

**CHALLENGES OF IMPLEMENTING FREE DAY SECONDARY
EDUCATION STRATEGY AMONG PUBLIC SECONDARY
SCHOOLS IN UGENYA SUB-COUNTY, KENYA**

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DECLARATION

Declaration

I hereby declare that this thesis is my original work and it has not been previously submitted for an award of a degree in this or any other university.

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Recommendation

This thesis has been submitted, examined and passed with my approval as the University Supervisor.

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ACRONYMS AND ABBREVIATIONS

BOM	Board of Management
EBS	Edinburgh Business School
EFA	Education For All
FPE	Free Primary Education
FDSE	Free Day Secondary Education
ICT	Information Communication Technology
IT	Information Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESSP	Kenya Education Sector School Improvement Plan
MoE	Ministry of Education
PTA	Parents Teachers Association
TSC	Teachers Service Commission
UPE	Universal Primary Education
WB	World Bank

ABSTRACT

Strategy is integral to the success of an organisation since it offers definition to its business direction, performance level and competitive edge. More often, a lot of effort is put on strategy design than actual implementation or disregard of processes that offer timely identification and mitigation of implementation challenges by managers leading to undesired results. Noble strategies deployed more so in the public sector suffer most leading to their collapse. Free Day Secondary Education (FDSE) introduced by the Kenyan government in 2008 as a strategy to increase access, lower household costs and improve academic performance in public secondary schools through an annual Kshs. 10,265 subsidy per student has over the 2008-2012 period, achieved rise in students' enrolment to 1.77 Million, number of schools to over 6,051, Kshs. 17.5 Billion annual disbursement and improved student-book ratio. However, implementation challenges that might hinder its success and sustainability have over this time frame not been fully investigated. This study sought to establish the challenges experienced by public secondary school principals in FDSE implementation in Ugenya sub-county as well as determine the mitigation measures put in place to overcome the challenges. A total of 24 principals of public secondary schools were targeted in this descriptive census survey study in the sub-county whereby semi-structured questionnaires were utilised to gather data. Quantitative data captured from the respondents was coded, fed into a computer spreadsheet then analysed using SPSS software through descriptive statistics measures. The results were presented as frequency tables, pie charts and bar graphs. In spite of student enrolment rising by 44.8% in Ugenya sub-county in the 2008-2012 period of FDSE execution, high inflation leading to high food and fuel prices, inadequacy and delays in disbursement of FDSE funds, poor communication, insufficient physical facilities and teaching staff leading to heavy teaching load were the major challenges faced by principals in implementing FDSE. To mitigate on these, 75% of schools practised day-schooling to cut down on recurrent costs and increase access, 42% of teachers were on temporary employment to reduce teaching workload and encouragement of fee payment by use of alternatives. From these findings, FDSE fund need to be doubled and disbursed promptly. In Ugenya sub-county there is need to increase investment in physical and learning resources, teaching staff, undertake routine external audit, enhance Information Technology integration to improve on communication and inservicing of principals in strategic management practices to instil creativity for proper government strategy implementation. Results from this study reinforce the need to break down strategy implementation to incorporate systematic planning cycles as well as investigate the impact of these mitigation measures on performance of such public sector-oriented strategies.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Organisations the world over are faced with an operational environment that is under constant turbulence caused by a number of factors like technological advancements, inadequate resources, increased consumer awareness, changing customer tastes, economic liberalisation as well as globalisation. Such dynamics have made managers in the 21st century to be in a constant search for guidance through strategic management practices regarding the overall direction and operations of their firms through developing business strategies that make them cost-effective, adaptive, responsive to changes and offer them directions lest they are swept out of business by stiff competition. According to Pearce, Robinson & Mital (2009), firms that adopt these practices enjoy accrued behavioural benefits to the firm, including low resistance to change, improved understanding, reduced overlaps and gaps, better decisions as well as enhancing the firm's ability to prevent problems. Thus, strategic management thought, processes and tools have become popular and taken center-stage in the management circles.

A strategy offers direction and scope of an organisation over the long term, which achieves advantage in a changing environment through its configuration of resources and competencies with the aim of fulfilling stakeholder expectations (Johnson, Scholes & Whittington, 2009). It is essentially a top management plan to gain competitive advantage (Wright *et al*, 1998) through integration of goals, policies and operation activities chain of an organisation as a whole (Zaribaf & Hamid, 2009).

