IMPLEMENTATION OF STRATEGY IN KAHUHO UHURU HIGH SCHOOL IN KIAMBU COUNTY OF KENYA

KAHUNJA JUDDY WANJIKU

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DECLARATION

This Research Project is my original work and has not been submitted for any award in this or any other University.

Signature ……………………………… **Date…………………………….**

KAHUNJA JUDDY WANJIKU

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This Research Project has been submitted for examination with my approval as the university supervisor.

Signature…………………… …………… **Date………………………………..**

PROF. MARTIN OGUTU

Dept. of Business Administration,

School of Business,

University of Nairobi (UON)

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DEDICATION

This research study is dedicated to my love Earnest, daughters Sanaipei and Naini and my dear dad for the support and understanding during my studies.

ABSTRACT

Recent government policy initiatives have focused on attainment of Education for all (EFA) in Kenya which led to declaration of Free Secondary Education (FSE) in 2008. All these changes require continuous planning of secondary school education so as to realize the government objectives in education. The objective of the study was to determine how strategy is implemented at Kahuho Uhuru High School and establish the challenges faced by Kahuho Uhuru high school in strategy implementation. The research was conducted through a case study design and primary data collected through interviews. The qualitative data was analyzed through content analysis. The study concludes that strategy implementation at Kahuho Uhuru High School is characterized by successful application of practices in strategy implementation and shortfall in other practices. The practices that have been applied successfully include: communication, monitoring and evaluation, performance measurement, and performance appraisal. Nevertheless, Kahuho Uhuru High School is still facing shortfalls in the involvement of stakeholders, training, and leadership style. The main challenges faced by Kahuho Uhuru High School in strategy implementation. include: the transition of the new political regime; social economic constraints; low level of technological advancement; increased legal awareness such as children rights; devolved system of governance in Kenya; fee primary education and secondary education; ministry of education syllabus coverage deadlines; the frequent teachers' strikes and shortage of both human and financial resources. The study recommends that the process of implementing strategic plans in school can be enhances if all stakeholder are involved, frequent training and review of syllabus.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS AND ACRONYMS

EFA - Education for All

GoK -Government of Kenya

TIQET -Totally Integrated Quality Education and Training

FSE -Free Secondary Education

IO - Industrial Organization theory

RBV - Resource-Based View

K.C.S.E -Kenya Certificate of Secondary Education

SERVQUAL - Service Quality

PTA -Parents Teachers Association

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A strategic plan is a set of processes undertaken in order to develop a range of strategies that will contribute to achieving the organizational direction (Tapinos et al., 2005). This therefore calls for formulation of a coherent document which will guide the efforts of all the stakeholders, outline what the organization is trying to achieve and how it intends to achieve it. Strategic planning is important to an organization because it provides a sense of direction and outlines measurable goals. Strategic planning is a tool that is useful for guiding day-to-day decisions and also for evaluating progress and changing approaches when moving forward (Benjamin and Carroll, 1998).

According to Penrose (1959) Resource-based theory, a firm/organization has a bundle of resources and capabilities, these resources and capabilities are made up of physical, financial, human and intangible assets. The theory is conditioned on the fact that resources are not homogenous and are limited in mobility. The firm can translate these resources and capabilities into a strategic advantage if they are valuable, rare, and inimitable and the firm is organized to exploit these resources.

Fayol (1916) in his book Principles of Administration also discussed the administration theory; he proposed that there are five primary functions of management: forecasting and planning, organizing, commanding, coordinating and controlling. He saw forecasting and planning as looking to the future and drawing up a plan. Organizing was seen as the

structural term, and coordinating was described as maintaining activity among the personnel'. Coordinating was seen as essentially a unifying activity. Controlling meant ensuring that things happen in accordance with established policies and practice. These management functions have been developed to form the basis of modern management theorists such as Urwick, Mitzberg and Porter, who have taken a strategy perspective (Cole, 1996).

The EFA 2000 Assessment Report for Kenya indicates that although education has been a concern for the government and other development actors, Kenya is yet to achieve EFA goals given the increasing level of poverty, continued implementation of SAPs and servicing of both domestic and international debts. The poor, who contribute 60 percent of the population, continue to miss out on education, notwithstanding the quality (OOA Achieved News, 2008).

1.1.1 Strategy Implementation

Implementing a strategy, according to Pearce and Robinson (2007), is the process through which a set of agreed work philosophies is translated into functional and operational targets. Kotter and Best (2006) support this position when they state that implementation addresses the who, where, when and how, and it is thus the tactic that drives the strategy of the company. According to Hussey (2000), implementation follows a six step process namely, envision, activate, install, ensure, and recognize. He further states that the implementation of strategy remains one of the most difficult areas of management. Its success depends both on the selection of an appropriate strategy and converting that strategy into action.

Lewa and Mutuku, (2009) Argues Kenyan universities, colleges and secondary schools especially public ones, have always planned but there is never anything strategic about it because the "planning has always been the traditional one that followed the government's five year planning cycle". It is common knowledge that government's five year planning cycles mostly involved adjusting plans for inflation and political changes especially to accommodate the whims of the ruling regime. The planning was never seriously focused on the long term. This was the case until the advent of performance contracting that demanded that planning be strategic levels (Lewa and Mutuku, 2009).

According to Chege (2009) Higher education institutions have many stakeholders who must be involved in the Strategic management process. Apart from administrators, faculty, staff, and students, the institutions also need to account for the interests of students' parents, government agencies, benefactors, alumni, the community, and accreditation agencies. Each of these stakeholders makes demands upon the institution and the strategic management must bring these stakeholders into the strategic management process to maximize "client satisfaction." In view of the complex characteristics of education institutions, the implementation approach should be based upon high participation.

Barney (2001) highlights some of the factors affecting strategic planning implementation; he asserts that the choice of a method for strategic management implementation will depend upon situational factors such as size of the institution, complexity of programs, institutional culture, and the style of the management. In view of the complex characteristics of higher education institutions, the implementation approach should be

based upon high participation. Mintzberg (2004) contends that insufficient partner buy-in, insufficient leadership attention, ineffective leadership, weak or inappropriate strategy and resistance to change are also some of the factors that affect strategic management implementation.

1.1.2 Education Sector in Kenya

According to GoK (2010), education in Kenya has undergone numerous changes which have always necessitated the need for continuous planning. After independence the primary aim for secondary school education was to fight disease, poverty and ignorance. GoK (2005) has outlined the steps taken to solve the problem of ignorance through various commissions and task forces. These commissions include; the Ominde report 1964 which focused on fostering national unity and creating sufficient human capital; Gachathi Report 1976 focused on redefining Kenya's education policies and objectives; Mackay Report 1981 recommended removal of the Advanced level (A-level) of secondary education and establishment of 8.4.4 system of education; Kamunge Report 1988 focused on improving education, financing, quality and relevance and finally Koech Report 2000 which recommended TIQET (Totally Integrated Quality Education and Training).

Recent government policy initiatives have focused on attainment of Education for all (EFA) in Kenya which led to declaration of Free Secondary Education (FSE) in 2008. All these changes require continuous planning of secondary school education so as to realize the government objectives in education, a survey by Ngware et al. (2006) showed that over 60% of schools in the country does not have strategic plans.

Kenyan public universities, colleges and secondary schools have started to get serious about strategic planning because they recognize the challenges they face today and also because they are now required by the government to carry out strategic planning (GOK 2006). Kenyan public universities, colleges and secondary schools that are essentially traditional in orientation must find new ways of dealing with the issues facing them including increasing competition from private education institutions (Lewa and Mutuku, 2009). It is therefore imperative that Strategic planning is one of the major steps the public learning institutions can take to address the challenges they face in enhancing the quality of their programs in provision of Education.

