to manage all aspects of education and training with the assistance of semi- autonomous Government Agencies at the provincial level, Provincial Director of Education (PDE), coordinates education in their respective districts. At the district level, education management, planning and monitoring of schools and teachers fall under District Education Boards (D.E.Bs) with the District Education Officers. The Board of Governors (B O G s) is responsible for management of human and other resources so as to facilitate smooth operations and the provision of teaching and learning materials.

Secondary education faces challenges which the Government sought to respond through commissions committees and task forces so as to fit to the endlessly changing environment conditions. The Ominde report (1964) proposed an education system that would foster National Unity and creation of sufficient human capital for National Development. The MacKay's report (1981) led to the removal of the advanced level of Secondary Education and the expansion of other post secondary training institution. This led to the establishment of the 8-4-4 system of education. The current 8-4-4 structure and system does not prepare secondary level graduates well to enter the sub- sector, the country needs a critical mass of Kenyans with technical skills for technological take off and economical stability.

The Kamunge report (1988) focused on improving education financing, quality and relevance. This was at a time when the government scheme for the provision of institutions material through the National Textbook Scheme was insufficient and therefore adversely affected the quality of teaching and learning. This has led to the

policy of cost sharing between the Government, parents and communities. The Koech report (2000) recommended Totally Integrated Quality Education and Training (TIQET). The government did not adopt the report due to cost implications.

### 1.1.4 Secondary Schools in Matungulu Division

A school is an administrative unit dedicated to and designed to impart skills and knowledge to students. A school is organized to efficiently deliver sequential instruction from one or more teachers. In most cases, but not always, a school is housed in one or more buildings. Public Secondary school can be categorized as either, National, Provincial or District schools. There are 22 Public secondary schools in this Division. According to Mulema (2004) The social cultural dimension is especially important because it determines the goods, services, and standards that society values. The social cultural force includes the demographics and values of a particular customer base. Demographics are measures of the various characteristics of the people and social groups who make up a society. Age, gender, and income are examples of commonly used demographic characteristics. Values refer to certain beliefs that people have about different forms of behavior or products. Changes in how a society values an item or a behavior can greatly affect a business.

The political and legal dimensions of the external environment include regulatory parameters within which an organization must operate. Political parties create or influence laws, and business owners must abide by these laws. Tax policies, trade regulations, and minimum wage legislation are just a few examples of political and legal issues that may affect the way an organization operates (Njau, 2000). An interesting scenario, slowly creeping into schools, is the clamour and agitation for removal of a Principal ostensibly because he is not a performer. While this may be the case in only a

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handful of cases, the real reason may be that the principal refused to toe the line of the sitting local councilor or M.P. It is also true that some of the head teachers have gained their positions through corruption and patronage and though academically and professionally qualified the have a tendency to run these institutions in bid to please their area leaders. Many stalled Constituent Development Fund (CDF) projects, high drop out rate, poor students' performance are a testimony of poor management practices. (Njau, 2000).

The technological dimension of the external environment impacts the scientific processes used in changing inputs (resources, labor, money) to outputs (goods and services). The success of many organizations depends on how well they identify and respond to external technological changes (Matanda, 2005). For example, one of the most significant technological dimensions of the last several decades has been the increasing availability and affordability of management information systems (also known as MIS). Through these systems, managers have access to information that can improve the way they operate and manage their businesses (Eisenhardt & Martin, 2000).

Education management would be more effective where Efficient Management Information System (EMIS) provides a smooth flow of information to policy makers, planners, managers and other stakeholders at all levels of education and training. (Session paper No.1 2005 on Policy Framework for Education Training and Research). The (MOE) lacks an effective (EMIS) while electronic networking is weak and most officers require training on use of computers. As a result information and communication to and from headquarters to provincial, districts and school levels is normally through letters and circulars sent by post or by faxes thus causing delays in decisions making and follow of

action (Session paper No.1 2005 on Policy Framework for Education Training and Research).

The economic dimension reflects worldwide financial conditions. According to Annual reports (1998), certain economic conditions of special concern to organizations include interest rates, inflation, unemployment rates, and Gross National Product (GNP). A favorable economic climate generally represents opportunities for growth in many institutions, such as sales of clothing, jewelry, and new cars. But some businesses traditionally benefit in poor economic conditions. The parents and guardians are for example unable to sustain their children through school during times of economic downturn. These affect secondary schools negatively as it can not run its operations smoothly.

## 1.2 Statement of the problem

Organization of all type has found it necessary to engage in strategic management in order to achieve corporate goals. The strategic management process includes understanding the strategic position of an organization of organization strategic choices for the future and turning strategy into action. The strategic position is concerned with the impact of strategy to the external environment, internal resources and competences and the expectations of stakeholders. Strategic choices involves understanding the underlying bases for future strategy at both corporate and business unit level and the option of developing strategy in term of both direction and methods of development, (Johnson & Scholes, 2002).

Pearce & Robinsons (1997) noted Strategic responses are the set of decisions and actions in the formulation and implementation of plans designed to achieve a firms objectives.

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Strategic concept enables firms to cast strategies needed to provide them with a competitive advantage over their competitors. Such concept strengthens a firm's ability to scan and analyze the environment critically and prepare appropriate action necessary for the business to survive. Organizations of every type must find it necessary to engage in strategic management in order to achieve its goal. The education system must also address emerging challenges such as environment concerns, technology as well as management issues which are critical for efficient implementation of an educational policies.

The external environmental forces include social cultural, political and legal, technological, economic influences. These forces may impact one organization more than another simply because of the nature of a particular business. Aosa, (1982) noted that industries are responding to customer's demands by becoming more innovative in their new ways of approaching changed environment. They adopt strategies such improved customer services, credit facilities. Kenyan secondary schools have failed to respond to the needs of their customers. The education structure is not flexible enough to be able to change with the changes that occur in the environment. The education system should address emerging challenges such as environment concerns, technology as well as management issues which are critical for efficient implementation of an education enterprise. Therefore managers have to keep reviewing their strategy to match the environmental demands, in order to enhance preparedness in handling surprising events.

A number of studies have been done in Kenya on the relationship between strategy and the external environment ( Bett 1995, Njau 2000, Kamau 1997, Kombo 2008). These studies have given insight into the challenges and responses of some Kenyan organizations to the changing environmental conditions. None of these studies have

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focused on the Public secondary schools which is a vital stage in our education system. Secondary schools need strategic responses to be able to cope with the ever changing environmental challenges and ensure that they continuously sustain and enhance education excellence. In view of this, it is thus the aim of this study to seek to answer the question, what are the environmental challenges faced by Public Secondary schools and how they should respond to them?

## 1.3 Research Objectives

The objective of this study is:

To determine the strategic responses by public secondary school in Matungulu Division to environmental challenges.

## 1.4 Value of the study

These study's findings are expected to benefit various stakeholders. The Board of Governors will be guided in coming up with suitable strategies and management practices that will ensure profitability, survival and growth – going concerns. They will also be able to evaluate and review their management practices as tools for competitiveness in the face of the changing environment. The government and specifically the Education sector will also benefit from the study in formulating policies and measures to stimulate growth in these sectors. The public will also benefit since a lot of public funds and resources have been invested in the sector.

All those interested in the Education sector and who are directly and indirectly affected by the activities in the sector like Educationist, experts, lobby groups, private institutions, will use this information to understand the main challenges affecting this sector. Those in

the academia will also find the result of this study invaluable as it contributes to the body of knowledge in the field. The study will also contribute to the existing literature in the area of Strategic Management.