Whereas firms spend a lot of resources and time in formulation of strategies, implementation has been described as the most difficult phase of strategic management process. Various factors inside and outside the organisation have been shown to influence the outcome of the implementation process. An effective manager therefore needs to appreciate such factors early in the firm's plans and develop flexible mitigating measures in good time to avoid or reduce failure of a good strategy due to poor execution as well as probe strategy in time.

In 2008, the Kenyan government introduced Free Day Secondary Education (FDSE) as a strategy to increase access, lower household costs on education as well as improve quality education in secondary schools. All public secondary schools including those in Ugenya sub-county implemented this strategy which has led to an increase in enrolment of students that is likely to make the principals as school managers face various challenges in relation to physical facility use, human resource requirements, financial, curriculum and the overall quality of education in the secondary education sector. These challenges therefore need to be investigated and addressed in time to ensure success of implementation of the government's FDSE strategy.

1.1.1 Strategy Implementation

A wonderful strategy on paper has no value to any organisation, it is only when implemented that it gains currency. Strategy implementation as an administrative undertaking, involves activities done internally in the firm for the strategies designed to achieve the set targets within a given time-frame (Pearce *et al*, 2009). It entails manipulating the pattern of interactions that an organisation has with its environment in order to achieve its mission (EBS, 2008). According to Musyoka (2011), major

events including resource mobilization, restructuring, cultural changes, technological changes, process changes, policy and leadership changes are witnessed. Continuous measurement of the performance of these change elements necessitates the generation of feedback from the operations level for corrective adjustments.

Strategy implementation, according to Nedelea and Paun (2009) is a product of incremental improvements, internal tuning, the pooling effect of many administrative decisions and gradual adjustments in the actions and behaviour of both management and subordinates. Zaribaf and Hamid (2009) advise that managers need to think about implementing when planning so that implementation should not cause a sense of trouble in future. It is critical that simultaneous review of formulation and implementation be done to improve strategy success with progressive changes.

Waterman *et al* (1980) in their McKinsey's 7S model offer that an organisation requires the interaction and interdependence of strategy, structure, systems, skills, staff, style and shared values which need to be aligned and be mutually reinforcing to enhance performance since a change in one element affects other elements. Further, Musyoka (2011) asserts that implementation goes hand in hand with organisational change and the resultant organisational reconfiguration offers a recipe for some challenges. The failure to gain a proper fit and alignment of these various entities in the organisation's environment to the new strategy therefore form a basis for mismatch between strategy formulated and the results of implementation. Extra keenness and meticulous prior planning for implementation is required since these internal re-arrangements, additional resource demands and unanticipated external factors hold a crucial key to determine implementation success or failure.

1.1.2 Secondary School Education in Kenya

In post-independence Kenya, secondary school education was streamlined when in 1964 the government introduced the 7-4-2-3 education system that offered four years of lower secondary and a specialised two years in upper secondary. It offered students learning geared towards development and employment and also to correct the racial segregation entrenched in education by the various commissions like Frazer's of 1909, Phelps-Stokes's of 1912-1925, Beecher's of 1949 and Binns's of 1952 (Ojiambo, 2009; Wosyanju, 2010) in the colonial times. The 7-4-2-3 however, was accused by the Gachathi Commission of 1975 of being more academic and exam-oriented, narrow, promoting rote learning and producing graduates lacking requisite vocational training for development and employment (Makori, 2005). Ojiambo (2009) notes that although enrolment rose over the years, it was not directly accompanied with economic growth. A change in the education system became inevitable.

The current 8-4-4 education system was introduced in 1985 as a consequence of the Mackay Report of 1981 (Wosyanju, 2010). In this system, secondary school education lasts for four years and caters for those in the 14-17 years age band (Oyugi, 2010). The syllabus aims at equipping students with practical knowledge and skills critical for self- and paid employment and nation-building. Subjects are clustered into communication, mathematics, sciences, technical and physical education (Maoulidi, 2008). In the final year, pupils sit the Kenya Certificate of Secondary Education (KCSE) examination in seven to nine subjects with English, Kiswahili and Mathematics as compulsory (Wosyanju, 2010). There are 1.77 million pupils currently enrolled in 6,051 public secondary schools (MoE, 2012) with 47,584 teachers (World Bank, 2008) supplied by the Teachers Service Commission (TSC). Teacher supply is inadequate and untrained staff are employed raising concerns about

quality of education offered. There are current initiatives to put teachers under performance contracts to increase efficiency but resistance from teachers' unions has stalled it. The schools exist as either district, county or national depending on their catchment and the best pupils in the KCPE examinations are admitted in the later schools which have better infrastructure and post impressive KCSE examinations results, a clear case of segregation since admission of pupils with low marks, poor infrastructure and KCSE performance is highly manifest in the district level schools.