1.1.3 Kahuho Uhuru High School

Kahuho Uhuru High School is located in the Kabete constituency Kiambu county. It is a Boys Boarding school started in 1930 as a primary school. It underwent transformation to an intermediate school in 1950 to a day Harambee school in 1964. In 2007 it was up graded to a boys boarding school. The schools sponsorship is listed as Central Government. The School Institution Type is classified as District school.

The current enrollment is about 800 students with a student teacher ratio of 18.9 and a total teaching staff of 38 people. This school has a total acreage of 10, a school bus of 42 capacity and a school van. The school buildings are old and in poor conditions. Classrooms and boarding facilities are not sufficient for the current student population. Power outrage is a major challenge and the school lacks a generator.

The school has recorded a positive performance trend from 2007 with onset of new

management team. In K.C.S.E 2013 the school recorded a mean of 7.0 grade c+. the school was classified the best District school in the county and position 80 in the country.

1.2 Research Problem

Kotter and Best (2006) see the real challenge in strategic planning resting with turning tactic into a strategy for the company. Doing this requires effective implementation. Implementation involves activities that effectively put the plan to work. Schmoker (2004) argues that strategic planning is worth the time, money, and effort. He asserts that, strategic planning allows leadership to establish clear and concise goals and objectives for improving teaching and learning. For Mintzberg (2004) one of the major weaknesses of strategic planning process lies in the fact that formal planning does not produce effective strategies. He argued, "We have no evidence that any of the strategic planning systems no matter how elaborate succeeded in capturing the messy informal processes by which strategies really do get developed".

Kahuho Uhuru High School is over 50 years since inception. The school has seen many regimes of leadership and school transformation. A survey by Ngware et al. (2006) showed that over 60% of schools in the country do not have strategic plans. A base line study conducted in Kiambu district showed that only two out of the twenty four secondary schools in the district had formulated and were implementing strategic plans. This represents only 8.3 % of all eligible schools. In Kenya Public universities and Colleges have started to get serious about strategic planning because they recognize the challenges they face today and also because they are now required by the government to

carry out strategic planning (GOK, 2006). This also is gradually being applicable to all secondary schools in Kenya. It is therefore imperative that Kahuho Uhuru High School undertakes Strategic planning as one of the major steps to address the challenges they face in enhancing the quality of their programs in provision of Education.

In implementing strategic plans Kahuho Uhuru high school should approach the process with caution. Fullan (2003) cautions educational leaders not to jump into strategic planning when beginning new change initiatives, he questioned the use of strategic planning by saying, "Spending too much time and energy on advance planning, even if it builds in principles of flexibility, is a mistake. Participation, elaborate needs assessment; formal strategic plans are uncalled for at the outset of complex change processes". Finkelstein (2003) maps four circumstances in which strategic planning failure is most likely to occur: launching new ventures, promoting innovation and change, managing mergers and acquisitions and responding to new environmental pressures. While Mintzberg (2010) believes that the strategic planning models of the 1960s and 1970s ultimately failed because they did not distinguish between strategic planning and strategic thinking. Manyasi (2009) delineated four major causes of strategic failure in Kenyan education institutions, she identified: leadership traps, monolithic cultures and skills, power and politics, and structural memories. Chege (2009) supported Manyasi's argument and asserted that all of these causes emerge while an organization is experiencing success-especially in its strategic initiatives.

Most of previous studies have focused on strategy formulation, process and very little has been done on success of strategy implementation process. This research seeks to answer

the following two questions; First, how strategy is implemented at Kahuho Uhuru High school. Second, which are some of the challenges faced by Kahuho Uhuru High school in the process of strategy implementation.

1.3 Research Objectives

The study will aim at achieving the following objectives:

i.   Determine how strategy is implemented at Kahuho Uhuru High School.

ii. To establish the challenges faced by Kahuho Uhuru high school in strategy implementation.

1.4 Value of the Study

This research work adopts Resource based theory and Fayol administrative theory. Since resource-based theory identifies as a basis for the competitive advantage of a firm lies primarily in the application of a bundle of valuable tangible or intangible resources at the firm's disposal. The theory will be beneficial in identifying the school potential key resources and Evaluate whether these resources fulfill: Valuable, Rare and In-imitable, Non-substitutable principles of the theory. Finally Fayol administrative theory will help in articulating the functions of management at the school which include; to forecast and plan (strategic planning), to organize, to command or direct (implement) and to coordinate.

The findings of this study will add wealth of knowledge to the academic community hence stimulate further research with regards to strategic plan implementation. Education

sector improvement being a major concern to the Kenya government (Gok, 2010), scholars will have a lot to borrow from the study findings. Challenges to strategic plan implementation in Kahuho Uhuru high school will form an insight to scholars in the education sector and for comparison studies. The study will also act as source for literature for future researchers.

The study is intended to provide the policy makers with insight on the challenges affecting implementation of strategic plans. To provide principals and those aspiring to be principals in public secondary schools in Kenya with knowledge of the major challenges affecting implementation of strategic plans. The findings will form basis for workable solutions to the challenges in implementing secondary school strategic plans. Finally the study findings will add to the body of knowledge on secondary school strategic planning and strategic implementation, and provoke further research since it is an ongoing venture.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this segment, is a summary of theoretical literature, which explores the implementation of strategic plans in education sector and relates to the current situations of public secondary schools as well.

2.2 Theoretical Foundation

The theoretical background reviews two theories of strategy and competitive advantage, namely, industrial organization (IO) and resource-based view (RBV). Competition amongst private and public education institutions is hypothetically largely due to an oversupply of student places and slowing demand from suitably qualified students. As a result, principles public sector are seeking to rethink their strategic positions. Theories and practices in business strategy development, as used in the for-profit business domain (Mashhadi, Mohajeri and Nayeri, 2008), provide a basis for innovative approaches; to strategy development however they do not address the comprehensive planning needs of the secondary schools.

The most appropriate approaches to strategy development in this case are industrial organisation (IO) (Porter, 1981) and the resource-based view (RBV) (Wernerfelt, 1984; Barney, 1991). While sustainable competitive advantage was the catchphrase of the 1980s, especially through the work of Porter (1980, 1985), there has been relatively little in-depth development of theory and practice related specifically to the strategic

management of public education sector. Lynch and Baines (2004) have shown that it is appropriate to use RBV to guide strategy development for Higher Education. They argued that the RBV approach can be applied to the competitive national system.

IO theory developed because of strategic marketing scholars continuing to emphasize the significant influence of sector structure on a firm's performance (Bain, 1959; Porter, 1981, 1985, 1990). Porter's five-force model (1980) was designed to assist in analyzing the relative effect of each of the five industry-level competitive forces. All five competitive forces together contribute to the intensity of industry competition and profitability. More specifically, the stronger the force or forces affecting industry competition and profitability; the more important they are in strategy formulation (Porter, 1980).

The RBV seeks to identify the important 'bundles of resources' as these are the source of the firm's competitive advantage (Barney, 1991; Grant; 1991). Grant (1991) further defined these as resources and capabilities of the firm. Amit and Schoemaker (1993) noted that resources are a bundle of assets. Capabilities, however, refer to the ability to exploit and combine existing resources. While there are differences between IO and RBV theories (Teece, Pisano and Shuen, 1997) there is also support for combining these two approaches to achieve a complementary approach to strategy development (Hitt, Ireland and Hoskisson, 2001).

