

**THE EFFECTS OF SCHOOL COMPETITIVE STRATEGIES ON  
ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOLS IN  
LANGATA DISTRICT, 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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This research project has been submitted for examination with my approval as University supervisor.

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## **DEDICATION**

To my family for being there for me with their tremendous support through prayer and belief in me even during my financial struggles.

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My foremost gratitude goes to God Almighty who renewed my strength at every single stage of doing this proposal.

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## **ABSTRACT**

Institutional management evolves depending on new requirements and challenges. As a result, institutions such as schools will need to adopt strategies that are in perfect alignment with the ever-changing goals. These goals are increasingly dependent on operating environments which means that once an institution has reconceived its own contours, it will have to face a new kind of environment. The effectiveness and improvement of school strategies when applied simultaneously can lead to improvement in school performance through delivery of successful schooling, leading to sustained high levels of student achievement. The objective of the study was to determine the impact of school competitive strategies on academic achievement of primary schools in Langata District. The research design adopted was a survey. The population of the study consisted of all the fifty four primary schools in Langata district. The study used primary data that were collected through a self-administered questionnaire that consisted of structured questions made up of both open and closed ended questions. Data analysis was done using Statistical Package for Social Sciences (SPSS) and the results tabulated and summarized using descriptive measures, percentages and frequency distribution tables. The findings of the study were that the schools use competitive strategies which were continuous modeling important values and practices, creating high performance expectations, building a shared vision, creating and maintaining shared decision-making structures and processes, developing consensus about goals and priorities, developing people through the provision of individualized support and offering of intellectual stimulation. The competitive strategies adopted by the schools was found to have resulted in significant improvement in both the academic and personal development of the students, school effectiveness and students' achievement, academic improvement, effective leadership in the institution and establish cultures that are professionally stimulating for teachers which increase their sense of efficacy and beliefs that have the capacity to make a difference to students' learning.

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# CHAPTER ONE : INTRODUCTION

## 1.1 Background of the Study

Institutional management evolves depending on new requirements and challenges. As a result, institutions such as schools will need to adopt strategies that are in perfect alignment with the ever-changing goals. These goals are increasingly dependent on operating environments which means that once an institution has reconceived its own contours, it will have to face a new kind of environment (Miller, 2008). In order to position an organization to cope with the environment, the strategies adopted need to understand the competitive structure of the market place in which his/her organization operates and Porter (1985) suggested the “five forces” model that can be used by strategists better understand the competitive dynamics of their market places and align their organization successfully against each of the forces.

School management is a central part of the educational management and a major feature of the school life through which they play an important role in developing and implementing the strategies that will lead to the realization of the institutional objectives. The realization of the school objectives such as registering a high pass rate of the students or pupils requires adoption and implementation of effective strategies. Through the process the school can further its educational aims and the learners not only get the full advantage of the teaching but in the examinations they are also well able to obtain good grades (Robbins and Hunsaker, 2007).

The lead person to spearhead the attainment of the school objectives through implementation of the strategies will be the head teacher. As a result of the same, Kalara (2007) is of the opinion that the chief areas of the competency of the primary school headmasters are institutional planning, analysis of the activities of the practical situation and humanitarian way to deal with staff and learners. He further points out that primary schools that have adopted specific strategies to improve their performance have been found to register improved performance than those that operated without any strategy.

Langata District is one of the nine districts in Nairobi county. It was carved out of the larger Nairobi West District. The district is unique ranging from a large informal settlement in Kibera to the affluent area of Karen and Langata with a large area covered with forest.

### **1.1.1 Concept of Strategy**

The concept of strategy entails 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. Gole (2005) proposes that a strategy should be 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. The three core areas of corporate strategy as outlined by Gole (2005) encompasses: strategy analysis, strategy development and strategy implementation.

According to Pearce and Robinson (2007), strategy formulation 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. In addition, a strategy that has been formulated will need to be implemented, a process that 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. While the strategy is being implemented, it needs at the same time to be continuously evaluated to review the 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 (Robbins and Coulter (1996).

Higgins (2007) on his part describes strategic implementation as the process of allocating resources to support 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. Further, the studies points

out that almost all the management functions—planning, controlling, organizing, motivating, leading directing integrating, communication and innovation- are in some degree applied in implementation process.

### **1.1.2 Academic Achievement**

According to Stoll (2000), a successful school aims at providing 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 while exercising choice and self-determination, and with acknowledging rights balanced with responsibilities. 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.

On the part of primary schools, several factors have been identified as hampering academic achievement of pupils' performance in public schools. For instance, Etsey et al. (2004) in their study of some private and public schools in Ghana revealed that academic performance is better in private schools due to more effective supervision of work since effective supervision improves the quality of teaching and learning in the classroom. The attitude of some public school teachers and authorities to their duties affects also the academic achievement of the students and a behaviour where some teachers leave the classroom at will without attending to their pupils can lead to insufficient supervision to the students.

### **1.1.3 Competitive Strategies**

The debate on whether competitive strategies lead to improved academic achievement has led researchers to emphasise different strategies that schools can adopt to realise improved achievement. By enhancing the teaching-learning process and the conditions which support it, these internal school strategies improve students' achievement (Hopkins, 2006). The school improvement perspective is therefore complementary to

school effectiveness. The effectiveness and improvement of competitive strategies when applied simultaneously can lead to improvement in school performance through delivery of successful schooling, leading to sustained high levels of student achievement (Reynolds, 2004).

However, despite emphasis on characteristics and mechanisms of improving and sustaining effective schools in order to promote high achievement of students, others viewed students' backgrounds as a key factor influencing students' achievement. Coleman et al, (2009) recognised the impact of illiterate parents and poor social and economic environments as key determinants of the achievement levels of students. Hence, it is significant to also examine the possible effects of students' backgrounds on their learning and achievement.