Each public school is managed by a Board of Management (BOM) using guidelines from the Ministry of Education to create direct link between the schools and the ministry through monitoring performance, resource mobilisation and paying non-teaching staff (Maoulidi, 2008). The Parents Teachers Association (PTA) also monitors performance, raises funds to supplement school budgets and participates in decision making regarding the use of funds (World Bank, 2008). The principal as an appointee of TSC acts as the school's executive officer and runs the school on a daily basis with the help of support staff and teachers working in various positions as deputy principals, heads of department and class-teachers.

Changing local and global economic trends, need for skilled workforce, strengthened Free Primary Education (FPE) and expansion of Information Communication Technology (ICT) are forces that drive transformation of this education sector. As a result, a number of challenges in areas of financing, transition rates, gender disparity, unemployment rates, infrastructure, student discipline and adequacy of teachers are noticed. The resulting inadequacies in public schools make some parents take their children to private schools which offer British and American education system. It is therefore clear that this sector requires more focus on its relevance, applicability and

adaptability to global trends rather than just mere changes in its structure, a realisation that the government has been in a dilemma on how best to address.

To address challenges faced, various government initiatives have been adopted. This include: encouraging creation of private schools and community-based ‘harambee’ school models, incorporation of ICT in the syllabus, curriculum mini-reviews, financing of model schools in each constituency, increasing number of colleges and universities, introduction of bursaries to the needy bright students and Constituency Development Fund (CDF) financing of school projects as well as development of gender policies. There are also current attempts at restructuring education system to 2-6-6-3 and align it to Kenya’s Vision 2030 (MoE, 2012). However, a more impactful, bold and major strategy shift to ensure affordability and increased access to secondary education was the introduction of Free Day Secondary Education (FDSE) in 2008.

1.1.3 The Free Day Secondary Education Strategy

Free Day Secondary Education (FDSE) started in 2008 (Asayo, 2009) as a government strategy to address illiteracy, low quality education, low completion rates at the secondary level, high cost and poor community participation in education. It was implemented after the taskforce on ‘Affordable Secondary Education’ of 2007 examined ways and means of reducing the cost of secondary education on households. This taskforce recommended a Kshs.10,265 government subsidy per student per year released to public secondary schools to cater for learning materials and support services (MoE, 2012). Parents are expected to meet other costs like lunch, uniform, transport and boarding for those in boarding schools, besides development projects. To benefit, a school needs to be registered, have a government principal and operate a tuition and operations accounts in reputable banks.

The FDSE strategy arose as a consequence of meeting the government's 2007 pledge of achieving Education for All (EFA) and the Children Act that advocates for provision of basic education as a right of the child (MoE, 2011). A major hinderance to accessing secondary education was found to be its high cost attributed to poverty, high cost of instructional material, school uniforms, private tuition, development levies and transport. In 2004 this cost stood at Kshs. 22,381 per pupil per year and was the major cause of over 70.5% of secondary school age children not enrolled by 2004 (Onsomu *et al*, 2006). Also, the projected 70% transition rate of pupils by 2008 (Asayo, 2009) due to FPE implied that secondary school enrolment was also to rise exponentially and reach 2.7 million by 2015 (Onsomu *et al*, 2006). In such circumstances, FDSE became inevitable.

The rise in enrolment of pupils from 1,334,566 in 2008 to 1,772,482 in 2011 (MoE, 2011) has been heralded as one big achievement of FDSE. Other major achievements include: the increase in number of schools from 4,763 in 2008 to 6,051 in 2011, disbursement of funds from Kshs. 12.5 billion in 2008 to 17.5 billion in 2011, pupil-book ratio of 1:2 and 1:1, personal emoluments, improved school environment and participation in co-curricular activities (MoE, 2012). The rise in enrolment has greater implication on infrastructure and human resource requirements. There are arguments that pupils are congested in the fewer classes available leading to compromised quality of education.