2.3 Factors in Successful Strategy Implementation

Hamid (2008) argues that, every organization has to balance the sophistication and

complexity of its strategy with the challenges of implementation. According to Manyasi (2009), in the education sector, quality education assures sustainable acquisition of knowledge, be it intellectual or practical capable of developing the individual and contributes to national and global development. The process of providing quality education begins with proper planning for financial, human and physical resources and curriculum. This involves all the stakeholders and it is incorporated in the teaching/learning process (Chege, 2009)

Manyasi (2009) contends that, the focus on education quality is normally at the heart of efforts aimed at improving the performance of education sectors. He further asserts that, quality is what attracts learners, satisfies their basic learning needs, and enriches their life and their overall experience of living. Governments and all other partners must work together to ensure quality of education for all, regardless of gender, wealth, location, language, ethnic, social or cultural origin. There has been much effort in expanding basic education in the Kenya. The achievements made especially with regard to making basic education access to the population at all places are very significant. However, the issue of quality in education remains a crucial concern of the ministries of education (Chege, 2009). There are several factors that seem to have a major impact on an organization's ability to implement a strategic plan.

2.3.1 Strategic Behaviour and Commitment

According to Campo (2003), commitment starts at the top but it must not end there. Campos (2003) explains further and argues that, middle management and front line supervisors must have the commitment needed to communicate the plan and enroll the

employees in the strategy. Barney (2001) warns that if the management is not committed, the rest of the organization will not be either.

Strategy implementation requires change (Mashhadi, 2008). Some organizations embrace change while others resist to the end. Kahuho Uhuru High School has known for years what it needs to do to become more competitive, however the school simply was unable to achieve this objective. According to Mintzberg (2010), Strategic behavior refers to actions which a firm/organization takes to improve its competitive position relative to actual and potential rivals, in order to gain advantage, thereby increasing its long-run stability and marketability. Strategic behaviour thus refers to conduct which is not economically inevitable, but which is the outcome of a conscious attempt to shape the institution's market environment to its own lasting advantage and to the competitive disadvantage of rivals.

2.3.2 An organizational Structure that Supports the Strategy

One of the most powerful implementation tools available to a company is its organizational structure (Mintzberg, 2010). According to Mashhadi et al (2008), a strategy's priorities are usually reflected in its organizational structure. They argue that, a strategy may require centralized control or decentralized flexibility. It may be designed to encourage product development or generate efficiency through standardization. The organizational structure must be designed to support the priorities required by the strategy. There in a school set-up where the head teacher is the pinnacles of management strategic plan implementation becomes a challenge. A significant change in strategy almost certainly must be accompanied by a change in structure (Chege, 2009).

2.3.3 Ability to Measure Progress and Communication

Chege (2009) contends that, every implementation effort has an element of trial and error learning. However, the learning opportunity is missed if the institution cannot measure its results. According to Kiamba (2002), a learning organization must be able to define success and measure its progress so it can learn what works and what does not work.

Campo (2003), suggests that, strategic planning processes are successful when a bottom up and top down communication approach is taken. It starts with a communication to all levels of employees informing them that a Strategic Planning process will be undertaken. It includes how they will be involved in this process. This is the bottom up communication. Employees will provide input to the strategic planning process through feedback surveys, focus groups, meetings, etc. regarding their ideas for organizational direction, etc. Chege (2009) argues that in a typical authoritative set-up like witnessed in majority of public institutions communication is bound to fail strategic plan implementation.

2.4 Strategic Planning Process

Barney (2001) defines Strategic planning best practices as those professional procedures, methods or techniques that have consistently achieved results superior to other means. According to Bennell (2004), the concept of strategic planning best practices, as with best practice in any field, also usually implies that these professional procedures or methods are generally accepted or even prescribed as being correct or most effective by the body of professionals

There are some characteristics or best practices that seem to result in successful strategic plan implementation. Bennell (2004), suggests the following best practices; involving faculty, staff, and students (or employees) in plan development, holding meetings to get input before planning, holding meetings to get input on draft strategic plans, collective review of data to identify measures of success, setting short-term goals in "bite-size" pieces in addition to longer-term goals and monitoring progress through periodic checks. Making the plan happen is critical as it is the actual execution that leads to results. Businesses should take some simple steps to ensure their plan generates real results.

2.4.1 Communication and Forecasts

According to Chege (2011), effective communication is critical for successful strategic implementation of any plan, whether an organizational strategic plan or a marketing or operational plan. Mashhadi et al (2008) argues that, those required to support the plan need to be informed of the plan and its importance to the organization. In addition, all employees should know why the plan was developed, what it means to the company, who will be involved in its implementation and how they can contribute to its success.

Bennell (2004), further suggests that, strategic planning best practices should also cover the process of forecasting performance. Planners should lay the forecasts of projected current performance trends into the future over the same time horizon as the targets set for corporate performance highlights to measure possible performance gaps in the future. Just as the targets should be set as bracket, forecasts should also be set as a range, rather than some spurious attempt at a single line 'crystal ball' forecast. Both a pessimistic and an optimistic forecast should be estimated. Failure to do so permits the forecasters to hide

any potential bad news in their 'best guess' forecasts, the vulnerabilities of the organization to risk may be glossed over and the plan will be devoid of sufficient attention to risk management.

2.4.2 Strategic Planning Best Practices for Engaging Commitment

Mashhadi et al (2008) argue that, accountability must be explicit to ensure successful implementation. Managers must identify employees responsible for executing specific aspects of the plan, for instance by saying, this is what you need to do, this is when you need to do it by and this is how your success will be measured (Mashhadi et al., 2008).

Importantly, those responsible need to be held accountable for completing their tasks. If lack of performance is overlooked, or if nobody verifies that tasks were completed, employees begin to believe that their effort does not matter (Bennell, 2004). Manyasi (2009) also contends that, a basic principle of any best practice approach to strategic planning is the building of a solid consensus among the top and preferably middle management teams. This is required not only to ensure that a wide range of ideas and information informs the strategic decision-making. It is also to encourage strong commitment among these senior people to the translation of the strategies into action plans, and to provide requisite support to all members of the organization in the execution of those strategies. So essential is this participative approach to achieving best practices in strategic planning for most contemporary organizations that it virtually rules out the preparation of plans by anyone other than the top executives themselves (Manyasi, 2009).

Another of the strategic planning best practices is to build in change management and leadership training, education, and development to effectively focus the organization on achieving improved long-term performance at lower levels of risk. A well-conducted strategic planning process is in itself a worthwhile management development activity. In terms of engaging people, strategic planning best practices should also emphasize separation from and integration with ongoing management accountabilities. This involves making special provision for setting aside time for deliberation on strategic issues and formulating strategies to address them (Bennell, 2004).

2.5 Challenges of Strategy Implementation

According to Ngware et al (2006) education institutions in Kenya dedicate substantial internal and external resources to a strategy development process, but ultimately, fail to move the firm in the direction identified or realize the benefits of their investment. The most common reasons includes: Insufficient partner buy-in, Ngware et al (2006) asserts that, in conducting strategic planning, firm leaders and partners involved in the process develop a strong understanding of the business imperative behind the chosen strategy and the need for change in order to achieve partner goals. However, partners removed from the process may struggle to identify with the goals and strategies outlined by firm leaders.

According to Manyasi (2009), insufficient leadership attention is another major challenge of strategy implementation in public secondary schools in Kenya. Too often, leaders/school heads view the strategy development process as a linear or finite initiative. After undergoing a resource intensive strategic planning process, the institution's Committee members/ Parents Teachers Association (PTA) may find themselves jumping

back into billable work or immersing themselves in other institution matters, mistakenly believing that writing the plan was the majority of the work involved. Within weeks of finalizing the plan, strategies start to collect dust, partners lose interest, and eventually, months pass with little or no reference to the plan or real action from school leaders to move forward with implementation.

Lewa and Mutuku (2009), Asserts that ineffective leadership in public secondary schools could possibly pose a challenge in strategy implementation. They argue that, leading strategy implementation requires a balancing act, the ability to work closely with partners in order to build cohesion and support for the institution strategy, while maintaining the objectivity required in order to make difficult decisions. Manyasi (2009), further contends that, strategy implementation frequently fails due to weak leadership, evidenced by leaders unable or unwilling to carry out the difficult decisions agreed upon in the plan. To compound the problem, partners within the institution often fail to hold leaders accountable for driving implementation, which ultimately leads to a loss of both the institution's investment in the strategy development process as well as the overall performance of the school.