#### **1.1.4 Primary Schools in Kenya**

Primary schools in Kenya fall into two categories, government and private. Government funded schools are referred to as public schools. 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 1996). 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). But there are challenges that constrain its growth which include issues of access, equity, quality and relevance (Kemugu et al, 1999)

In the primary schools the government concern is to reduce low participation and transition rates (from primary to secondary and secondary to tertiary education), quality, relevance and school management (MoE Nov, 2003). The public primary schools are lowest level of the ministry of education's hierarchy of implementing the policies of the sub-sector. 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.

There are a number of problems in the sub sector according to Kimagu et al (1999). 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 eight years of education, inability of parent to support their children and delays by government in releasing the free primary 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.

### **1.1.5 Primary Schools in Lang'ata District**

Lang'ata district is one of the nine (9) districts in Nairobi County. The other districts are Dagoretti, Westlands, Makadara, Njiru, Embakasi, Kasarani, Starehe and Kamukunji. It was carved out of the larger Nairobi West District in June 2009 as a result of decentralization of the creation of new districts to bring services closer to the people. In Langata district 94% of schools going children are in school. They are either in public, private or non-formal schools. According to Langata district strategic plan (2012), Lang'ata district has fifteen public schools with a total enrolment of 15,376. That is 7293 boys and 7648 girls. Teachers in the district are 318, 36 male teachers and 282 female teachers mainly under Teachers service Commission. The teacher –pupil ratio was 1:48 in 2011.

The public primary schools are well endowed with resources which are made available by the government through the programmed of free Primary education (FPE) and the Donors. Langata district has over 40 private schools with an enrolment of over 6115. The total number of teachers is over 345. The teacher-pupil ratio is 1:19 and the learning resources are provided by parents through payment of school fees. The infrastructure in private schools are individually owned or run by organizations like churches. Some private schools have well established infrastructure.

There are 106 non formal primary schools with an enrollment of 25,720 pupils as stated in the Langata strategic plan of the year 2012. This constitutes 54% of the total enrollment in primary schools in the district. Most of these schools are situated in informal settlement of Kibera and a few in Kuwinda in Karen. Majority of these schools are needy relying on donors for school fees and their upkeep; however they offer an alternative opportunity for children who have missed vacancies' in public schools or cannot afford fees in existing better established private schools. Very few non –formal schools perform well in national exam. They lack learning facilities. The district has more female teachers than males in public primary schools as opposed to private and non-formal schools.

## **1.2 Statement of the Problem**

Institutions and organizations operate in an open society whereby they affect and are affected by other variables within the system and to be able to counter the possible challenges, institutional managers will need to evolve depending on the new requirements and challenges in the environment. Towards this end, the competitive strategies that will need to be developed have to be perfectly aligned with the ever-changing corporate goals. Academic failure, which can be attributed to a lack of effective strategies, in primary school is a worrying matter (Mesri, 2008) and is one of the important problems in primary education centers, which not only can cause students have mental problems, but also can cause them to be in the risk of inhibition of education, and it may be impossible for student to compensate it. As a result, it becomes imperative that school managers come up with appropriate strategies to guide the school to registering good performance as well as generally realizing its objectives.

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 primary school has not been spared the increase in the number of students and to maintain a higher academic achievement among the pupils, the school managers have had to develop new strategies in the face of new challenges. In Langata district, the primary schools have had to cope up with an influx of pupils especially from the informal settlements in the district and which have created a strain in the available resources which

have not changed in proportion with the number of new pupils. In the initial years of the free education program, the increased number of pupils led to a drop in academic achievement and it was until the year 2010, that the district has witnessed an improved academic performance. Among other factors that led to the improved performance is the effective change in strategies by the primary school managers in the face of the challenges. Different schools have had to adapt to their unique challenges by employing appropriate strategies and it is from this foundation that the current research will wish to establish what the impact that school strategies have on academic achievement in Langata district.

There are many studies that have been done in Kenya regarding strategic responses to the changes in the environment especially in the business organizations. However, few studies have been done in the educational sector in Kenya and more so, in their strategic process.

A study Kitoto (2005) on competitive strategies adopted by Universities in Kenya found out that Kenyan Universities use satisfactory quality of teaching and recognized degree with acceptable quality in order to achieve overall cost leadership. Obado (2005) did competitive strategies employed by the sugar manufacturing firms in Kenya and found out that the sugar manufacturing firms have formalized vision and mission statements. They employ competitive strategies of cost leadership, differentiation and focus to different degree. Muhia (2009) in her research on Family businesses succession practices of Private schools in Nairobi ,observed that passing along a business-family run or not – is a challenge involving numerous details, personal emotions and of course money . She noted that passing along a business to a family member can get tricky especially because it affects all the facets of one’s life, professionally personally. Macharia (2011) researched on the stakeholders involvement in the strategy implementation in secondary schools in Nairobi and concluded that better results was evidenced in schools that have an effective stakeholders involvement and this was evidenced in old established schools . As observed above, the studies conducted on competitive strategies adopted by various organizations have not considered the competitive strategies which primary schools adopt in order to enhance their school achievement. As a result, the present study will seek to



answer the following research question; what competitive strategies influence academic achievements of primary schools in Langata district?

### **1.3 Research Objectives**

The study objectives were;

- i) Identify the competitive strategies adopted by primary schools in Langata district;
- ii) To determine the effect of school competitive strategies on academic achievement of primary schools in Langata district.

### **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 strategies will help them in attainment of the 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 organizational strategies, the literature on stakeholder involvement could help managers in dealing with the fundamental challenges facing school administrators 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 intends to reveal the already existing literature from published and non – published documents on competitive strategies in schools, academic achievements and the effects of competitive strategies on academic performance .