# CHAPTER TWO:  LITERATURE REVIEW

## 2.1 Introduction

This chapter covers review of theoretical literature, analytical and empirical literature. It also states gaps to be filled by the study and how the study differs from past studies. It has been subdivided into three areas: the concept of strategy, the environmental challenges and their impact on the organizations and strategic responses the organizations should adopt.

## 2.2 The Concept of strategy

Strategy refers to the machinery of the resources and the activities of an organization to the environment in which it operates, Johnson & Scholes, (2002). According to Ansoff & Mcdonnel, (1990), Strategic actions in an organization are influenced by environment complexity and volatility. Changes in the environment will lead to changes in objectives and strategy, (Pearce & Robinson, 2003). Hamel & Prahalad (1989) declared that strategy needs to be more active and interactive; less "arm- chair planning" was needed. They introduced terms like strategic intent and strategic architecture. Their most well known advances were the idea of core. They showed how important it is to know the one or two key things that your company is good at. Quinn (1980) viewed strategy as the pattern or plan that integrates an organization major goals, policies and actions sequence into a cohesive whole.

Several research studies have defined strategic management as the process of setting and accomplishing goals through the use of human, technical, and financial resources within the context of the environment variables. Additionally, strategic management as the process of sharing goals & values, strategy, structure, systems, staff, skills, styles, and

succession. However, most of the research maintains that strategic management is driven by the top level of an organization. Other research studies define the strategic management process as a process aimed at building a market position strong enough and an organization capable enough to produce successful performance despite unforeseeable events, potent competition, and internal problems.

The strategic management process also includes understanding the strategic position of an organization and turning strategy into action. A strategy to an organization is, amongst other things, a plan of how the organization can achieve its goals and objectives (Davies 2000 & Mintzberg 1996), it is a 'commitment of present resources to future expectations' (Drucker 1999, p. n.p.) The aim of strategic management is to decide on organizational goals, the means of achieving those goals, and ensuring that the organization is sustainable and positioned in order to pursue these goals. Furthermore, the strategies developed provide a base for managerial decision making (Browne 1994 & Porter 1980 & Robbins et al. 2000). It is through strategic management that a firm will be able to position and relate itself to the environment to ensure its continuous success and also secure itself from surprise brought about by the changing environment. He further argues that this can be done by, positioning of the firm through strategy and capability planning in its rightful competitiveness, use of real time responses through issue management and though systematic management of resistance during strategic implementation.

The strategic analysis process depicted on figure 2 focuses on the integration of opportunities with distinctive competences. The internal analysis is used to identify assets (resources) and competences (capabilities) currently possessed by the organization. These will influence the strategic options developed in the next stage of the strategic planning process, as will the -external market environment of customers and competitors.

Strategies may be developed around existing assets or distinctive competences through matching them with environmental opportunities (Pearce & Robinson, 1994). Alternatively, they may identify new competences that will be acquired, developed and supported. Growth strategies such as product expansion, market expansion, and diversification often require that competences be extended and enhanced to meet environmental opportunities (Aaker, 2001).

**Figure 2: Strategic Analysis – Design School Model**
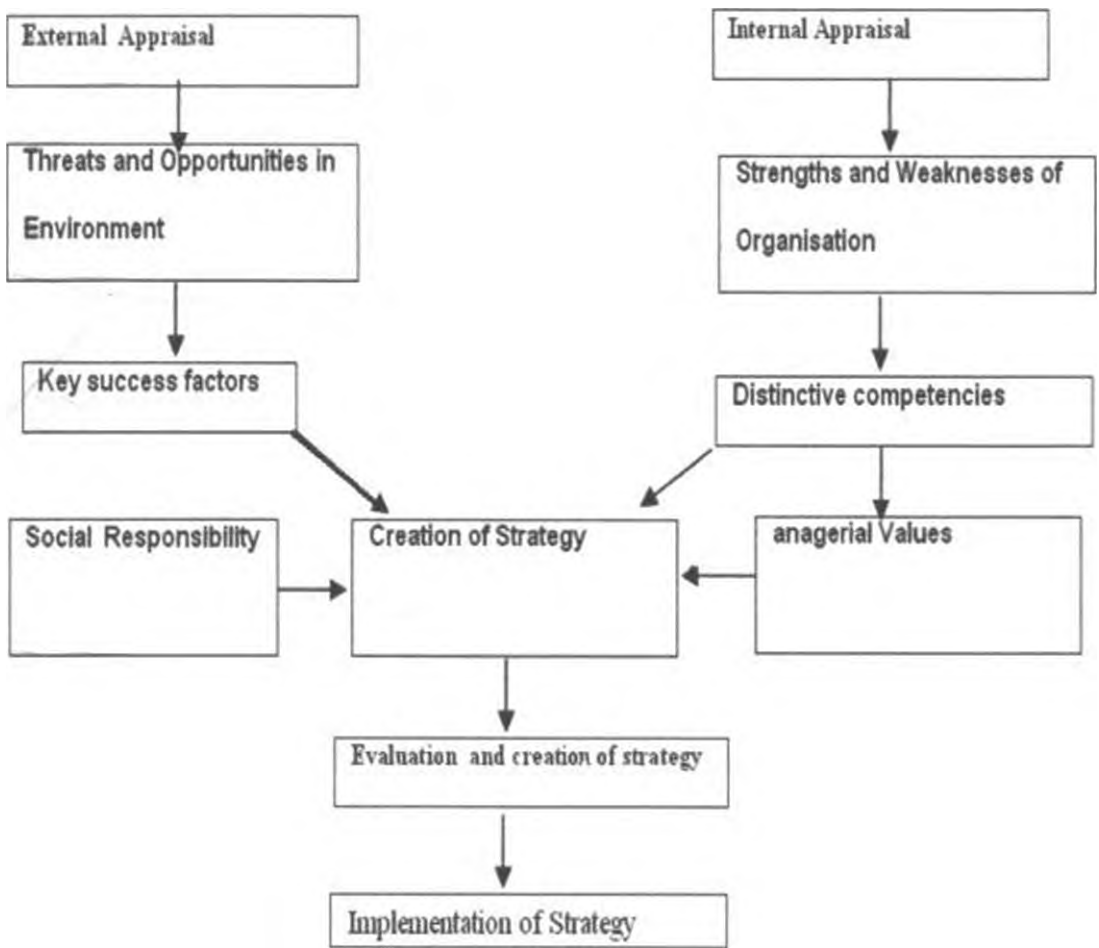


Source : ( Brown,1994 )

Within the bounds of this framework, the independent variables of external and internal environmental analysis will generate a number of candidate strategies. From these candidate strategies, the selected strategies will determine the products and services provided, in effect, the organization's position and scope. The products and services to be produced, in turn determine the resources, which include knowledge assets, required to produce them (Teece, Pisan & Shuen, 1997). Effective strategy implementation requires careful selection and management of the organizational assets and competences required to support the strategies. Strategic Management's aim is to ensure firms are competitive, and able to satisfy both customers' and shareholders' expectations. The process involves the analysis of the external market and the firm's internal capabilities. Chardler (1962) views strategic management as the determination of the basic long- term goals and objectives of an enterprise, the adaptation of courses of action and the allocation of resources necessary for carrying out these goals.

According to Buzzell & Gale (1987), active strategic management requires information gathering and active problem solving. In the early days of Hewlett – Packard, Dave Packard and Bill Hewlett devised an active management style that they called Management By Walking Around ( MBWA) Senior H –P managers were seldom at their desks. They spent most of their days visiting employees, customers, and suppliers. This direct contact with key people provided them with a solid grounding from which viable strategies could be crafted. The " MBWA" concept was popularized in 1985 by a book by Tom Peter and Nancy Austin . Japanese managers employed a similar system, which originated at Honda, and is sometimes called the 3G's (Genba , Genbutsu, Genjitsu) Which translates into " actual place, actual thing, and actual situation" Secondary schools head should adopt these to ensure proper time management by students, teachers and support staff.