Weak or inappropriate strategy largely due lack of expertise in the field of strategic management by most public school heads is also a threat to strategy implementation (Ngware et al., 2006). He further argues that, during the course of strategic planning, the lack of a realistic and honest assessment of the institution and its capabilities may lead to the development of a weak, inappropriate or potentially unachievable strategy. A weak strategy may also result from overly aspirational or unrealistic institution leaders or

partners who adopt an ill-fitting strategy with respect to the school current position or market competition (Ngware et al., 2006).

According to Manyasi (2009), resistance to change is a major challenge to strategy implementation, the difficulty of driving significant change in a sector rooted in autonomy and individual teacher and other stakeholders' behaviors is not to be underestimated. He argues that, more often than not, executing on strategy requires adopting a change in approach and new ways of doing things. In the context of public secondary school, this translates to convincing members of the school, and in particular, teachers and other stakeholders like parents, that change is needed and that the chosen approach is the right one.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter discusses the methodology, which was used in the study in order to achieve the research objectives. The areas covered include research design, data collection procedures and data analysis.

3.2 Research Design

The research was conducted through a case study design as it allows for in-depth contextual analysis. Mugenda and Mugendi (1999) observes that a case study is a powerful form of qualitative analysis and involves careful and complete observation of a social unit be it a person, family, cultural group or an entire community and/or institution. This study therefore was built on similar ground as it allows the researcher to understand social reality in a subjective but scientific manner.

3.3 Data Collection

The researcher collected primary data through interviews. An interview guide was used to guide the researcher in collecting data on implementation of strategic plans in Kahuho Uhuru High School. A total of 6 interviewees were interviewed. The interviewees were drawn from the top level management that is the school principal and the chairman of Board of management. Middle level management was also be interviewed that is 3 teachers. The school bursar was also be interviewed to represent the non-teaching staff.

3.4 Data Analysis

Qualitative data was analyzed through content analysis. According to Mugenda (1999), content analysis is the systematic qualitative description of the composition of the objects or materials of the study. It involves observation and detailed description of objects, items or things that comprise the study. The method allowed the researcher to learn and understand the underlying issues as well as get actual facts on strategy implementation, its challenges and ways of overcoming it.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents study findings, interpretation and discussion. The objective of the study was to determine how strategy is implemented at Kahuho Uhuru High School and establish the challenges faced by Kahuho Uhuru high school in strategy implementation.

4.2 Background Information

The study enquired about the interviewees' position, duration of service and major responsibilities at Kahuho Uhuru High School. The interviewees comprised of the school principal, the deputy principal, the chairman of the Board of Management and 3 teachers. The interviewees had worked at the school for a duration ranging from 2 to 8 years. The findings indicate that the interviewees had worked at the school for durations long enough to gain substantial knowledge and experience in strategy implementation within the education sector. Therefore, the interviewees were able to provide comprehensive data on how strategy is implemented in schools and the challenges faced by schools in strategy implementation.

The major responsibilities of the school principal and the deputy principal include: strategy formulation and implementation in the schools, responsible for the management of day-to-day operations and business of the school, oversees the educational programs and developments in the school, informing the board of management of issues effecting the school, guidance and counselling, coaching, shape a vision of academic success for

the students, create a climate hospitable to education, cultivate leadership in students and staff, oversee management of human resources data and processes within the school.

The background information on the interviewees had indicated that their participation in strategy implementation is important in the achievement of strategic plans at school and at national level. Due to the interviewees' positions, duration of service/work experience and responsibilities, they were able to help meet the objectives of the study by providing data on how strategy is implemented in schools and the challenges faced by schools in strategy implementation.

4.3 The Practices of Strategy Implementation

The first objective of the study was to investigate how strategy is implemented is schools. All the interviewees (school principal, the deputy principal, the chairman of Board of management and the teachers) have roles to play in the implementing both school and government strategic plans for the education sector. Strategy implementation includes assisting and motivating students to improvement academic performance, enforcement of student discipline, adherence to work ethics, executing government directive that guide education in Kenya.

One of the major strategic plan by the government is the free secondary education. According to the school principal, the Free Secondary Education (FSE) was introduced in 2008 due to Kenyan government's desire to achieve the Millennium Development Goals and as a response to upsurge of students from primary schools due to the implementation of Free Primary Education (FPE) in January 2003. The government waived tuition fees as

it constituted a significant proportion of the finances required in meeting the cost of secondary school education which was a reprieve to parents, guardians and sponsors. All the stakeholders in the education sector play major roles in the implementation of Free Secondary Education.

The interviewees were asked to indicate how strategy is implemented in terms of the involvement of stakeholders, communication, training, monitoring and evaluation, performance measurement, performance appraisal, organizational culture, leadership style. The following subsections present the findings of the study, the interpretation of the study finding and the discussion of the study finding.

4.3.1 Stakeholder Involvement in Strategy Implementation

The interviewees were asked whether the concerns of stakeholders taken into consideration before implementing the strategy. The interviewees stated that the concerns of stakeholders are taken into consideration before implementing the strategy at Kahuho Uhuru High School. The administrators consult teachers and parent before implementation of school strategic plans. However, the interviewees stated that consultation of students is very limited and administration often communicate strategic directions to students without their prior input.

Stakeholders in the education sector includes: administrators, teachers, staff, students, parents, community members, school board members, county government representatives and state representatives. Stakeholders include collective entities such as organizations, initiatives, committees, media outlets, and cultural institutions. Stakeholders have a stake

24

in the school and its students, which means they have personal, professional, civic, financial interest or concern in the school.

Stakeholder engagement is a critical aspect in the development and implementation of a strategy. As practices and regulations in the education sector keep changing, stakeholders have become key influencers in the strategy implementation. Therefore, school administrators must ensure that stakeholder are fully engaged in the formulation and implementation of strategies.

4.3.2 Communication

The interviewees were asked to indicate the role that communication plays in the strategy implementation process at Kahuho Uhuru High School. The interviewees indicated that communication plays a major role in strategy implementation in schools. Communication fosters timely feedback during implementation, help in identification of setbacks during strategy implementation, and facilitates teamwork. The study findings imply that communication during strategy implementation in schools must be a priority because the process is likely to fail if there is poor communication.

The study findings indicate that it is essential for schools to establish effective and efficient communication channels during strategy implementation. Similarly, Chege (2011) emphasized that an effective communication is critical for successful strategic implementation of any plan, whether an organizational strategic plan. Moreover, Rapa and Kauffman, (2005) argued that the way in which a strategy is presented to employees is of great influence to their acceptance of it.

To ensure smooth implementation of strategic plans, an integrated communications plan must be developed. Such a plan is an effective vehicle for focusing the employees' attention on the value of the selected strategy to be implemented.

4.3.3 Training

The study enquired whether the interviewees had undergone training on strategy implementation and how frequent the training was carried out. The interviewees indicated that the staff at Kahuho Uhuru High School underwent training on strategy implementation three times a year prior to the process. The findings show that training in strategy implementation has not been adequate at Kahuho Uhuru High School. Training courses for teachers and school administrators are ways of improving the effectiveness the workforce in strategy implementation. Training improve the strategy implementation process by improving productivity and adherence to quality standards, enabling staff to develop skill sets that allow them undertake a greater variety of work and increase the ability of teachers and administrators to respond effectively to strategic changes. Training across in schools improves competitiveness and morale of the teachers thus facilitating achievement of strategic goals.

Having a strong and successful training strategy in school helps to develop employee brands and make the staff a prime consideration for career developments. The commitment to training is transmitted to the career marketplace including job seekers and recruitment professionals, by means word of mouth and positive feedback by current and past employees. Increasingly, the school becomes recognized as an institution with ambitious workforce due to quality training.