### **2.2 Theoretical Framework**

According to Kilbourn (2006), the theoretical perspective in a research reflects the researcher's theoretical orientation, which is crucial to interpreting the data in a qualitative study, irrespective of whether it is explicitly or implicitly stated. In other words, theoretical perspectives play a role as the filter for focusing and bounding the data to be collected.

#### **2.2.1 Resource based view**

The resource-based theory argues that any firm is essentially a pool of resources and capabilities which determine the strategy and performance of the firm; and if all firms in the market have the same pool of resources and capabilities, all firms will create the same value and thus no competitive advantage is available in the industry (Barney, 1991). The basis of the resource-based view is that successful firms will find their future competitiveness on the development of distinctive and unique capabilities, which may often be implicit or intangible in nature. Thus, the essence of strategy is or should be defined by the firm s unique resources and capabilities. Furthermore, the value creating potential of strategy, that is the firm s ability to establish and sustain a profitable market position, critically depends on the rent generating capacity of its underlying resources and capabilities (Conner, 1991).

The resource based theory suggests that competitive advantage and performance results are a consequence of firm-specific resources and capabilities that are costly to copy by other competitors (Barney, 1991). These resources and capabilities can be important factors of sustainable competitive advantage and superior firm performance if they

possess certain special characteristics. They should be valuable, increasing efficiency and effectiveness, rare, imperfectly imitable and non-substitutable (Barney 1991).

### **2.2.2 The Porter's five forces perspective**

The theoretical perspective views competitive advantage as a position of superior performance that a firm achieves through offering cost advantages or benefit advantages (Porter, 1980). This model attributes competitive advantage to the external environmental factors that a firm must respond to such as erecting barriers of entry to competitors, product differentiation, capital requirements, and buyer switching costs (Lado *et al.*, 2002).

Industry structure determines who will capture the value, but a firm is not a complete prisoner of industry structure - firms can influence the five forces through their own strategies. The five forces framework highlights what is important, and directs managers toward those aspects most important to long-term advantage. In this framework, gaining competitive advantage is determined primarily by responding effectively to industry-specific requirements. The five forces model constitutes a very useful way of thinking about and analyzing the nature of competition within an industry. However, the model presents a static picture of competition which slights the role of innovation and de-emphasizes the significance of individual company differences while overemphasizing the importance of industry and strategic group structure as determinants of company profit rates (Ghemawat *et al.*, 2009). At the level of strategy implementation, competitive advantage can grow out of the way firms perform discrete activities, i.e. how they conceive new ways to conduct activities, employ new procedures, new technologies, or different inputs.

### **2.3 Competitive Strategies**

A competitive strategy, from a business level perspective, is the achievement of competitive advantage by a business unit in its particular market. Sidorowicz (2007) views competitive strategies as more skill-based and involving strategic thinking, innovation, execution, critical thinking, positioning and the art of warfare. Firms that engage in strategic planning and have appropriately designed and applied competitive

strategies tend to have higher performance than those that do not. Competitive strategies can lead to high organizational performance, customer satisfaction, and increased competitiveness in the face of other rival businesses. However, achieving competitive advantage and increased market share in a competitive environment is rather complex in several aspects as businesses would need to operate with distinguished principles and characteristics in order to continually adapt to change. Porter (1980) noted that a firm can gain its competitive advantage by producing value for its customers. Porter also stressed that a firm can gain its competitive advantage by performing the chain of strategically important activities (such as production, marketing, sales, service, human resource management, technology development, procurement activities) cheaply or better than its competitors.

According to Ittner *et al.* (2003) firms need strategy to sustain and grow profitability, revenues, market share and most importantly-acceptance. Competitive strategy is concerned with how a company competes in a particular business and gains a competitive advantage through a distinctive way of competing. Business firms need to consider the overall strategy if it wants to remain relevant in the market. It is concerned with the mix of businesses the organization should compete in, and the ways in which strategies of individual units should be coordinated and integrated. Competitive strategy helps to search for a favorable competitive position in an industry, aims to establish a profitable and sustainable position against the forces that determine industry competition. Competitive strategies have been classified into three types: cost reduction, innovation and quality-enhancement (Schuler and Jackson, 1987). It has been argued that all three strategy types can be used simultaneously to gain domestic and international competitive advantage, regardless of industry. Others argue that there is only one essential factor in determining a competitive advantage – i.e. the ease with which competitors can enter or expand in a given market (Greenwald and Kahn, 2005).

Two schools of thought have emerged on the conceptualization and adoption of competitive strategies. One school of thought has predominantly considered that viable firms can either seek efficiency or differentiation. The more efficiency is sought by management, the less differentiated the firm would be. While the more differentiation is

sought by management, the less efficient the firm would be Hambrick (1983). Porter (1980), representing this school of thought, conceptualized low costs vs. differentiation in terms of a continuum, with low costs at one end and differentiation at the other end. According to Porter (1980 p. 89), "a firm will ultimately reach the point where further cost reduction requires a sacrifice in differentiation. It is at this point that generic strategies become inconsistent and a firm must make a choice".

The members of this school of thought have considered that the value chain required for a low cost strategy is qualitatively different from the value chain required for the differentiation strategy. The emphasis of the differentiation strategy would be on gaining (even at considerable costs) superior quality and image throughout the value chain while the emphasis of the low cost strategy would be on the lowering of costs wherever possible. Because of different thrusts of the strategies, according to this school of thought, viable firms tend to compete with one strategy only. Porter (1985 p. 24) said that "sustained commitment to one of the strategies as the primary target is usually necessary to achieve success". Later on he hedged this position by stating that, "A cost leader must achieve parity or proximity in the bases of differentiation even though it relies on cost leadership for its competitive advantage. Hambrick (1983) excluded the possibility of firms competing with more than one strategy. He proposed that even though the competitive strategies may be found among various industries, not all of them would be found within any one industry setting. He argued that the low cost strategy would be unlikely to be found in a dynamic industry environment. According to Dess and Davis (1984) competitive strategies represent broad strategy types of strategic groups. Consequently, the choice of strategy can be viewed as the choice of which strategic group to compete in.