Probably the most influential strategist of the decade was Michael Potter. He introduced many new concepts including, 5 forces analysis, generic strategies, the value chain, strategic groups, and cluster. In 5 force analysis, he identifies the forces that shape a firms strategic environment. It is like a SWOT analysis with structure and purpose. It shows how a firm can use these forces to obtain a sustainable organization. Porter modifies Chandler's dictum about structure following strategy by introducing a second level of structure. Organization structure follows strategy, which in turn follows industry structure. Porter's generic strategies detail the interaction between cost minimization strategies product differentiation strategies and market focus strategies. Although he did not introduce these terms, he showed the importance of choosing one of them rather than trying to position your company between them. He also challenged managers to see their industry in terms of a value chain. This forced management to look at its operations from the customer's point of view. Every operation should be examined in terms of what value it adds in the eyes of the final customer.

## 2.3 External Environmental Challenges

The analysis of the environment according to Kombo, (1997) is a major stage of the strategic management process, which is concerned with providing an understanding of the current situation that the organisation faces. Let say, the analysis of the environment the impact of internal and external factors is assessed. These influences can play a major role in the development of strategies, as they help identify potential opportunities and threats to the organisation.Environmental analysis can be undertaken in three parts: the general environment analysis, the immediate environment analysis, and the internal environment analysis.

The following discussion will cover the Macro – environment which is in two major divisions, namely general environment and immediate environment. The general environment, that which is outside the Institutions control what is happening in the broader area and can be considered under the following headings: Political, Economic, Social, Technological. The immediate competitive environment for Secondary schools, is the Education Sector in general. In the sector, the institutions need to examine their competitors and competitive forces that might be a direct or indirect influence on their products and services. The schools will get some idea from the examination of the general environment of the impact of these factors on the competitive environment at the ministry level. In addition, the impact could best be understood by focusing on who the distinctive actors are and how they behave competitively. Let say, the factors in the immediate environment, an organization might be concerned with include the role of the government, Public owned schools, competitors, business groups (Suppliers), and multinational corporations.

According to Eisenhardt & Martin, (2000), the general environment involves factors outside of the direct control of the business. These factors, such as Political, economic, technological and social change can have a significant effect on the success of a business organization.

## 2.3.1 Political Influences

Political factor refer to government policy such as the degree of intervention in the economy. What goods and services does the government want to produce provide? To what extent the government will offer subsidy to firms? What is its priority in terms of budgetary allocation? Political decisions can impact on many area of an organization, such as education of its citizens, health of the nation and quality of the infrastructure of

the economy. Actions by the government affect strategic choices of a business (Garland 1986). He adds that the government can increase opportunities and threats or both. The government can influence other environmental sectors like social economic conditions through fiscal policy, zoning and other regulation

### 2.3.2 Economic Influences

The economic factors include interest rates, taxation changes, economic growth, inflation and exchange rates. Economic changes may have major impacts on a firm's behavior. For example, high interest rates may discourage borrowing and consequently deter investment. a strong currency may make exporting more difficult because it may raise the price of foreign currency . inflation may make workers to demand higher pays and also raise cost of living. The economic dimension reflects worldwide financial conditions.

Pearce & Robinson (2007) noted that a favorable economic climate generally represents opportunities for growth in many institutions, such as sales of clothing, jewelry, and new cars. But some businesses traditionally benefit in poor economic conditions. The alcoholic beverage industry, for example, traditionally fares well during times of economic downturn (Kombo, 1997).

### 2.3.3 Legal Influences

Legal factors are related to the legal environment in which a firm operates. Legal changes can affect a firm costs and demands. Different categories of law include, consumer laws designed to protect customers against unfair practices such misleading description of the products; competition laws aim at protecting small firms against bullying by larger firms and ensuring that customers are not exploited by firms with monopoly powers.

### 2.3.4. Technological influences

Changing technology that might affect the firm's raw material, operations, products and services can offer opportunities for improving goal achievements and threaten the existence of a firm. An example is the use of computers, lasers, industrial robots and other computer controlled machines. Technical changes affect the product and services, lifecycles and demand (Kamau, 2008). Technical changes especially information is an important aspects that can alter the rules of competition in an organization (Porter, 2005).

### 2.3.5 Social Cultural Influences

The social cultural dimension is especially important because it determines the goods, services, and standards that society values. The social cultural force includes the demographics and values of a particular customer base. Demographics are measures of the various characteristics of the people and social groups who make up a society. Age, gender, and income are examples of commonly used demographic characteristics. Values refer to certain beliefs that people have about different forms of behavior or products. Changes in how a society values an item or a behavior can greatly affect a business (Brown, 1998).

## 2.4 Strategic Responses

Strategic responses are concerned with reacting to threats to the long term direction of an organization by changes in the environment. They are meant to cushion the firm against any threats emanating from the environment. Ansoff (1980) asserts that when a firm fails to respond to a threat, the losses that results continue to accumulate. According to Ansoff & McDonnel (2000) strategic responses involves change in the firms strategic behavior to assure success in transforming future environment.

Strategic response is about restructuring by adopting new strategies that match the challenges from the environment. Some of the strategies that have been used for restructuring are down- sizing, self management re-engineering, and out sourcing. According to Ansoff & Mcdonnel (1990), the management system used by firms is a determining component of the firm's responsiveness to environmental changes. It determines the way the management perceives the environment, diagnosis its impact on the firm, decides what to do and implements the decisions. The strength of a firm's strategic response capabilities is determined be flexibility in market, production and competition.

According to Porter (2005) technological change, especially Information technology is amongst the most important forces that can alter the rules of competition. This is because most activities of an organization generate and utilize information. (Brown, 1998) contends that an organization should adopt an appropriate and cohesive culture which will give it a competitive edge. This is because it promotes consistency, co-ordination and control and reduces uncertainty while enhancing motivation and organizational effectiveness all of which facilitates the chances of being successful in the market place. Strategic responses to a changing competitive environment, therefore entails substantial changes to an organization's long term behaviour. This adaptation may be gradual or revolutionary depending on the nature and circumstances facing the organization.

If an organization is to manage its environment it will seek to be proactive rather than reactive. To achieve these, managers must clearly appreciate the relative importance of the various stakeholders, and seek to influence them rather than be predominantly be influenced by them. An organization will never be able to predict everything that might happen and avoid ever having to react to unexpected events, but some will be more in

control of the situations than others. Public secondary schools may not be one of these organizations to be responsive to the environment, due to various reasons like their objectives; they may also perceive that they do not need to analyze their competitors. In essence organizations whether profit or non profit making, should continuously be in touch with the environment to be able to achieve their objectives effectively and also ensure optimum allocation of available resources.

The education sector should re–examine the nature of strategic planning. Strategy formation and implementation as an on going, never–ending, integrated process requiring continuous reassessment and reformation. Strategic management is planned, emergent, dynamic and interactive. Moncrieff (1999) stresses strategy dynamics; he recognized that strategy is partially deliberate and partially unplanned. The unplanned element comes from two sources; emergent strategies (result from the emergence of opportunities and threats in the environment and strategies in action (ad hoc actions by many people from all parts of the organization) some businesses planners are starting to use complexity theory approach to strategy. Complexity can be thought of as chaos with a dash of order. Chaos theory deals with turbulent systems that rapidly become disorder. Complexity is not quite so unpredictable. It involves multiple agents interacting in such a way that a glimpse of structure may appear. Dudik (2000) wrote that an organization must develop a mechanism -for understanding the source and level of complexity in order to deal with it.