4.3.4 Monitoring and Evaluation

The interviewees were asked whether they considered evaluation and follow-up necessary during implementation process at Kahuho Uhuru High School. The interviewees agreed that evaluation and follow-up is considered necessary during the implementation process. Monitoring and Evaluation (M&E) enables the institution to identify gaps and problems in the implementation process thus allowing for timely corrective measures. Monitoring and evaluation ensures that management, staff and the students effectively carry out their mandates in the implementation process. Moreover, monitoring and evaluation allows for innovation and adjustments during strategy implementation.

The study established that monitoring and evaluation is a tool to monitor and improve strategy implementation process in schools. The M&E system can improve implementation through early warning of problems (delay in training activities, lack of sufficient financial resources due to higher construction prices, less-than-expected community participation, etc.). It can provide feedback regarding the outcomes of activities and give suggestions for improvement. The M&E system can improve implementation by measuring whether the planned and implemented activities are actually producing the intended outcomes and whether revised or additional activities are necessary.

4.3.5 Performance Measurement

The study sought to establish whether the success of strategy implementation process is measured at Kahuho Uhuru High School and the indicators used in performance measurement. The study established that performance measurement is a major practice in strategy implementation at Kahuho Uhuru High School. The indicators for performance measurement include: the students' results in internal assessment tests, students' performance in Kenya Certificate of Secondary Education (K.C.S.E.), students population, the morale of the teachers, student discipline, school infrastructure, co-curriculum events and interpersonal relations.

Performance measures in school authority and school plans and results reports provide information on achievement of outcomes on key aspects of the education system. This information is an essential part of accountability that enables the organization to: assess and report on progress, what is working well and what needs improvement, determine priorities for improvement and set improvement targets and make program and budget decisions to maintain good performance and improve performance in areas requiring improvement.

4.3.6 Performance Appraisal

The interviewees were asked whether the management recognizes the performance achieved by the team involved in strategy implementation. The interviewees agreed that the management of Kahuho Uhuru High School recognize performance achieved by the team involved in strategy implementation. Performance appraisal constitutes incentives in

form of annul trips, rewards to students and teachers during prize giving ceremonies, and parent recognition.

The study established that performance appraisal facilitates strategy implementation in schools by offering a valuable opportunity to focus on work activities and goals, to identify and correct existing problems, and to encourage better future performance and offering the stakeholders time out for a one-on-one discussion of important work issues that might not otherwise be addressed. Performance appraisal offers an excellent opportunity for education stakeholders to recognize and agree upon individual training and development needs. The existence of an appraisal program indicates to an employee that the institution is genuinely interested in their individual performance and development. This has a positive influence on the individual's sense of worth, belonging, commitment to strategy implementation.

4.3.7 Organizational Culture

The interviewees were asked whether the organization culture contribute to the strategy implementation process. The interviewees agreed that organizational culture contribute to the strategy implementation process at Kahuho Uhuru High School. The organizational culture fosters ease of accepting change, sense of accountability, the spirit of teamwork, motivation and meeting strict deadlines for discharge of duties and responsibilities.

The study findings indicate that organizational culture in schools is a major factor in strategy implementation process. Schools need organizational culture that supports the implementation process. The importance of role played by organizational culture in

strategy implementation is emphasized by Marginson, (2002) who contend that strategy implementation evolves either from a process of winning group commitment through a coalitional form of decision-making, or as a result of complete coalitional involvement of implementation staff through a strong corporate culture.

Schools need strong cultural values which are essential in meeting the changing organizational needs. Aaltonen and Ikåvalko (2002) argue that one of the major challenges in strategy implementation appears to be more cultural and behavioral in nature, including the impact of poor integration of activities and diminished feelings of ownership and commitment. Moreover, a strong culture in schools assist stakeholders to understand of how the strategy should be implemented; fully appreciate the strategy, identify difficulties and obstacles in the process of implementation.

Organizational culture in education institutions need to allow for clarity of responsibilities in the implementation process. Rapa and Kauffman (2005) ague that responsibilities should be diffused through numerous organizational units. To avoid power struggles between departments, schools should have strategic plan with clear assignments of responsibilities regarding detailed implementation activities. When responsibilities are clear the institutions minimize the potential problems in the implementation process.

4.3.8 Organizational Structure

The interviewees were asked to indicate the role played by the organizational structure in the strategy implementation process. The interviewees indicated that the organizational

structure plays an important role in the strategy implementation process at Kahuho Uhuru High School. Organizational structure enables ease of communication by encouraging feedbacks on the implementation process. The organizational structure allows for decentralization of power and responsibilities among school administrators, staff and student. The interviewees said that there is no micromanagement at Kahuho Uhuru High School.

Organizational structures affects strategy implementation process by allowing ease of flow of information and chain of command in an institution. Similarly, Eisenstat (2003) argued that the effectiveness of coordination of activities is important in enhancing competitive advantage of an organization. Therefore, an organization with structures that enhance coordination of activities record higher rates of success in strategy implementation.

4.3.9 Leadership Style.

The interviewees were asked whether they considered the present leadership useful in the strategy implementation process at Kahuho Uhuru High School. The interviewees agreed that the present leadership in the school was useful in the strategy implementation process. The administrators apply a mixture of autocratic and democratic styles of leadership. The democratic leadership style allows for participation of all stakeholders in the implementation process. Democratic leadership enables sharing of ideas and an upward and downward communication during strategy implementation. Democratic leadership also cultivate sense of ownership of the strategic plans among the stakeholders (administrators, staff and students). On the other hand, the administrators apply autocratic

leadership in enforcement of discipline, work ethics and adherence to strict deadlines.

The most important thing when implementing a strategy is the leadership's commitment to the strategic direction itself. Rapa and Kauffman, (2005) also agree that commitment of leaders is undoubtedly a prerequisite for strategy implementation. Therefore, school administrators must demonstrate their willingness to give energy and loyalty to the implementation process. This demonstrable commitment becomes, at the same time, a positive signal for all the affected stakeholders.

4.4 Challenges of Strategy Implementation Process

The second objective of the study was to establish the challenges faced by Kahuho Uhuru High School in strategy implementation. The following subsections presents the findings of the study.

4.4.1 Change in Political Regime

The interviewees were asked whether the transition of the new political regime impose any challenge in strategy implementation process. The interviewees stated that the transition of the new political regime imposed challenge in strategy implementation process in Kenyan high schools. The transition of the new political regime has hindered the collection of school fees as many parents think that education is free. The new political regime promised free primary and secondary education but the government is yet to provide adequate funding and effective guidelines on implementation of free education. The new political regime has also slowed down the dispensation of bursaries to needy students and the motivation fee has been scrapped from the education system.

Education policies continue to reflect highly complex processes of negotiation and brokering between political parties, professional bodies, interest groups, civil servants and so forth. According to Rees (2002), whilst devolution open up new avenues through which negotiation and brokering can take place in the education sector, the change in regime does not remove the indeterminacy of the outcomes which emerge in the education sector.

There is also a wider issue of how organizations and social groupings in civil society relate to the processes through which the devolved systems of governance generates education policy. Paterson (2000) argued that parliaments provided a relatively consensual basis on which these relationships between civil society and the state could be redrawn. However, the extent to which these relationships have been re-ordered is hotly disputed in the devolved system of governance.

4.4.2 Social Economic Environment

The study enquired whether social economic environment hinder implementation process. The study established that social economic environment hinder strategy implementation process in schools. The poverty levels are still high in the country and most parents are undergoing hard economic times which has resulted in delays or lack of payment of school fees. The moral permissiveness of the society has contributed to increased indiscipline in schools. Many students from dysfunctional homes and orphans record low performance. The ease of access and use of drugs among students has also led to poor performance thus hindering strategies to improve academic performance in schools.