The second school of thought has considered that the low cost strategy and the differentiation strategy may be adopted simultaneously by an enterprise (Philips, et al. 1983) and (White 1986). Accordingly, the adoption of the differentiation strategy would entail promoting higher product quality. This would likely mean higher costs across a number of the functional areas in order to support the differentiation strategy and quality products would presumably channel greater market demand toward the firm.

Development of competitive position helps the firm to more accurately forecast both and long-term growth and its profits potential (Pearson and Robinson, 1997). Suppliers and creditors pose dependable relationships between a firm and its suppliers and creditors are essential to the firm's long-term survival and growth. They provide the firm with financial support, services, material and equipments. Human resources are a source of competitive advantage. A firm's ability to attract and hold capable employees is essential to its success. A firm's access to needed personnel is affected by its reputation, local employment rates, and the ready availability of people with needed skills. Customers consume company's products. They are the source of sales revenue. Development of a profile representing present and existing customers improves the ability of managers to plan strategic operations, to anticipate changes in the size of the market and to relocate resources so as to support forecast shifts in demand pattern, (Pearce and Robinson 2002).

## **2.4 School Competitive Strategies**

School competitive strategies will vary from one school to another depending on the circumstances that the school is faced with and the level of expectation and competition it is experiencing. according to Leithwood *et al.*, (2006) these strategies will involve analyzing the school contexts and situations both internal and external to school; visioning and setting strategies; having strong personal and professional values and respecting and aligning others' personal and professional values; developing strong teaching-learning characteristics including curriculum and instruction; fostering professional development of themselves and staff through methods such as intellectual stimulation, providing individualized support and modeling and also developing collaborative cultures in which the high involvement of the school's other stakeholders in the decision-making processes is exercised.

Leithwood et al. (2003) after conducting a series of studies on school strategies proposed a core set of basic strategies which are valuable in almost all school contexts. The strategies they listed include setting directions that include building a shared vision, developing consensus about goals and priorities, and creating high performance expectations. In addition, the school strategy should include developing people by providing individualized support, offering intellectual stimulation, and modeling important values and practices; and redesigning the organization through building a

collaborative culture, creating and maintaining shared decision-making structures and processes which will involve building relationships with parents and the wider community.

Establishing a school competitive strategy reduces uncertainty by directing teachers and pupils to look forward, foresee change, deem the effect of change, and expand accurate responses (Haynes and Mukherjee, 2001). A school planning decreases overlying activities. Coordination prior to the fact is in fact to identify devastate and redundancy. In addition when means and ends are definite, inefficiencies turn into clear and can be accurate or removed. Ultimately planning establishes the objectives or norms that are utilized in controlling. Initially in planning we build up the objectives. Then, in the process of controlling, we evaluate the real performance in opposition to the objectives, identity and important variations, and take the essential counteractive action. Thus without planning it would be impossible to control. Kochhar, (2006) has elaborated that planning helps to identify where the pitfalls lie. Without planning, the operational and functional performance of the school will be less than optimal and the overall objectives and goals of the school will be difficult to achieve at best. Educational planning is an organized thought process participated by administration, managers, leaders, teachers, students and community members. The ultimate result is identification of specific goals using focused techniques, tactics, and strategies which will permit the school to meet long term goals and objectives. Educational planning and management encompasses a wide range of roles and responsibilities which include quality assurance, record keeping, curriculum and pedagogy, human resource development, infrastructure, personnel management and monitoring.

According to Mulford and Johns (2004), successful schools have their leaders intervene in a variety of school aspects. These include interventions that either directly or indirectly influence the students' outcomes. "Teaching and learning" strategy is believed to have a direct influence on "students' outcomes", and "teaching and learning" is directly influenced by "school capacity". "School capacity" is affected by some "other influences" including the policies and program of external organizations, organizational



characteristics, community resources, stakeholders and the social and economic landscape. These “other influences”, according to Gurr et al. (2003) vary with the contextual variations of schools. Furthermore, the findings support a claim made in most school leadership research that successful school leadership facilitates the attainment of student achievement through the provision of better school conditions (Leithwood and Reihl, 2003).

## **2.5 Academic Achievements**

In a review of the school effectiveness literature, 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 the attention to lack of vision, unfocused leadership, dysfunctional staff relationships, and ineffective classroom practices as mechanisms through which the academic performance 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 teacher's 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.

According to Cranston (2001), the factors influencing high academic performance in High Schools in the USA were grouped into socio-demographic factors; the school environment (supervision, availability of teaching and learning materials, homework/class assignment, and membership of a club); the home environment (the role of parents, the role of the media, friends, and siblings of the child); and social groupings (such as membership of a club) and the influence of role models'. Another strategy employed to improve the academic performance of pupils was the provision of appropriate teaching and learning materials for pupils and instructors. Wesonga (2008) observed that students who develop an even broader set of in-demand competencies—the ability to think critically about information, solve novel problems, communicate and collaborate, create new products and processes, and adapt to change—will be at an even greater advantage in work and life. Applied skills and competencies can best be taught in the context of the academic curriculum, not as a replacement for it or “add on” to it; in fact, cognitive research suggests that such competencies are highly dependent on deep content knowledge. Satisfactory achievement of the basic learner achievement competencies/skills throughout the formative years of learning of a pupil in any education

cycle will ensure excellence in a pupil's academic achievement with all the other variables being as expected.