# CHAPTER THREE: RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter describes the research design and methodology that was employed in the study. This includes the study design, target population, sampling for the study, data collection instruments and procedures and data analysis techniques.

## 3.2 Research Design

A research design is a program that guides the investigator in the process of collecting, analyzing and interpreting observation (Cava and Nathmias, 2005). It allows inferences concerning causal relations and defines the domain of generalization. The researcher used descriptive survey study to assess the institutions management constraints or challenges and their associated causes and effects It was used to identify and analyze the relevant causes of the core problems, which then form the basis for formulating solutions and objectives for the intervention strategy. This method was used to gather and sort suggestion about all of the possible causes and effects for the identified problems from stakeholders.

## 3.3 Population

The study was based on all the 22 Public secondary schools in Matungulu Division. This consists of both Public day schools and boarding schools. The target respondents consisted of twenty two Head teachers/ principals as managers of the schools.

## 3.4 Data collection

In this study both Primary and secondary data was used. Different instrument were applied to conduct assessment forms for gathering data from official sources such as school records; community residents and management body of the school. The researcher used both quantitative and qualitative methods of data collection. Data collection will be through self administered questionnaire with closed and open ended questions. The target audience will consist of Secondary schools heads as well as Board of Governors. Drop and pick mode will be used to administer the questionnaires where the researcher will drop the questionnaire at their offices and collect them later after they era filled by the respondent. Other methods that are were used to complement the above methods for example, observation methods and document review.

## 3.5 Data Analysis

The data collected was systematically organized in a manner that facilitated analysis. Questionnaires were edited for completeness and consistence. Information from secondary sources were coded and analyzed. Data was analyzed using descriptive statistical method. This involved the use of frequency tables, percentages and mean. These tools of analysis were used to gather and sort suggestions about all of the possible causes and effects for the identified problems from stakeholders.

# CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

## 4.1 Introduction

This chapter presents analysis of the data collected. The analysis was based on the objective of the study. The study was designed to determine the strategic responses by public secondary school in Matungulu Division to environmental challenges. Data was collected by means of questionnaire from respondents who were the managers of the institutions

## 4.2 Sample characteristics

The target population comprised of 22 Principal who are the managers of these institutions. Out of the total population 18 responded to the questionnaire which comprise 82% as illustrated in figure 3 below.

**Figure 3: Number of respondents**
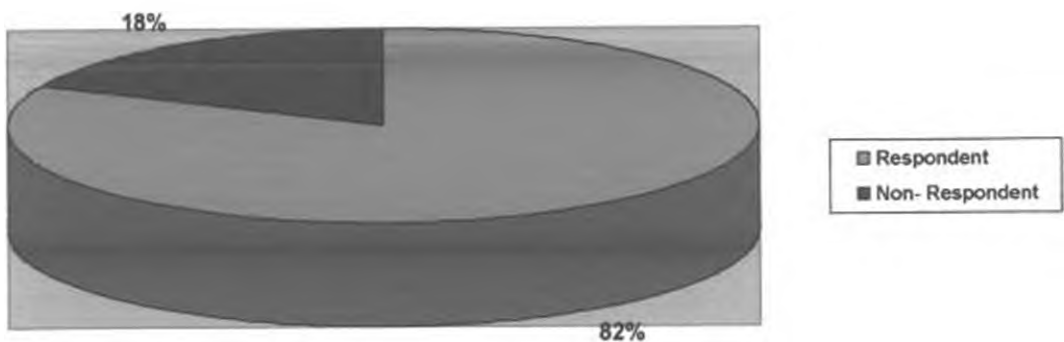
### 4.2.1 Category of the institutions

According to the information gathered. The division has no National school. 33 % (6) of the schools are provincial school while the remaining 66 percent (12) are District schools. It was also gathered that the school were established between 1968 – 2009. 44 percent of the schools were boarding schools while 56 percent are Day schools.

**Figure 4: Category of institution**

| Category of institution | Frequency | Percentage |
|---|---|---|
| National Schools | 0 | 0 |
| Provincial School | 6 | 33% |
| District School | 12 | 67% |
| Total | 18 | 100 |

### 4.2.2 Length of service of the principals in the Institutions

The researcher established that 16 percent of the respondent had between 0-5 years of experience 56 percent of the respondent had between 6-10 years of experience in their organizations while 16 percent had below 5 years work experience. The duration that the respondent had stayed in their respective organization indicated that they had a

good understanding of the challenges in the institution and the education sector in general.

**Figure 5: Length of service of the Principals in their institutions**
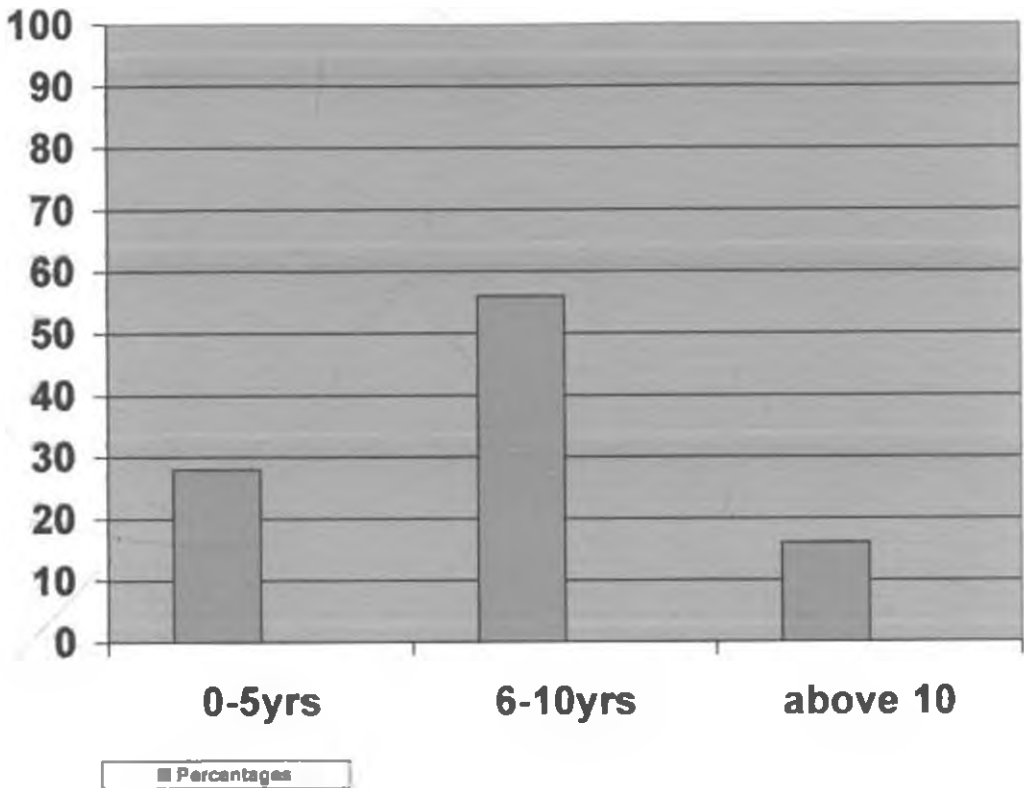


## 4.2.3 Strategic Planning

The research found out that 12 respondents out of 18 have in place a strategic plan with a formal vision and mission statement. This represent 67% of the respondents, 4 percent of the these respondent indicated that they revised their vision and mission statement every year, 40 percent of the respondent indicated that they did it after a period after of 2- 4 years while 56 percent indicated that they revised their statements after 5 years.