Home is the first informal school where the most basic skills of life are learned without which all later learning would be meaningless. The family makes critical contributions to a child's achievement from preschool through high school. A home environment that encourages learning is more important to a child's achievement than his/her own sole efforts (Cai, et al, 1999). According to Baker and Soden (2001) three kinds of parental involvement at home are consistently associated with higher academic achievement. This is by actively organizing and monitoring a child's time for learning, helping with homework and discussing school matters with the child.

The earlier the parental involvement begins in a child's educational process, the more powerful the effects on the child's learning. Positive results of parental involvement include; improved pupil's achievement, reduced absenteeism, improved behavior, and restored confidence among parents in their children's schooling. The school environment should seek to promote equity and equality, health and nutrition and it should be gender sensitive.

4.4.3 Technological Changes and Advancement

The study enquired whether technological changes and advancement cause challenges in the strategy implementation process. The interviewees cited technological changes and advancements as a challenge to the strategy implementation process in school. The use of technology in education has increased but Kahuho Uhuru High School still face challenges in terms of low illiteracy level in computer among stakeholders, inadequate infrastructure in information communication technology. The low levels of techno-savvy and infrastructure slows down the process of strategy implementation.

4.4.4 Legal Awareness

The interviewees were asked whether the legal awareness such as children rights pose any challenge in the implementation process. The interviewees stated that established legal awareness such as children rights pose a major challenge in the strategy implementation process. The advocacy for non-corporal punishment in schools has escalated incidents of indiscipline because teachers avoid the legal consequences.

The inability of teachers to discipline rogue students has led to deterioration of performance hence the inability of schools to achieve strategic goals in national examinations. In order for schools to achieve strategic plans, the law governing education sector must ensure that the right of students are protected without interfering with the administration of the school or service delivery by the teachers.

4.4.5 Devolution of the Government

The study enquired about challenges imposed by the recent government devolution in strategy implementation process. The study established that devolved system of governance in Kenya has hindered strategy implementation process in schools. The devolved system of governance has led to duplication of responsibilities between local and national government hence difficulty is accessing educational services.

There are a number of instances where devolution hinders strategy implementation. The education funds such as bursaries and developments funds are not easily accessed due to existence of county funds and constituency development funds. Similarly, employment of early childhood teachers is the responsibility of the county government whereas the rest

of teachers are employed by the national government. The overlap of duties creates confusion in terms of hierarchy of commands thus affecting accountability and service dispensation.

4.4.6 Free Primary and Secondary Education in Kenya

The interviewees were asked whether free secondary education initiative caused challenges in the implementation of the strategy. The interviewees agreed that the introduction of free primary education and secondary education has been a major challenge in strategy implementation in schools. The system has interfered with availability of funds to run school programs as government does not avail adequate and timely funds. The study established that the Free Secondary Education (FSE) was introduced in haste hence the head teachers were not well prepared for its implementation. The problems of FSE include: late disbursement of funds by government, inadequate funds to cater for the entire vote heads, misconception by parents that FSE policy catered for all the fees and fluctuation of market prices of commodities.

There is lack of proper education of the public on the implications of Free Secondary Education Policy which creates conflicts in the implementation of the programme. Free primary education occasions an influx of students in secondary schools. The existing physical facilities and human resources are strained. This triggers schools to slap building and expansion levies on parents and may eventually force the government to tax citizens more to raise tuition for the bulging number of students and pay more teachers.

4.4.7 Ministry of Education Curriculum Implementation Procedures

The interviewees were asked whether the ministry of education curriculum implementation procedures cause any challenge in the strategy implementation process. The interviewees agreed that the ministry of education curriculum implementation procedures cause challenges in the strategy implementation process. The outlined ministry of education syllabus coverage deadlines do not match with times allocation on the timetables thus causing staff to strain and necessitates the introduction of remedial classes.

The government has outlawed remedial teaching and teachers are not able to properly implement targets in the syllabus. The ministry of education guidelines do not provide motivation for teacher who strain to implement the requirements on syllabus coverage. Therefore the education guidelines remain a major challenge in the achievement of strategic plans both at the institutional and at the national level.

4.4.8 Teachers' Strikes

The interviewees were asked whether the frequent teachers' strikes pose challenges in the process of strategy implementation. The interviewees agreed that the frequent teachers' strikes is a major hindrance to strategy implementation in schools. The strikes adversely impact on the morale of teachers who resort to strike as a last resort in their quest for better remuneration. Teachers' strikes also hinder syllabus coverage which in turn lead to poor academic performance in both institutional and national examinations.

According to Baker (2011), the industrial action is accompanied by lower student

achievement. When students are not in school or being taught by teachers, learning cannot take place. The adverse impacts of teacher strikes in Kenya are evident in terms of school closures, disruptions to teaching programmers and exam timetables. Teacher strikes are also occasionally characterized by riots and outbreaks of violent protest with unionized teachers intimidating schools that remain open or those teachers that resist calls to down tools.

4.4.9 Availability of Resources

The study sought to establish whether the level of resources committed hinder the implementation process in schools. The study established that shortage of both human and financial resources were cited as major hindrances in strategy implementation in schools. The school has limited funds due to large school arrears by parents and inadequate and delayed funding by the government. The shortage of funds has halted school development projects and resulted in inability of school administrators to smoothly run institutional programmes. Shortage of human resources has been a major hindrance to service delivery in schools. The schools lack enough teachers and support staff thus hindering effective teaching and running of school programmes.

The availability of human and financial resources is a major factor in the achievement of strategic plans. Schools with adequate resources record higher success rate in the strategic plans. The availability of funds lead to availability of facilities in schools. The school environment which includes the classrooms, libraries, teachers' quality, school management, teaching methods, peers and all physical facilities within a school, is a

strong variable that affects pupils' academic achievement. The learning materials as well as physical facilities are viewed to be of critical importance in determining the quality of a school, especially as judged by achievement of learners in national examinations.

The availability of physical facilities of the school have a variety of effects on teachers, pupils and the learning process. According to (Ireri, 2007), desks, instructional materials especially textbooks, school library activities and school administration are consistently related to achievement. Poor facilities create uncomfortable, uninviting and stressful working conditions for teachers and pupils

In classrooms where many learners are cramped into them and teachers are left with only small spaces to teach in front of the chalkboard without proper movement around the classroom, the individual attention of learners is difficult to accomplish. The learners thus have very little or no contact at all with the teacher during the lesson and in such a case teaching methodology is often rigid and inflexible allowing little or no learner participation. Fraser (1998) argued that in a conducive classroom environment, pupils can learn to work in groups, grow in teamwork, leadership, communication, and conflict resolution. At the opposite end of the spectrum, non-conducive learning environment facilitates the perpetuation of stereotypes, lack of team spirit and poor coordination

4.5 Discussion

The study established that involvement of stakeholders in the implementation has benefits such as inculcating the sense of ownership of the school strategies thus allowing smooth implementation of strategic plans. The involvement of the broader community of

the school in strategy implementation improves communication and public understanding and allows for the incorporation of the perspectives, experiences and expertise of participating community members to improve reform proposals, strategies, or processes.

The involvement of the broader community of a school leads to higher academic performance and school improvement. When schools, parents, families and communities work together to support learning, students feel more encouraged, attend school more regularly and take part in higher-level programs. This involvement is a key to addressing school drop-out crisis and strong partnerships foster higher educational aspirations and more motivated students.

The study findings are in tandem with Nutt, (2005) who points out that subtle changes taking place in the attitudes of employees towards working, their employers, and their lives are requiring organizations to fully engage all stakeholders in order to gain their commitment to strategic plans. Chege (2009) stated that provision of providing quality education begins entails involvement of all stakeholders in the teaching/learning process. Every stakeholders in the education sector makes demands upon the institution and the strategic management must bring all stakeholders into the strategic management process.