In Nigeria, Adeyemo (2006) point out that the major determinants of academic achievement include School Management Factors. Teachers must therefore create a classroom environment and organize activities in which students actively participate in their learning. Other factors that influence academic achievement were observed to include teacher characteristics for example sex, education and professional qualifications, and classroom environment which are class size, teaching aids, textbooks and homework given. Others were school head characteristics namely sex, education level and experience, school environment that include school resources, type of school, pupils' behaviour problems and school homework policy, and regional environment that is the province where the school is located.

## **2.6 Effects of Competitive Strategies on Academic Performance**

The development and implementation of competitive strategies is spearheaded by the school leadership and indeed, the importance of school leadership for school effectiveness and school improvement has been the subject of research throughout the countries. Different countries and education systems have introduced educational reforms from time to time and emphasized on the importance of leadership for school effectiveness and improvement ( Gurr et al., 2005). Different researchers have identified effective strategies as one of the most important factors of successful schools (Townsend, 2007). Day et al. (2006) found the quality of school strategies as one of the major factors which affected teachers' commitment and their motivation to remain at or leave a school. Wallace (2002) stated that school strategies have a significant impact upon school improvement. Similarly, there are a number of researches that indicates the significant effect of school strategies on students' outcomes. Leithwood and Jantzi (2000) argued that effective strategies employ an indirect but powerful influence on school effectiveness and students' achievement. Caldwell (1998) demonstrated that head teachers played a key strategic and empowering role in linking structural aspect of reform to teaching learning process and students' outcomes. Ainley et al. (2005) also noted that principals play a key role in establishing cultures that are professionally stimulating for teachers which

increase their sense of efficacy and beliefs that have the capacity to make a difference to students' learning. Looking into literature, an agreement seems among researchers that leadership is one of the significant factors for school effectiveness and successful schools are associated with the activities of effective leadership.

The physical and psychological environment of the school may be such that do not promote orderly behavior. Schools that are too large, impersonal, competitive, lack rules and regulations, and meaningful curriculum may create conditions not conducive for learning. Teacher's levels of intelligence, subject matter mastery and professional competence may determine the relationship with students and success in behavior may be influenced by the learners' psychological disposition which in turn may have its origin from the home (Sontrock, 2004).

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

This chapter intends to describe on how the research was conducted stating the research design, the population of the study, how data was collected and the data analysis.

### **3.2 Research design**

The study adopted a survey research design. The survey was of primary schools in Langata district, Nairobi. According to Emory (1995), a survey is feasible when the population is small and variable and hence the researcher was 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 design because the study was concerned about a univariate questions in which the researcher asked questions about the size, form, distribution and existence of school competitive strategies and their influence on academic achievement of primary schools in Langata district. This method facilitated the drawing of inferences and help in maintaining the continuity of the research process.

### **3.3 Population of the Study**

The population of the study consisted of primary schools in Langata district. According to the District Education officer, as at 31<sup>st</sup> December, 2012, there were 54 primary schools in Langata district (Appendix II). In addition all the schools are located in Nairobi and thus it facilitated collection of adequate data by the researcher. Because of the small number of the primary schools targeted, a census study was done.

### **3.4 Data Collection**

The study used primary data that was qualitative and quantitative analyzed. A questionnaire was administered in which it contained three sections. These sections was about introduction profile, school competitive strategies and the role of school competitive strategies on academic achievements.

The respondents targeted were the school administrators and more specifically the head teachers or the deputy head teachers whom the researcher deem having more knowledge about the competitive strategies employed in their schools. The researcher adopted purposeful sampling design since not all possible respondents were privy to the role of school competitive strategies.

### **3.5 Data Analysis**

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 was 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 enabled the researcher to have an insight on how stakeholder involvement influences the success of implementing strategies in primary schools in Langata. In accomplishing all analysis details with efficiency and effectiveness, the researcher utilized the Statistical Package for Social Sciences (SPSS) software

## CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

### 4.1 Introduction

The research objective was to determine the impact of school competitive strategies on academic achievement of primary schools in Langata district. This chapter presents the analysis, findings and discussion. The findings are presented in percentages and frequency distributions, mean and standard deviations. A total of 54 questionnaires were issued out and only 41 were returned. This represented a response rate of 76%.

### 4.2 Demographic Profile

The demographic information considered in the study were duration of school existence and the number of students in the school.

#### 4.2.1 Duration of School Existence

The respondents were asked to indicate the duration the school has been in existence and the results are presented in Table 4.1.

**Table 4.1: Duration of school Existence**

| Years        | Frequency | Percent      | Cumulative Percent |
|--------------|-----------|--------------|--------------------|
| Less than 5  | 4         | 9.7          | 9.8                |
| 5 – 10       | 7         | 17.1         | 26.8               |
| Over 10      | 30        | 73.2         | 100.0              |
| <b>Total</b> | <b>41</b> | <b>100.0</b> |                    |

Source: Researchers Data

The results indicate that 73.2% of the schools have been in existence for over 10 years, 17.1% of the schools were indicated to have been in existence for a period of 5 to 10 years while 9.7% of the schools were indicated to have been in existence for less than 5 years. The results indicate that the duration the schools have been in existence varied and at the same time the strategies adopted in order to improve students' academic achievement.

## 4.2.2 Number of students

The respondents were requested to indicate the number of students in their schools, as shown in Table 4.2

**Table 4.2: Number of students**

| Number of students | Frequency | Percent   | Cumulative Percent |
|--------------------|-----------|-----------|--------------------|
| 100 – 499          | 12        | 29.3      | 29.3               |
| 300 - 999          | 25        | 60.9      | 90.2               |
| Over 1000          | 4         | 9.8       | 100.0              |
| <b>Total</b>       | <b>41</b> | <b>41</b> |                    |

Source: Researchers Data

The results show that 60.9% of the schools had 300 to 999 student, 29.3% of the schools were indicated as having between 100 and 499 students while 9.8% of the schools have over 1000 students. The results indicate that the number of students in the schools varied and this will translate to the use of different competitive strategies by the schools to ensure academic achievement.