This indicates that the institutions had prepared plans which were aimed at coping with the challenges and uncertainty in the business environment. ( As shown in fig 6 )

Figure 6: **Period of strategic plan revision**
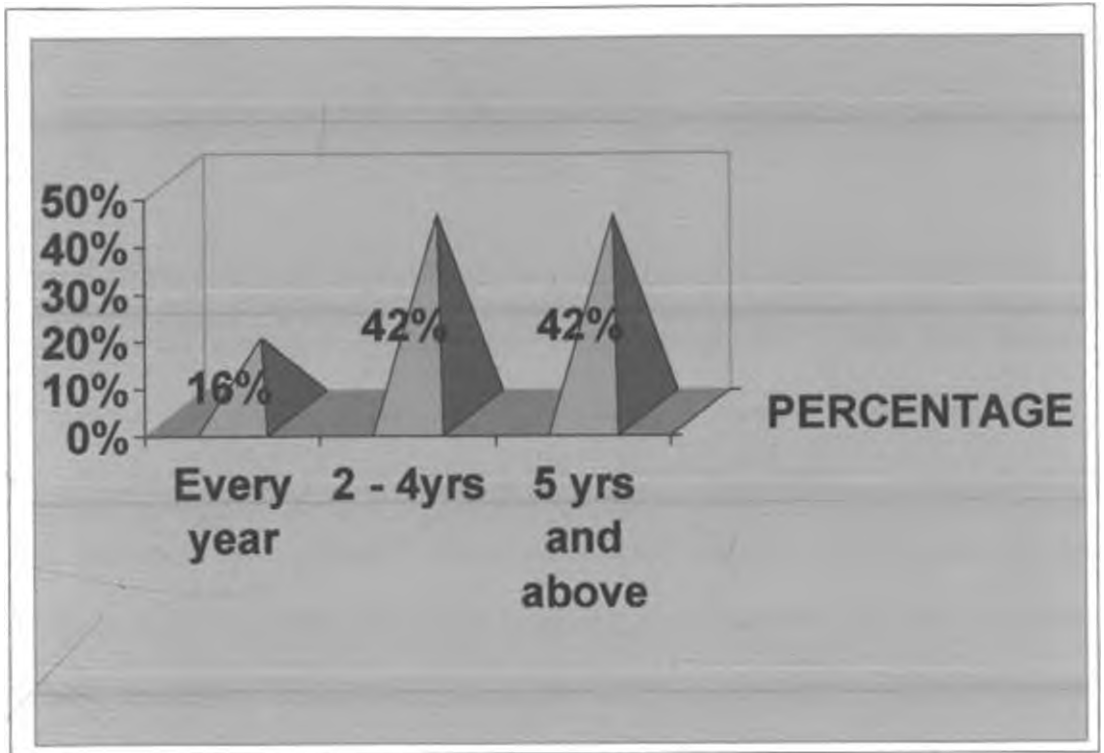


## 4.3: Environmental challenges facing Public secondary schools

The focus in this section is the findings on the issues mentioned by respondent as the key challenges impacting their institutions. The key challenges identified by respondent included increased economic, technological, political and social / cultural beliefs.

### 4.3.1 Economic challenges

The main challenge affecting the institutions was identified as economic related challenges. 67 percent of the respondents indicated that the high rate of inflation had the

greatest effect in the running of the schools in terms of the high prices of supplies to the schools for example maize, beans, rice laboratory equipments and chemicals, building materials etc. The high rate of rise in prices makes this institution to face financial constraints as the government allocation for each child remain constant and most parents are adamant when it comes to paying extra money as fees in addition the procedure for increasing the school levies which are the main source of finance for this institutions is long .

The researcher also found out that 18 percent of the respondent felt that the high levels of poverty in the area of study led parents and guardians not to meet their financial obligations. Most of the Parents and Guardians have no income as most of them depend on subsistence farming as their economic activity. This had resulted to poor payment of fees leading to their children being sent home and therefore affecting learning and teaching negatively. Only 5% of the respondent indicated that high rates of interest affected the running of the institutions as most of the institutions do not borrow money from banks directly.

Figure 7: **Economic factors influencing the institutions**
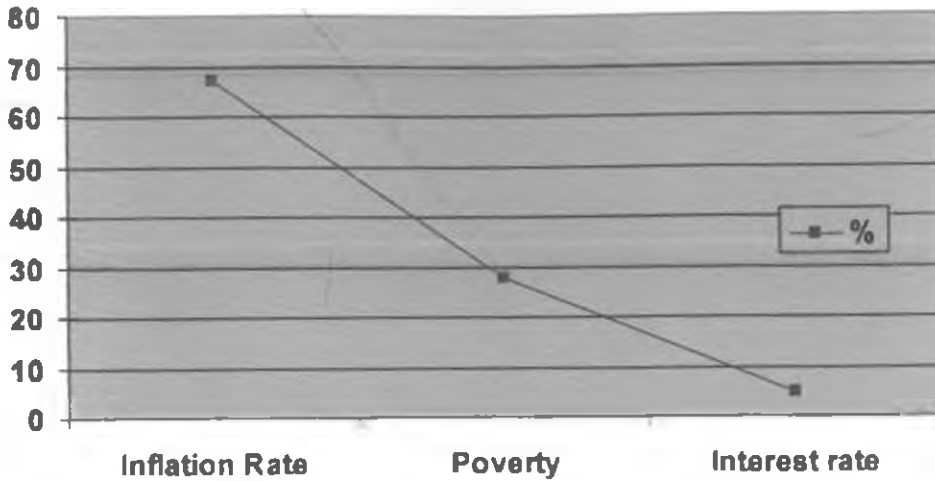


### 4.3.2 Technological challenges.

The researcher established that 95 of the respondent indicated that the institutions they head have no ICT facilities. Only a mere 5 percent of this respondent indicated that they have a well set up ICT laboratory, which was by the Ministry of Education in the quest towards achieving the vision 2030. Majority of the respondents indicated that technology has become a necessary facility in their institution especially because most of the subsidiary institutions for example KNEC , KIE, HELB etc in the MOE have embraced ICT in the mode of communication and other activities in the ministry. The respondent who indicated that they had used ICT as a mode of teaching, this helped them improve on academic performance.

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**Figure 8: Availability of ICT facilities in these institutions**