A two-way-communication is essential for the success of a strategy implementation process. A two-way-communication program in schools that permits and solicits questions from stakeholders about issues regarding the formulated strategy aid in the implementation process. According to Alexander (2003) the presence of a communication system that solicit questions and feedback ensures that stakeholders are informed about

the new requirements, tasks and activities to be performed and the reason behind the strategic changes. Capon (2008) also advocated for a bottom up and top down communication approach for strategy implementation.

Training in schools motivate teachers, which in turn tends to improve performance hence the achievement of strategic goals. Training enable teachers to achieve a more effective and efficient use of time as a result of higher skill levels, combined with a better understanding of the job function. Staff who know they are competent feel more confident thus well-trained staff is important in strategy implementation.

Investing in employee training enhances the schools image as: a good place to work, an institution that offers its employees the opportunity to grow and meet their individual goals and aspirations, an institution that values employees and an institution that nurtures its employees. Creating a pool of trained staff can bridge gaps when someone unexpectedly leaves the school or if they accept a transfer or a promotion. Doing so tends to create more efficient employees that require less supervision and who need less detailed instructions. This frees management's time for higher value added activities and fast-track strategy implementation process.

Monitoring and evaluation is a tool to measure and increase impact of strategic plans in schools. Because an M&E system measures outcomes and results, it focuses on what the project has achieved and not just what the efforts have been. This promotes accountability of the project team and stimulate performance. Evaluations show which strategic approaches have the largest impact, provide new learning experiences, and

identify good practices. The evaluation gives answers to whether the project approach that was used is adequate for the context; whether it can and should be expanded, and how this might be done. Monitoring and Evaluation also prompts fresh thinking within learning institutions and their contacts with external stakeholders. Funders and other stakeholders use Monitoring and Evaluation results to know whether desired outcomes have been achieved out of strategies implemented.

Performance management has become the key instrument used by policy -makers to improve the education system, to raise levels of attainment and to increase the accountability of teachers. Performance management uses indicators such as student test scores to rank students, schools and counties and to generate Performance Targets that are then are used to manage performance (Fitz-Gibbon, 1996). The study findings are also in tandem with Bennell (2004) who argued that strategic planning best practices should also cover the process of forecasting performance. Planners should lay the forecasts of projected current performance trends into the future over the same time horizon as the targets set for corporate performance highlights to measure possible performance gaps in the future.

According to Soucek (1995), teachers, heads and their employers all feel under pressure to demonstrate good performance. This may have positive effects, but it may also reduce trust, inhibit discussion of difficulty and diminish honest self-evaluation at all levels in the system. Because it is necessary to demonstrate constant improvement, teachers, as well as students, may experience unproductive stress that inhibits their learning and development.

A periodic performance appraisal allows school administrators to provide positive feedback as well as identifying areas for improvement during strategy implementation. Performance appraisals provide a structured process for an employee to clarify expectations and discuss issues affecting implementation process with the administration. Performance appraisal also increases levels of employee motivation and satisfaction.

Leadership is widely described as one of the key drivers of effective strategy implementation. According to Pearce and Robinson (2007), several identifiable actions characterize strategic leadership that positively contributes to effective strategy implementation namely: determining strategic direction, establishing balanced organizational controls, effectively managing the organization's resource portfolio, sustaining an effective organizational culture and emphasizing ethical practices. Strategic leaders have a role to play in each of the above-mentioned strategic leadership actions. In turn, each of these strategic leadership actions positively contributes to effective strategy implementation (Hitt et al. 2007).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study findings, conclusion and recommendations. The chapter is presented in line with the objective of the study which was to determine how strategy is implemented at Kahuho Uhuru High School and establish the challenges faced by Kahuho Uhuru high school in strategy implementation.

5.2 Summary

The following subsection presents the summary of the study findings. The section summarizes the practices of strategy implementation in schools and challenges of strategy implementation process in schools.

5.2.1 The Practices of Strategy Implementation

The first objective of the study was to investigate how strategy is implemented in schools. The study investigated the role of the following practices in strategy implementation in the schools: involvement of stakeholders, communication, training, monitoring and evaluation, performance measurement performance appraisal, organizational culture, leadership style.

The study established that Kahuho Uhuru High School values stakeholder involvement in the implementation process. There is consultation among different stakeholders before strategies are implemented at the school. Nevertheless, consultation of students is very

limited and administration often communicate strategic directions to students without their prior input. Involvement of stakeholders create a sense of ownership thus allowing smooth implementation of strategic plans. School administrators must ensure that stakeholder are fully engaged in the formulation and implementation of strategies.

Communication and training are practices that influence strategy implementation at Kahuho Uhuru High School. Communication fosters timely feedback during implementation, help in identification of setbacks during strategy implementation, and facilitates teamwork. The study established that training of staff in readiness for strategy implementation has not been adequate at Kahuho Uhuru High School. The staff underwent training on strategy implementation three times a year prior to the process.

Monitoring and evaluation is considered a necessary practice in strategy implementation process at Kahuho Uhuru High School. Monitoring and evaluation enables the institution to identify gaps and problems in the implementation process thus allowing for timely corrective measures; ensures that management, staff and the students effectively carry out their mandates in the implementation process and; allows for innovation and adjustments during strategy implementation.

Performance measurement and appraisal is also a major practice in strategy implementation at Kahuho Uhuru High School. The indicators for performance measurement include: the students' results in internal assessment tests, students' performance in Kenya Certificate of Secondary Education (K.C.S.E.), students population, the morale of the teachers, student discipline, school infrastructure, co-

curriculum events and interpersonal relations. Performance appraisal constitutes incentives in form of annul trips, rewards to students and teachers during prize giving ceremonies, and parent recognition.

The study established that strategy implementation process at Kahuho Uhuru High School is influenced by organizational culture and organizational structure. The organizational culture fosters ease of accepting change, sense of accountability, the spirit of teamwork, motivation and meeting strict deadlines for discharge of duties and responsibilities. On the other hand, organizational structure enables ease of communication by encouraging feedbacks on the implementation process and allows for decentralization of power and responsibilities among school administrators, staff and student.

The study further established that implementation process at Kahuho Uhuru High School is influenced leadership style. The administrators apply a mixture of autocratic and democratic styles of leadership. The democratic leadership style allows for participation of all stakeholders in the implementation process, enables sharing of ideas in an upward and downward communication and cultivate sense of ownership of the strategic plans among the stakeholders (administrators, staff and students). On the other hand, the administrators apply autocratic leadership in enforcement of discipline, work ethics and adherence to strict deadlines.

5.2.2 Challenges of Strategy Implementation Process

The second objective of the study was to establish the challenges faced by Kahuho Uhuru High School in strategy implementation. The main challenges include: the transition of the new political regime has hindered the collection of school fees, slowed down the dispensation of bursaries to needy students and has led to the scraping off of motivation fee from the education system; social economic constraints due to high poverty, hard economic times, moral permissiveness of the society, dysfunctional homes, increase in the number of orphans and use of drugs among students.

Strategy implementation at Kahuho Uhuru High School is hindered by: low level of technological advancement due to low illiteracy level in computer among stakeholders, inadequate infrastructure information communication technology; increased legal awareness such as children rights; devolved system of governance in Kenya which has led to duplication of responsibilities between local and national government; free primary education and secondary education which has interfered with availability of funds to run school programs; outlined ministry of education syllabus coverage deadlines which do not match with times allocation on the timetables; the frequent teachers' strikes and shortage of both human and financial resources

5.3 Conclusion

The study concludes that strategy implementation at Kahuho Uhuru High School is characterized by successful application of practices in strategy implementation and shortfall in other practices. The practices that have been applied successfully include:

communication, monitoring and evaluation, performance measurement, and performance appraisal. A two way/up and down communication system fosters timely feedback during strategy implementation. Monitoring and evaluation enables the institution to identify gaps and problems in the implementation process thus allowing for timely corrective measures. The main indicators for performance measurement include: the students' results in internal assessment tests, students' performance in Kenya Certificate of Secondary Education (K.C.S.E.). Performance appraisal constitutes incentives in form of annul trips, rewards to students and teachers during prize giving ceremonies, and parent recognition. The organizational culture and structure also facilitate the implementation process.