## 4.3 School competitive strategies

School competitive strategies will vary from one school to another depending on the circumstances that the school is faced with and the level of expectation and competition it is experiencing. The results established that all the schools appreciate the role of competitive strategies in the realization of good performance. The strategies adopted by the schools was indicated as syllabus coverage in good time, remedial teaching for the weak pupils, setting of realistic targets and working towards achieving the targets, provision of adequate learning materials, external examination and improvement of the physical environment.

### 4.3.1 Strategies adopted by schools

The respondents were requested to indicate the strategies adopted by their school in a five point Likert scale. The range was ‘very low extent (1)’ to ‘very great extent’ (5). The scores of very low extent have been taken to represent a variable which had mean score of 0 to 2.5 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 on the continuous Likert scale: ( $2.5 \leq M.E. < 3.4$ ) and the score of both great extent and very great extent 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  $>0.7$  implies a significant difference on the impact of the variable among respondents. The results are presented in Table 4.3.

**Table 4.3: Strategies adopted by schools**

|  | <b>Mean</b> | <b>Std. Deviation</b> |
|--|-------------|-----------------------|
| Building a shared vision   | 4.2148      | .6966                 |
| Developing consensus about goals and priorities                          | 4.0814      | .7905                 |
| Creating high performance expectations                                   | 4.3529      | .7018                 |
| Developing people through the provision of individualized support        | 3.7059      | .9851                 |
| Offering of intellectual stimulation                                     | 3.6471      | .9314                 |
| Continuous modeling important values and practices                       | 4.4706      | .5145                 |
| Creating and maintaining shared decision-making structures and processes | 4.1176      | .9275                 |

Source: Researchers Data

The results show that the schools adopt all the strategies although to a varying extent. The strategies adopted were continuous modeling important values and practices (mean 4.4706), creating high performance expectations (mean 4.3529), building a shared vision (mean 4.2148), creating and maintaining shared decision-making structures and processes (mean 4.1176), developing consensus about goals and priorities (mean 4.0814), developing people through the provision of individualized support (mean 3.7059) and offering of intellectual stimulation (mean 3.6471). The results show that the schools use different strategies in order to ensure that they achieve the desired academic results. The low variation of standard deviation indicates that the respondents were unanimous on the strategies used by the schools. The results are in line with Leithwood and Jantzi (2000) observation that effective strategies employ an indirect but powerful influence on school effectiveness and students' achievement.

### 4.3.2 Success parameters applicable in schools

The respondents were requested to indicate the success parameters applicable in their school in a four point Likert scale. The range was ‘strongly disagree (1)’ to ‘strongly disagree’ (4). The scores of strongly agree/agree have been taken to represent a variable which had mean score of 0 to 2.0 on the continuous Likert scale; ( $0 \leq S.E < 2.0$ ) and the score of both disagree and strongly disagree have been taken to represent a variable which had a mean score of 2.1 to 4.0 on a continuous Likert scale; ( $2.1 \leq L.E. < 4.0$ ). The results are presented in Table 4.4.

**Table 4.4: Success parameters applicable in schools**

| 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 secondary schools each year | 1.3852 | .5073          |
| School policies and practices which encourage the planning and setting up of performance targets  | 1.2941 | .4696          |
| The improvement of the physical facilities  | 1.5573 | .6242          |
| 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 secondary schools each year                          | 1.4118 | .5073          |
| Improvement of the physical environment; common expectations about pupil behaviour and success  | 1.5294 | .5145          |
| An investment in good relations with parents and the community  | 1.4706 | .6242          |

Source: Researchers Data

The success parameters applicable in the schools were indicated as the school policies and practices which encourage the planning and setting up of performance targets (mean 1.2941), 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 secondary schools each year (mean 1.3852), 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 secondary schools each year (mean 1.4118), investment in good relations with parents and the community (mean 1.4706), improvement of the physical environment;

common expectations about pupil behaviour and success (mean 1.5294) and the improvement of the physical facilities (mean 1.5573). The results indicate that academic achievement in the schools is dependent on several factors that the management of the schools should ensure that it is in place. The results are consistent with Stoll (1995) findings that a successful school aims to provide an environment in which its members can contribute and achieve. Raising achievement is a key objective for which there are planned developments and targets in curriculum planning, managing behaviour and assessment and monitoring.

#### **4.4 School Competitive Strategies and Academic Achievement**

The development and implementation of competitive strategies is spearheaded by the school leadership and indeed, the importance of school leadership for school effectiveness and school improvement. The respondents were asked to indicate the role of competitive strategies adopted by the school on academic achievement.

**Table 4.5: The role of school competitive strategies on academic achievement**

| <b>Role of school competitive strategies on academic achievement</b>  | <b>Mean</b> | <b>Std. Deviation</b> |
|---|-------------|-----------------------|
| It helps in establishing cultures that are professionally stimulating for teachers which increase their sense of efficacy and beliefs that have the capacity to make a difference to students' learning | 1.6471      | .6063                 |
| It has helped in the academic improvement being witnessed in the school   | 1.4836      | .5148                 |
| Effective strategies has an indirect but powerful influence on school effectiveness and students' achievement   | 1.4706      | .5145                 |
| It has a significant impact upon school improvement in both the academic and personal development of the students   | 1.4118      | .5073                 |
| The school strategies has led to effective leadership in the institution  | 1.5882      | .6183                 |

Source: Researchers Data

The results indicate that competitive strategies adopted by the schools has resulted in significant improvement in both the academic and personal development of the students (mean 1.4118), school effectiveness and students' achievement (mean 1.4706), academic improvement (mean 1.4836), effective leadership in the institution (mean 1.5882) and establish cultures that are professionally stimulating for teachers which increase their sense of efficacy and beliefs that have the capacity to make a difference to students' learning (mean 1.6471). The results show that the competitive strategies adopted by the schools have a favourable effect to the school achievement. The results are consistent with Reynolds (2004) findings that the effectiveness and improvement of school strategies when applied simultaneously can led to improvement in school performance through delivery of successful schooling, leading to sustained high levels of student achievement.