The stakeholders in this education sector are faced with a myriad of challenges. Most parents assume that FDSE is free and this is likely to affect their meeting the other education costs. Principals feel the FDSE funds delay and is inadequate thereby affecting the school budgets (Chabari, 2010). High inflation and food prices, fewer classrooms, and low teacher motivation may too lead to low education quality and

performance (Asayo, 2009; Oketch & Rolleston, 2007). The abnormal rise of private secondary schools from 732 in 2006 to 2,876 by 2007 (Oyugi, 2010) could be indicative of the private sector wanting to cash in on probable weaknesses in FDSE. The proposed measures in the Kenya Education Sector School Improvement Plan (KESSP) 2005 - 2010 to stem some of the challenges identified are yet to take root. Deeper understanding of these challenges and how they impact on the management of schools needs to be continuously assessed in various parts of the country.

1.1.4 Public Secondary Schools in Ugenya Sub-county

Ugenya sub-county is one of the six sub-counties within Siaya, a county that lies between latitude 0° 26' to 0° 18' North and longitude 33° 58' East and 34° 33' West. It covers the previously named Ukwala division and has 24 public secondary schools, 4 of which are exclusively same-sex, 3 are mixed day boarding and the rest are mixed day schools. Only 2 schools are categorised as county schools, the rest are district schools that draw most of their pupils from the surrounding local communities. The current enrolment stands at 5,746 with 3,355 boys and 2,411 girls compared to primary level where there are 17,381 boys and 17,397 girls. There is therefore a high gender disparity in secondary school enrolment, low participation at secondary schools and poor transition from primary level given that only 24 secondary schools serve 84 primary schools. Pupils are therefore forced to either drop out, repeat classes or enrol in schools in nearby districts. Education and Quality Assurance officers ensure proper implementation of education policies, curriculum as well as ensuring quality. Additionally there is the TSC human resource and audit units tasked with audit of the staffing and finances in schools.

In this sub-county, most schools are of recent origin and started majorly through local community initiatives pegging their funding on the CDF kitty, FDSE, well-wishers and parents. This raises concern about their development and sustainability. In spite of the FDSE subsidy, high poverty levels have still led to low participation in secondary schools, high school fee default cases and drop-outs. During the rainy season, some schools suffer inaccessibility. Additionally, FDSE disbursement delays, high inflation and food prices as well as the low number of teachers and learning facilities with rising student enrolment pose a challenge to management of schools.

1.2 The Research Problem

Strategy implementation reveals the various competitive and functional tactics needed to translate business strategy into daily activities (Pearce *et al*, 2009) employees execute. It is always not an easy task and 70% of strategic plans are never successfully implemented (Sterling, 2003). Some researchers attribute this to lack of good communication channels, low employee commitment, reward system and inadequate resources. Others feel that the activities undertaken like restructuring, re-orientation of the firm's culture and leadership to support high achievement motives are enormous and lead to complexities. It is therefore a daunting task and requires a lot of prudence, time and resources, given that its success leads to business success.

The Free Day Secondary Education (FDSE) strategy has been used by the government since 2008 to enhance access, equity and retention in secondary schools including those in Ugenya sub-county through a subsidy of Kshs. 10,265 per pupil per year (MoE, 2012) as parents meet the other costs of education. The resultant rise in enrolment of students and demand for secondary education in the district has called for rapid formation of new schools and expansion of old ones majorly through donors,

government and community initiatives. Given that over 80% of schools in the sub-county are relatively young, mixed sex, with underdeveloped infrastructure and operating in areas of marked poverty prevalence with fewer teachers, the schools are exposed to extreme of challenges that might affect proper FDSE implementation.

Studies on challenges to strategy implementation have focused more on private firms and parastatals than the general public sector. Case studies done in: Mumias Sugar Company by Bolo *et al* (2009), Jomo Kenyatta Foundation by Musyoka (2011), Equity Bank by Mwongeli (2011), Chemelil Sugar Company by Owelle (2011) and at BIDCO Oil Refineries by Omondi (2011) give findings not entirely generalizable in the public schools that operate in diverse environments. In the education sector, more research emphasis has been on challenges of implementating FPE than FDSE; Oketch and Somerset (2010), Bold *et al* (2010), Mosbei (2011) identify fewer classrooms, inadequacies in funding and teaching staff as major challenges in FPE. Ingubu and Kyalo (2011) assessed challenges of FDSE to physical facility use and ignored other areas like finance and human resources. Although Chabari (2010) studied FDSE implementation in Kangundo district, his approach was pedagogical. Additionally, no study has been done on FDSE implementation in Ugenya sub-county. What are the challenges of FDSE implementation in public secondary schools in Ugenya sub-county?