Nevertheless, Kahuho Uhuru High School is still facing shortfalls in the application of the following practices in strategy implementation: involvement of stakeholders, training, and leadership style. The school fully engages some stakeholders such as administrators, teachers, staff, students and parents in strategy implementation. However, there is little involvement of community members, county government representatives, non-governmental organizations, media outlets and cultural institutions in strategy implementation process. Training at the school has been inadequate and the staff underwent training on strategy implementation three times a year prior to the process. The school administrators apply a mixture of autocratic and democratic styles of leadership. The democratic leadership style allows for participation of all stakeholders in the process.

The main challenges faced by Kahuho Uhuru High School in strategy implementation. include: the transition of the new political regime; social economic constraints; low level of technological advancement; increased legal awareness such as children rights; devolved system of governance in Kenya; fee primary education and secondary education; ministry of education syllabus coverage deadlines; the frequent teachers' strikes and shortage of both human and financial resources

5.4 Recommendations

This section presents the recommendation of the study. The section is categorized into implications of the study findings for theory, implications for management and the implications of the study findings for practices.

5.4.1 Implications of the Study for Theory

In regard to resources, the study established that lack of both human and financial resources is major hindrances to strategy implementation in schools. Moreover, schools have shortage of equipment and necessary infrastructure to aid in strategy implementation. The study recommends that the government should improve the process of strategy implementation by availing adequate and timely funding, reviewing syllabus to match content with the time available and enhance relevance of the contents to contemporary state of the nations.

The study findings are in tandem with the Resource-Based Theory because the limited resources affects the ability of schools to successfully implement strategic plans. Penrose (1959) argued that resources are not homogenous and are limited in mobility. The firm

can translate these resources and capabilities into a strategic advantage if they are valuable, rare, and inimitable and the firm is organized to exploit these resources.

The study established that school administrators play a vital role in the strategy implementation process. The school management has the responsibility to supervise exaction of all practices regarding strategy implementation. The study recommends that the entire school management and all the stakeholders should be made aware of the school guidelines for the following practices in strategy implementation: involvement of stakeholders, communication, training, monitoring and evaluation, performance measurement, performance appraisal, organizational culture and leadership style.

All the practices in strategy implementation process are connected to postulations of the administration theory by Fayol (1916) in which the author emphasized on the need for an organization to practice five management functions namely: forecasting and planning, organizing, commanding, coordinating and controlling. The study findings therefore supported both Resource-Based Theory and Administration Theory.

5.4.2 Implications of the Study for Management

The study recommends that the process of implementing strategic plans in school can be enhances if all stakeholder are involved. Other than the internal stakeholders such as administrators, teachers, staff, students and parents, schools should engage outside stakeholders such as community members, non-governmental organizations and media outlets in strategy implementation

Strategy implementation in schools can be improved though frequent training. Training

programmes in schools should be comprehensive and all inclusive to ensure that all teachers acquire knowledge and skills for strategy implementation. Training should also be carried out regularly to ensure continuity and update in knowledge and skills. Training should also receive sufficient funding and support from the school management and the government.

5.4.3 Implications of the Study for Practices

The study recommends that Kahuho Uhuru high school and other institution in the education sector should come up with specific guidelines to ensure that strategic goals are in harmony with those of county and national government. This will assist in overcoming challenges such as the transition of the new political regime that has hindered the collection of school fees and slow dispensation of bursaries to needy students.

The study recommends that strategy implementation can be enhanced by providing parents or guardians with parenting skills and family support that make them understand the phases of child development, its complexities and ways to cope with it and facilitates strategy implementation. Besides, there should be a credible and reliable communication channels between school and home to communicate with families about school programs and student progress.

The study recommends that Kahuho Uhuru high school should actively involve the surrounding community in tackling challenges such as moral permissiveness of the society, dysfunctional homes, increase in the number of orphans and use of drugs among students which hinder strategy implementation.

5.5 Limitations of the Study

The researcher encountered various limitations that may have affected the findings of this study. The study focused on strategy implementation at Kahuho Uhuru High School. However, the findings may not be generalized to other schools due to differences in terms of national, county and district schools or rural and urban schools. A study that facto in the variations in types of schools would complement the findings of this study.

Data collection was limited to key informants within the school. The administrators (school principal and the chairman of the board of management) lacked ample time for the interviews due their busy work schedules. The study would gain better insight into strategy implementation at Kahuho Uhuru High School by collecting primary data from other stakeholders such as community members, non-governmental organizations and media outlets.

5.6 Suggestions for Further Research

The study recommends further research to determine whether strategy implementation varies across national, county and district schools or across rural and urban schools in Kenya. The study will determine key success factors, challenges and measures to address the challenges that affect strategy implementation in different categories of schools. The study will enable stakeholders in the education sector to design policies that cater for the specific needs of each category of schools.

The realignment of education policies to address specific needs of the schools will facilitate strategy implementation process. The school will use the findings of the study to

formulate guidelines that result in successful achievement of institutional strategies. Further research on the variations in strategy implementation across national, county and district schools or across rural and urban schools in Kenya will provide information that will assist the government in achieving Vision 2030, a strategic blue print which champions advancement in the education sector.

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APPENDICES

Appendix I: Letter of Introduction

August 2014

Dear Sir/Madam,

REF: REQUEST FOR RESEARCH DATA

I am a Master of Business Administration (M.B.A.) student at the University of Nairobi. I am required to submit as part of my course work assessment, a research project report on "**IMPLEMENTATION OF STRATEGY IN KAHUHO UHURU HIGH SCHOOL IN KIAMBU COUNTY OF KENYA'** Your institution has been selected to participate in the study. I kindly request you to give an audience for a face-to-face interview to generate data required for this study. This information will be used purely for academic purposes and will be treated with confidentiality.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

KAHUNJA JUDDY WANJIKU

D61/61175/2013

M.B.A. Student (Researcher)

University of Nairobi

Appendix II: Interview Guide

Goals of the interview process

The main goal of the interview process is to determine the practices adopted and challenges encountered in the implementation of strategy at Kahuho Uhuru High School.

Section I: Personal information

1. For how long have you worked at Kahuho Uhuru High School?

2. What is your current position in the organization?

3. What are the major responsibilities of the position held?

Section II: practices of strategy implementation

1. Were the concerns of stakeholders taken into consideration before implementing the strategy?

2. What role does communication play in the strategy implementation process?

3. Does the team involved trained on implementation process? If yes, how often?

4. Do you consider evaluation and follow-up necessary during implementation process?

5. Does the team involved measure success of implementation process? Specify the indicators used.

6. Does the management recognize performance achieved by the team involved?

7. Does the organization culture contribute to the strategy implementation process?

8. What role does the organization structure play in the implementation process?

9. Do you consider the current leadership useful in the strategy implementation process?

Section III: Challenges of Strategy Implementation Process

1. Did the transition of the new political regime impose any challenge in strategy implementation process?

2. Does social economic environment hinder implementation process?

3. Do the technological changes and advancement cause challenges in the strategy implementation process?

4. Does the legal awareness such as children rights pose any challenge in the implementation process?

5. What challenges are imposed by the recent government devolution strategy implementation process?

6. Has free secondary education initiative caused challenges in the implementation of the strategy?

7. Does the ministry of education curriculum implementation procedures cause any challenge in the strategy implementation process?

8. Do the frequent teachers' strikes pose challenges in the process of strategy implementation?

9. Does the level of resources committed hinder the implementation process?