#### **4.5 Discussion**

The essence of competitive strategy for a company is to find a position in its industry where it can best cope with these competitive forces or can influence them in its favor. Knowledge of the underlying sources of competitive pressure can reveal the basic attractiveness of an industry, highlight the critical strengths and weaknesses of a company, clarify the areas where strategic changes may yield the greatest payoff and pinpoint the industry trends that promise the greatest. The study found out that the schools appreciate the role of competitive strategies and in order to improve the performance the schools ensure that the syllabus is covered in good time, remedial teaching for the weak pupils, setting of realistic targets and working towards achieving the targets, provision of adequate learning materials, external examination and improvement of the physical environment. The results are consistent with the findings of Cranston (2001) that the factors influencing high academic performance in High Schools were socio-demographic factors; the school environment (supervision, availability of teaching and learning materials, homework/class assignment, and membership of a club); the home environment (the role of parents, the role of the media, friends, and siblings of the child); and social groupings (such as membership of a club) and the influence of role models'. Another strategy employed to improve the academic performance of pupils was the provision of appropriate teaching and learning materials for pupils and instructors.

Leithwood et al. (2003) proposed a core set of basic strategies which are valuable in almost all school contexts. The strategies they listed include setting directions that include building a shared vision, developing consensus about goals and priorities, and creating high performance expectations. In addition, the school strategy should include developing people by providing individualized support, offering intellectual stimulation, and modeling important values and practices; and redesigning the organization through building a collaborative culture, creating and maintaining shared decision-making structures and processes which will involve building relationships with parents and the wider community. This was consistent with the strategies found to be used by the schools which were listed as continuous modeling important values and practices, creating high performance expectations, building a shared vision, creating and maintaining shared decision-making structures and processes, developing consensus about goals and priorities, developing people through the provision of individualized support and offering of intellectual stimulation.

Firms that engage in strategic planning and have appropriately designed and applied competitive strategies tend to have higher performance than those that do not. Competitive strategies can lead to high organizational performance, customer satisfaction, and increased competitiveness in the face of other rival businesses. Leithwood and Jantzi (2000) argued that effective strategies employ an indirect but powerful influence on school effectiveness and students' achievement. Caldwell (1998) demonstrated that headteachers played a key strategic and empowering role in linking structural aspect of reform to teaching learning process and students' outcomes. Ainley et al. (2005) also noted that principals play a key role in establishing cultures that are professionally stimulating for teachers which increase their sense of efficacy and beliefs that have the capacity to make a difference to students' learning. The findings of the study are in line with previous research as the competitive strategies adopted by the schools was found to have resulted in significant improvement in both the academic and personal development of the students, school effectiveness and students' achievement, academic improvement, effective leadership in the institution and establish cultures that are professionally stimulating for teachers which increase their sense of efficacy and beliefs that have the capacity to make a difference to students' learning.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter gives the summary, conclusion and recommendations of the study. The suggestion for further research was also highlighted.

### **5.2 Summary**

The study found out that the schools have been in existence for many years and therefore they understand the strategies which they adopt in order to improve their academic performance more than the previous years. The student population in the schools varied and therefore in order to ensure improved performance the schools have to adopt strategies that would suit their student capacity. The study found out that the schools appreciate the role of competitive strategies and in order to improve the performance the schools ensure that the syllabus is covered in good time, remedial teaching for the weak pupils, setting of realistic targets and working towards achieving the targets, provision of adequate learning materials, external examination and improvement of the physical environment.

Strategy helps to achieve success whether in business or otherwise, success in this context refers to the realization of objectives that are desired. The study found out that the strategies adopted by the schools were continuous modeling important values and practices, creating high performance expectations, building a shared vision, creating and maintaining shared decision-making structures and processes, developing consensus about goals and priorities, developing people through the provision of individualized support and offering of intellectual stimulation. The effectiveness and improvement of school strategies when applied simultaneously can lead to improvement in school performance through delivery of successful schooling, leading to sustained high levels of student achievement.

The parameters which were used by the schools to indicate their success was found to be school policies and practices which encourage the planning and setting up of performance targets, 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 secondary schools 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 secondary schools each year, investment in good relations with parents and the community, improvement of the physical environment; common expectations about pupil behaviour and success and the improvement of the physical facilities. Establishing a school competitive strategy reduces uncertainty by directing teachers and pupils to look forward, foresee change, deem the effect of change, and expand accurate responses. The competitive strategies adopted by the schools was found to have resulted in significant improvement in both the academic and personal development of the students, school effectiveness and students' achievement, academic improvement, effective leadership in the institution and establish cultures that are professionally stimulating for teachers which increase their sense of efficacy and beliefs that have the capacity to make a difference to students' learning.

### **5.3 Conclusion**

The realization of the school objectives such as registering a high pass rate of the students or pupils requires adoption and implementation of effective strategies. Through the process the school can further its educational aims and the learners not only get the full advantage of the teaching but in the examinations they are also well able to obtain good grades. Sustainable competitiveness of a schools is crucial and therefore the use of the various strategies by the schools to ensure that they improve their academic achievement indicates the school willingness to ensure that they protect or improve their position in the division and nationally.