1.3 Research Objectives

The objectives of this study were:

- i. To determine the challenges faced by public secondary schools in the implementation of the Free Day Secondary Education (FDSE) in Ugenya sub-county.

- ii. To establish the interventions used to overcome the challenges faced in the implementation of Free Day Secondary Education (FDSE) in Ugenya sub-county.

1.4 Value of the Study

The information generated in this study will be useful in better understanding of the dynamics of execution of strategies in public-supported organisations. It is apparent from this study that strategic management courses are required for the school principals in order to raise their management abilities as well as creativity in areas to do with alternative income generation, outsourcing, finance, motivation of human resource through structured rewards and matching employee talents with jobs.

Education officers will find information on priority areas in institutional management and areas in government strategy implementation that need adjustments in Ugenya sub-county. In the schools studied, external evaluation of implementation process, communication, physical and human resources are key areas that require addressing. With over 30% of schools being new, more resources need to be channeled in their direction especially for those still operating from the primary school sections.

It is hoped that the information gathered through this study will help advance knowledge in research on implementation of strategies especially in public institutions that rely on government and public support. Further research can be done to fill the knowledge gap on impact of strategic management practices in the public sector.

The findings of this study will help venture capitalists in decision making on whether to invest in private institutions in Ugenya sub-county and capitalise on short-comings exposed in FDSE implementation given that the sub-county lacks established private institutions in the secondary school education sector.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of literature related to the study. The chapter first presents literature on the concepts of strategy, strategic management and strategy implementation. The literature on challenges facing strategy implementation and measures employed to overcome the challenges faced by organisations in the implementation of strategies designed is reviewed finally.

2.2 The Concept of Strategy

The term strategy originated from the Greek word *Strategos* which means general (Mantere, 2000) and has its root in the military tactics in Macedonian era (Zaribaf & Hamid, 2009) used in reference to plans and logistics of supplying men and ammunition to defeat an enemy. Such approaches were successfully used later in European wars before being used in the business arena (Yabs, 2007) to refer to top management's plan to develop and sustain competitive advantage (Wright *et al*, 1998). Such plans and competitive advantage created are assumed to be understood by all the employees. In this regard, strategy is limited to the top executives and may look foreign to employees in cases of communication breakdown.

Strategy is conceptualised by Mantere (2000) as a temporally coexistent totality of those explicit or implicit choices that are made to direct the organizational members' actions, aimed at successfully fulfilling the organization's mission in its environment. Pearce *et al* (2009) gives a futuristic perspective of strategy as a large scale and future-oriented plan for a firm to interact with its competitive environment and

achieve its objectives. Strategy therefore, exists at all levels in the firm, is pervasive and create changes and actions that facilitate achievement of targets.

The scope, function, process and intent of strategy in a firm is essentially broad. In the 5P's model, Mintzberg (1987) views strategy as multi-faceted and grounded on the interrelationship of plan, ploy, pattern, position and perspective. He examines strategy as a plan an organisation uses to deal with a situation and offer course of action, a ploy to maneuver it in a given situation and a pattern of emerging actions forming a consistency of behaviour. It is also a position of the organisation in creating a fit with the environment as well as a perspective of how the employees view the organisation and its environment. Bill and Schneider (2007) best capture this central role of strategy in their assertion that it is the unique value proposition, the magnetic north and the decider for all decisions. Strategy is therefore the cog in the wheel of determining the organisation's plans, culture and creating fit with the environment.

Innovativeness is a critical strategic component, Silverman (2000) emphasises this when he asserts that organisations must be able to quickly create, deploy, and execute breakthrough strategies that help continually anticipate and meet current and future customer needs. Such flexibility concurs with Mintzberg's view of strategy emerging as a pattern in a stream of decisions and actions without formal planning. In this emergent view, strategy is not necessarily first created before implementing but emerges and evolves without the aid of its formulators or in spite of them (Musyoka, 2011). This view guards managers against the excesses of strategic planning which may stifle creativity in generating new ideas to adapt the organisation to changes in the environment given that it is always done consciously and with timelines.