Legend:
- With ICT facilities
- No ICT facilities

5%

95%
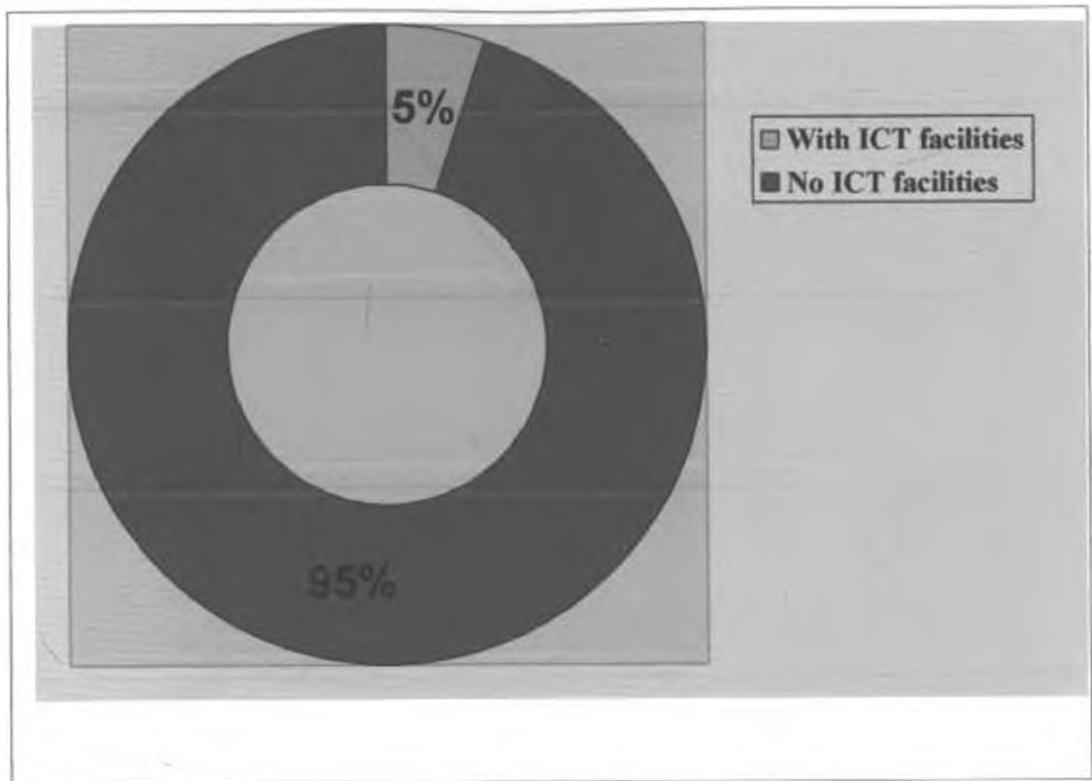
### 4.4.3 Political / legal challenges

The researcher has revealed that 50 percent of the respondent felt that politicians influenced the running of the institutions. The mode of interference however differed as some suggested that the politicians affected the appointment of principals to the schools in the regional, while others indicated that politicians interfered with the enrollment of students with low marks to their schools. this affects the performance of the institution. Another 22 % felt that the CDF fund was allocated by politicians according to how much support the M.P got from the region. The information gathered also indicated that 28 percent believed the lack of Government commitment to Free Secondary Education has led to interruptions of schools programmers. for example the Ministry failure to release FSE funds on time. The Children's act was mentioned by 5 % of the respondents as having led to lack of discipline in most of the

schools for example canning was abolished in school, children's are now aware of their rights, integrating young mothers back to class rooms.

Figure 9: **Political factors influencing the institutions**
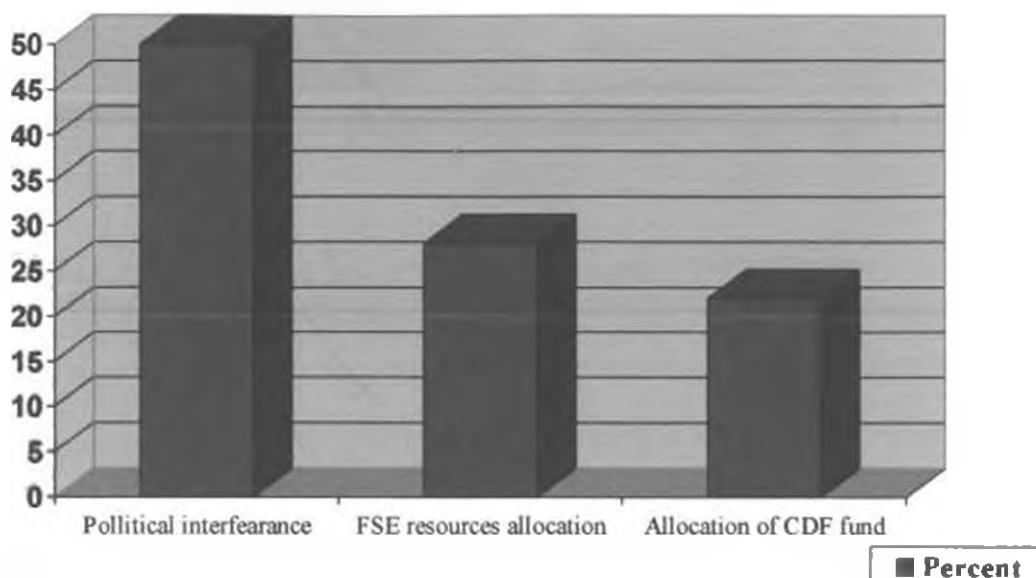


### 4.4.4 Social – Cultural Challenges

It was revealed that 88 percent (16) of the respondents acknowledged that the community around them is resistant to change. They still embraced old fashioned cultural practices like not valuing girl child education and therefore most of the girls drop out of school and get married at an early age while their brothers continue with education. It also came out Cleary from the research that the community lacked exposure to what is happening in other developing areas, it was also established the community does not appreciate input from people coming from other

Communities.

**Figure 10: Social – cultural**
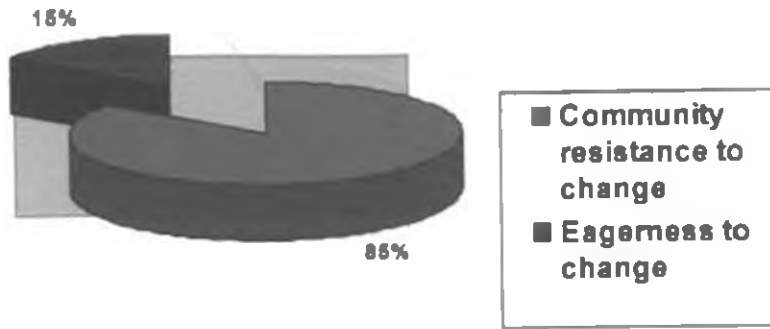


**4.4.5 Effect of environmental changes on the various aspect of the institution.**

The principals were supposed to indicate the aspect of the institution that was affected the most by the challenges above and to what extent. The result were as shown below ( Figure 11).

**Figure 11: Effects of the environmental change on various aspects in the institutions**

| Construct | Greatest Extent | Great Extent | Moderate extent | Least extent | No Influ ence | Conclusion |
|---|---|---|---|---|---|---|
| Student performance | 5 | 6 | 7 | 1 | 0 | Moderate extent (38%) |
| Financial stability | 10 | 5 | 3 | 0 | 0 | Greatest extent(56%) |
| Decision Making | 4 | 2 | 10 | 2 | 0 | Moderate extent(56%) |

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| Management Capabilities | 2 | 2 | 7 | 5 | 2 | Moderate extent(38%) |
|---|---|---|---|---|---|---|
| | | | | | | Mean Score |
| | | | | | | 44% |

56 % of the respondent felt that financial stability of the institutions was the most affected aspect of the institution to the greatest extent. 56 % felt that decision making was only affected moderately by the environmental changes while student performance and management capabilities were only affected moderately at 38%

## 4.4 Strategic responses

This part covers findings from questions to respondents on how their organizations had sought to deal with the challenges that were posed by the environment. It sought to identify the strategic responses that the schools had undertaken as a measure to ensure they continue to be relevant. Appropriate response means that the organization is well placed to gain a competitive edge in the sector and be able to overcome the challenges. The response identified were restructuring, for example down sizing of staff and change of Mission and Vision statement, forecasting and planning. Political lobbying and Introduction of advanced technology.

### 4.4.1 Restructuring

It was established that 50 percent of the respondent use restructuring as a mode of response to the environmental challenges This helps an organization to adjust according to the changes brought about by the environment. The most used strategy was downsizing of staff and retrenching staff. 22 percent indicated that they had created more departments

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to cope with the changes in the environment. Only 10 percent of the respondent indicated that they change their Mission and vision statements to cope with the changes in the environment.