The strategies adopted by the schools resulted in improved academic achievement through the adoption of teaching-learning process. The effectiveness and improvement of school strategies when applied simultaneously lead to improvement in academic achievement through school policies and practices which encourage the planning and

setting up of performance targets, 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 secondary schools 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 secondary schools each year, investment in good relations with parents and the community, improvement of the physical environment; common expectations about pupil behaviour and success and the improvement of the physical facilities.

## **5.4 Recommendation**

This study makes several recommendations for policy implementation and also suggest for further research.

### **5.4.1 Recommendations for Policy and Practice**

The study has established that the primary schools uses several strategies in order to ensure that they improve their academic achievement and it is recommended that the schools should use only those strategies which would ensure that they maximize academic performance. The successful implementation of the strategies and academic performance in the school depends on school leadership and it is recommended that the head teachers should be in the forefront in promoting strategies and structures that are professionally stimulating for teachers which increase their sense of efficacy and beliefs that have the capacity to make a difference to students' learning

The study established that in order to ensure successful implementation of the strategies and improved academic achievement school planning was necessary and it is therefore recommended that head teachers should be at the fore front in strategic planning to lead the school into incremental improvement by streamlining the non value added functions. By ensuring proper time management and conducive teaching learning environment, the headmaster can inspire teachers to engage themselves for self development and consequently contribute to improved academic achievement.

### **5.4.2 Recommendations for further research**

The study confined itself to primary schools operating in Langata District. It is recommended that the study be replicated in both primary and secondary schools in the



county in order to determine the competitive strategies adopted and its impact on academic achievement.

### **5.5 Limitations of the study**

Despite the research having met its objectives, there were challenges that were experienced by the researcher. The respondents did not have enough time to answer the questions and thus led to the delay in receiving the same. This therefore might have comprised on the quality of the response from the researcher. Since this researcher was a undertaken in only one District, it would be prudent to be undertaken in the whole county to get a much representative results. Other schools may therefore have different cultures, structures, competencies and resource capabilities and hence display different achievement as a result of using the strategies.

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# APPENDICES

## APPENDIX I

### 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? .....
  
- 3) For how long has the school been in existence? .....
  
- 4) How many students does the school have? Boys ( ) Girls ( )

#### PART B: School Competitive Strategies

- 5) As a school, do you appreciate the role of school competitive strategies in the realisation of good performance?

Yes ( )

No ( )

- 6) If yes, give any two competitive strategies that are in place in the space provided

.....

.....

.....



7.) Below are a number of strategies that can be adopted by both private and public schools. Please indicate the extent to which your school employs the various strategies.

**Key**

**5) Very great extent; 4) Great extent; 3) Moderate extent; 2) Low extent; 1) Very low extent**

| <b>School Competitive Strategy</b>                                       | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|--|----------|----------|----------|----------|----------|
| Building a shared vision   |          |          |          |          |          |
| Developing consensus about goals and priorities                          |          |          |          |          |          |
| Creating high performance expectations                                   |          |          |          |          |          |
| Developing people through the provision of individualized support        |          |          |          |          |          |
| Offering of intellectual stimulation                                     |          |          |          |          |          |
| Continuous modeling important values and practices                       |          |          |          |          |          |
| Creating and maintaining shared decision-making structures and processes |          |          |          |          |          |

8.) 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

| <b>Statement</b>  | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|---|-----------|----------|----------|-----------|
| 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 secondary schools 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 secondary schools each year.                          |           |          |          |           |
| 5. Improvement of the physical environment; common expectations about pupil behaviour and success   |           |          |          |           |
| 6. An investment in good relations with parents and the community.  |           |          |          |           |

**PART C: The Role of School Competitive Strategies on Academic Achievement**

9.) 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

| <b>Statement</b>  | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|---|-----------|----------|----------|-----------|
| It helps in establishing cultures that are professionally stimulating for teachers which increase their sense of efficacy and beliefs that have the capacity to make a difference to students' learning |           |          |          |           |
| It has helped in the academic improvement being witnessed in the school.  |           |          |          |           |
| Effective strategies has an indirect but powerful influence on school effectiveness and students' achievement   |           |          |          |           |
| It has a significant impact upon school improvement in both the academic and personal development of the students.  |           |          |          |           |
| The school strategies has led to effective leadership in the institution  |           |          |          |           |

**THANK YOU FOR YOUR TIME**

## **APPENDIX II**

### **List of primary school in Lang'ata District**

- 
- Langata West Primary School
- Olympic Primary School
- Madaraka Primary School
- Ngei Primary School
- Kongoni Primary School
- Raila Education Centre
- Langata Barracks Primary
- Ayani Primary School
- UhuruGardens Primary
- Kibera Primary
- NgongForest Primary
- Karen C. Primary
- LangataRoad Primary
- St.Mary's Karen Primary
- Moi Educational Centre Academy
- Green Pastures Schools Academy
- White Star Academy
- Jonathan Cloag Academy
- St. Elizabeth Karen Academy
- St .Hannah's Academy
- Bellevue Academy
- All Saints Cathedral Academy
- Church the Rock Academy
- Faulu Academy
- Langata Junior Academy
- Talent Academy
- SpurgeonsAcademy
- Nairobi Muslim Academy
- Our Lady of Peace Academy
- Laini Saba Academy
- Damside Preparatory Academy
- Three Bells
- Malezi preparatory
- Winka academy
- Karengata academy

- Kibera blessed academy
- Logos academy
- Soweto academy
- Karen South school
- Shilida academy
- Jeremic Adventist academy
- Little Prince academy
- Glory academy
- First step Junior academy
- P.C.E.A Langata academy
- Don Bosco school
- Al.Majlis Alifriqia academy
- ACK Good Samaritan
- Heritage academy
- Kibera Free Methodist
- Joowi academy
- St Charles Gatwekira
- Mashimoni academy
- St Augustus
- Lifespring academy

Source: Ministry of Education (2013)