**Figure 12: Restructuring as a mode of strategic**
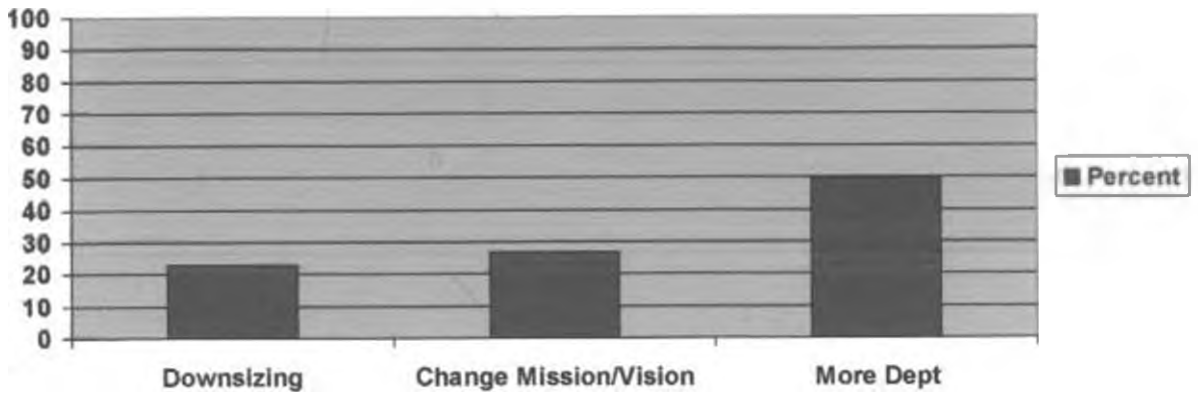


### 4.4.2 Information technology.

The researcher found out that only 10 percent of the respondent use Information technology as a response. The most used strategy was use of internet as a mode of communication, learning and teaching aid. The rest of the respondent indicated that they lacked the necessary resources to use these strategies.

**Figure 13: Use of ICT**
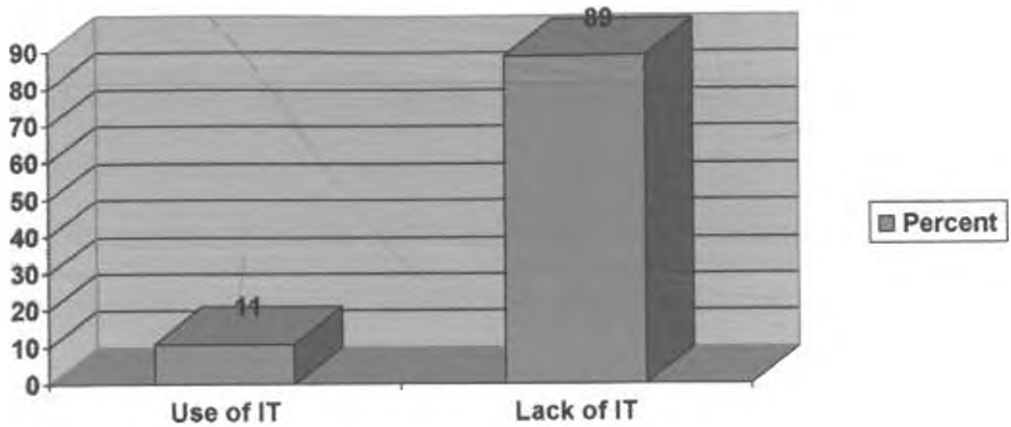


## 4.4.3 Forecasting and planning

The research indicated that 78 % (14) of the respondent used forecasting and planning as a strategy to be able to prepare for uncertainties.

**Figure 14: Forecasting and planning**

| Variable | Frequency | Percent |
|---|---|---|
| Use of forecasting &Planning | 14 | 78 |
| Use no Plans | 4 | 22 |
| Total | 18 | 100 |

## 4.5 Constraining factors

The research indicated that 76 percent of the respondent considered lack of finance as the most restrictive factor; this is so because most of the activities in the institutions require finances for them to be accomplished as shown below (Figure 15). It was also noted that 61 percent (11) of the respondent thought that Government policies on education restrict this institutions from responding to challenges. It was noted that the MOE releases circular and instruction on how for example to use the allocated FSE funds while we know that the financial needs of this institutions. The researcher also identified that the least constrain employees resistance to change, this is a result of the fact that most of the employees in these institutions are teachers employed by the Teachers Service Commission and they are governed by a code of conduct.

**Figure 15: Internal constraints**

| Construct | Least restrictive | Most restrictive |
|---|---|---|
| Lack of finance | 24% | 76% |
| Employee resistance to change | 94% | 6% |
| Poor communication techniques | 18% | 82% |
| Lack of Parents support | 45% | 55% |

**Figure 16: External Constraints**

| Variables | Very strong effect | Strong effect | Moderate effect | Least effect | Conclusion |
|---|---|---|---|---|---|
| Government Policies | 11 | 6 | 1 | 0 | (61%)Strong effect |
| Budgetary allocation by Ministry | 6 | 5 | 5 | 1 | (33%)Strong effect |
| Dynamic technological changes in the Education sector | 2 | 8 | 7 | 1 | (44%) Strong effect |
| Cultural practices & beliefs | 1 | 3 | 8 | 5 | (44%) Moderate effect |
| | | | | | Mean Score |
| | | | | | 44% |

The research indicated that 33% of the respondent felt that budgetary allocation by the ministry of education had a strong effect on the ability of the institution to respond to the changes in the challenges posed by the environment. This was attributed to the fact that the FSE allocation per student is not enough to sustain the student in schools. Cultural beliefs and practices were also rated as a moderate constraint at 44%.

# CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Introduction

This chapter looks at the key findings of the survey conducted, challenges faced, conclusion and recommendations arrived at. The chapter concludes with limitations to the study and suggested areas for further research.

## 5.2 Summary findings

The study aimed at identifying strategic responses of public secondary schools caused by changes in the external environment in Matungulu Division, Machakos County. The study achieved its set objective of identifying the challenges experienced by these institutions and how they respond to them. These challenges are discussed below.

### 5.2.1 Challenges facing the sector.

This looks at the challenges that have impacted public secondary schools from the external environment. The political interference in terms of appointments of heads, affects the management of the institutions, as politicians influence who is appointed as a head whether qualified or not. Political instability that occurs especially during election years and thereafter, affects education negatively as some people are displaced while others loss their live, while others loss their jobs. It was also noted that in the last Post election violence some students migrated from their homes to other area which increased the number of students in the school. This put a lot of pressure on the school facilities. Politician interference in the running of the schools was also identified as a challenge in these institutions. The politicians also may interfere with

teacher's transfer, where they may not wish integration of teachers from other parts of the country in their region.

Exciting legal framework was identified as considerable hindrance to growth in the sector. This has led to the establishment of the children's act, affecting discipline in schools. A law that all children should be taken to school, has also led to influx of so many children but the resources in the institutions are not enough to cater for the large numbers. The introduction of Free Primary Education and Free Secondary Education has led to a lot of financial problems as the money allocated per child is not enough to sustain them in school. The mode of communication in the Ministry of Education is in form of circular which take too long trickle down to the Heads of the institutions this affects decision making

Others challenges cited by the respondent were general economic slump. The high inflation rates and high interest rates have led the managers to have difficulties in meeting their financial obligations. The prices of good and services needed for the running of the institution have sky rocketed and it has become almost impossible to meet them. Parent who finance some of the school project have been affected by the inflation as they have first to meet the basic needs in this hard economic times.

### 5.2.2 Strategic Responses

The researcher found that organizations had responded to the environmental challenges through forecasting and planning, Political lobbying, Restructuring. There are several constraints that have made these organizations not to respond as they should. The researcher noted that the strategic responses undertaken by this institution were in line with what was expected as outlined in the study of strategy.

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## 5.3 Conclusion

The study concludes that Public secondary schools operate in an ever changing environment just like any other business organization. The Institution in the area of study can act as a representative of other Public schools in the country. The schools should therefore adopt strategic management practices to able to cope with the dynamism experienced in the environment.

Principals as managers of these institutions practice poor management practices which have negatively affected the effectiveness and standards of these institutions. The study also identifies external challenges that the institutions experience as political interference, social- cultural effects, technological challenges and economic challenges. All these factors affect the schools to a certain extent and the management should device ways to be able to cope with these challenges.

From the study there are several constraints that hinder these institutions from responding to the challenges effectively. These challenges have been identified by these institutions and they may be said to be a replica of what is happening evens in other regions in the country.

## 5.4 Recommendations

Institutions within the sector must ensure that in a continuously changing environment they respond strategically so as to remain relevant to their customers and other stakeholders.

Organizations need to continuously lobby the Government for allocation of more funds per child. It should also be prudent if these resources were channeled to the institution in good time to facilitate running of programs as required. The private sector and Non Governmental organization should come in to sponsor orphans and poor children to be able to keep them in school as part of their corporate social responsibility.

Investment in infrastructure need to be improved in these schools, most of the structures and building are in poor state. Majority of the roads leading to this institutions are in deplorable state, this have led to teachers and students having challenges on how to reach the schools, which have in turn affected the delivery of service in these institutions.

Education on the members of the society on the economic importance of education so that they change their attitude toward the education should be done. Communities should be exposed to what is happening around them and even in other communities so that they can embrace change and be able to adapt to it. This can be done through exchange programs and sensitizing of communities during events like chief's barazas and other public functions.

Information technology should be embraced by organizations as a mode communication and teaching / learning aid. This will facilitate schools in being able to respond to the rapid changes in the environment appropriately. They should also ensure that they introduce computer studies in their schools to be able to give their students a good foundation on information technology towards achievement of vision 2030.

The institutions should strive to overcome the constraints identified as the main hindrance to achievement of their objective.

## 5.5 Suggestions for further study

The study was done in only one section in Kenya. There is need for similar research to be done in the other district before generalizations are made With the introduction of Free Secondary Education. there is a gap on a study on challenges encountered by principals in management as a result of Free Secondary Education. There is also need to study the challenges that the private Secondary Schools face as a result of changes in the external environment.

## 5.6 Limitation of the study

The major limitation of the study was that some of the respondent did not answer the question as expected. while others were not returned in good time Some of the respondents were not cooperative and did not bother to answer the questionnaire. There were also high cost incurred in the collection of data and analysis

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# APPENDICES

## APPENDIX I: QUESTIONNAIRE

### PART A: GENERAL INFORMATION

1. Name of the Institution..........................................................................................

    2. Year of establishment..............................................................................................

3. What is your designation in the school .......................................................................?

4. What is your length of time in the school...................................................................?

    Below 5 years [   ]   6 – 10 years [   ]    10 –  20 years [   ]  Over 20 years [   ]

5. Category of the school:      National [   ] Provincial [   ]   District [   ]

6. Is your school a Day school or Boarding School ( Tick where appropriate )

    Day school [    ]                 Boarding School [   ]

7. Total number of employees in the institution. Below 50 [   ]     Above 50   [   ]

8. Total number of students. Below 200   [    ]    200 – 500 [   ]  Above 500 [   ]

9. Do you have a written Vision / Mission statement?

    a) Yes..............................................................

    b) No..............................................................

10. Do you have a Strategic plan?

a) Yes..................................................................

b) No..................................................................

If yes when was it introduced....................................?

If No Proceed to question 13

11. What period does your strategic plan cover?

a) Less that 2 years [   ]

b) Between 2 and 4 years   [   ]

c) For over 5 years [   ]

12. How often is your strategic plan revised?

a) Every year [   ]

b) Every 2- 4 years [   ]

c) After 5 years    [   ]

## PART B: STRATEGIC RESPONSES TO THE ENVIRONMENTAL CHALLENGES

13 .Environmental factors are influences that affect an institutions performance. These are Political/ Legal, Economical, Social and Technological

Please state the changes in the above factors that have favorable or adversely affected your institution and how.

Political / Legal Changes

a)..................................................................................................

b)..................................................................................................

c)..................................................................................................

d)..................................................................................................

Economic Changes

a)...............................................................................................................................

b)...............................................................................................................................

c)...............................................................................................................................

d)...............................................................................................................................

Social / cultural changes

a)...............................................................................................................................

b)...............................................................................................................................
c)...............................................................................................................................

d)...............................................................................................................................

Technological changes

a)...............................................................................................................................

b)...............................................................................................................................

c)...............................................................................................................................

14.  To what extent have the changes in the environment influenced the following aspects of the Institution?

| Variables | Greatest Extent [ 5 ] | Great extent [ 4 ] | Moderate Extent[ 3 ] | Least Extent[ 2] | No influences [0] |
|---|---|---|---|---|---|
| Student performance | | | | | |
| Financial Stability | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Management capabilities | | | | | |
| Decision Making | | | | | |

15. For each of the following respond strategy, Please indicate (as per the key) the frequency used by the institution to respond to changes in the external environment.

KEY: 5 Means most used strategy

      1 Means least used strategy.

| Respond Strategy | |
|---|---|
| 1. Restructuring | |
| Down sizing of staff | |
| Retrenching redundant staff | |
| Change of Mission and Vision Statement | |
| Creating more departments | |

| | |
|---|---|
| Forecasting and planning | |
| **2. Technology** | |
| Use of advanced technology [ ICT ] | |
| Utilization of internet as a mode of communication and marketing the institution | |
| Use of IT as learning and teaching aid | |

## PART C: Constraints Factors

16. Using Scale of 1 -5  ( Where 1 means the least restrictive factor and 5 means the most restrictive factor) rate how the following constraining factors affect the ability of your institution to respond to the changes in the environment.

| Factors | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Lack of finances / Financial constraints | | | | | |
| Employee resistance to change | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Poor communication techniques to stakeholders | | | | | |
| Lack of Parent support | | | | | |
| Responsiveness of the Board of Governors | | | | | |
| Any other constraint ( Please Specify) | | | | | |

17. Rate the following external constraint o n their effect on the institution ability to respond to changes in the environment.

| Variables | Very strong effect | Strong effect | Moderate effect | Least effect | No effect |
|---|---|---|---|---|---|
| Government Policies | | | | | |
| Budgetary allocation through the ministry | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Dynamic technological changes in the education sector | | | | | |
| Competition from private institution | | | | | |
| Cultural practices and beliefs | | | | | |

<u>THANK YOU</u>

# MINISTRY OF EDUCATION

DISTRICT EDUCATION OFFICE
P.O BOX 449-90131
TALA

DATE: 19TH SEPTEMBER, 2011

## TO ALL PRINCIPALS MATUNGULU DISTRICT

### RE: PERMISSION FOR CATHERINE WACHIRA TSC NO 422502 TO CARRY OUT RESEARCH IN MATUNGULU PUBLIC SECONDARY SCHOOLS.

Catherine Wachira is teacher stationed at Kalandini Secondary School .

She is a student at Nairobi University and she is currently doing her masters (MBA) Strategic Management. She is carrying out research on"Responses by the public secondary schools to the external environment challenges"

Kindly offer her any assistance she may need

**CHARITY SASIRE**
**For: DISTRICT EDUCATION OFFICER**
**MATUNGULU DISTRICT**