2.3 The Concept of Strategic Management

Strategic management as a modern business management practice has its foundations in 'strategic planning' that emanated from 'business policy' discipline of 1950's (Grant, 2007). Nedelea & Paun (2009) task it with the definition of the firm's business, creating objectives, strategy formulation, implementation of the chosen strategy and evaluation of its performance to offer feedback for adjustments. Pearce *et al* (2009) perceive it not as a linear activity but a dynamic process with a set of decisions and actions that result in the formulation and implementation of plans designed to achieve a company's objectives. Peter Drucker (1989) argues that whatever their magnitude or complexity, strategic decisions require more of finding the right question than the right answer. Strategic management therefore serves the hard task of ever questioning various evolving phenomena in the business environment, and these questions lead to generation of key decisions that counter the negative aspects of the phenomena.

Strategic management entail the overall bigger purpose of formulation, execution and evaluation of the firm's plans to attain stated objectives. Yabs (2007) advises, that this does not only refer to the general plans of the firm, but includes the environment and its influence on the firm. Proper environmental scanning supply findings that act as ingredients for generation of objectives, mission and strategy choice that crystallises into a strategic plan which according to Gode (2011), aligns the firm's activities with its environment for continued survival and effectiveness. This plan ideally offers a pathway followed by the firm to realise its set objectives.

Johnson *et al* (2009) argue that strategy is developed by experimentation. To them, learning is achieved through partial commitments rather than through global

formulations of total strategies. Mantere (2000) concurs by observing that decisions are made in gradual steps taking into account the emergent factors of the strategy. In this regard, Pearce *et al* (2009) emphasise dynamism. These series of managerial decisions and activities, according to Zaribaf and Hamid (2009) assign long term performance of an organization. Therefore, as a process, strategic management is not entirely linear but needs to help organisations interpret the environment and adapt through periodic evaluation to supply feedback used to reconfigure operations in an incremental process that builds on the lessons learnt to drive the organisation towards realisation of its set goals.

2.4 Strategy Implementation

Noble (1999) from a cultural angle, defines strategy implementation as the communication, interpretation, adoption and enactment of strategic plans. In this regard strategies are formulated to form a strategic plan whose content is communicated by management in a top-down linear manner, interpreted and adopted by employees then enacted into actions that give results. According to Sababu (2007), it is putting strategy into action through creation of action plans, goals, programmes, budgets, procedures, structures, cultures, motivation, leadership, communication, allocation of resources, working climate and support. Musyoka (2011) tasks implementation with working through others, organizing, motivating, culture building and creating strong links between strategy and how the firm operates for conversion of strategies into viable operations that will yield the firm's envisioned targets.

Implementation represents a change process which according to Silverman (2000) happens when there is occurrence of dissatisfaction with the current state, a compelling vision that the change will create a better future and making initiatives to reach the

vision. As a change process, it has to be systematic, requiring creation of partnership amongst the relevant stakeholders and enhanced communication (Beer and Eisenhat, 2000). Other scholars perceive it in the line of goal-setting, organisational change and management by objectives practices. The resultant activities do however, have a wider scope, are interwoven and always change the operations of the firm. Consequently, implementation complexities arise due to its ambiguous and non-routine situations that according to Johnson *et al*, (2009) make strategic management have a greater mandate than any other area of operational management.

Various elements come into play during implementation. Although resources and supportive structure are critical, Bill and Schneider (2007) identify culture as the most powerful driver of a firm's success. To them, organisational effectiveness, is guaranteed when proper alignment of strategy, leadership and culture is achieved. The leadership approach employed should accurately interpret the goings on in the environment and take appropriate actions to exploit the opportunities created by uncertainties (Gode, 2011) and avoid strategic drift (Jonson *et al*, 2009). For Beer and Eisenstat (2000) organisations need to establish communication channel, starting with a good concept, providing resources, obtaining employee commitment and developing a plan to guide the implementation process.

Whereas all requirements might be available, an implementation plan and framework need to be designed too. Consequently, Waterman *et al* (1980) argue that the implementation success of an organisation requires not mere restructuring, but the use of a framework that align the structure and the firm's interdependent and mutually reinforcing related factors so as to create central shared values which represent the synergy the organisation achieves. Such a framework, according to Haddad (1995) offers a programme for relocating physical objects, employees and funds. It is also

drawn with a clarity and attention to in-depth detail on who will do what, when and how, together with appropriate financial and physical resources, employees, technical skills and organisation structure, obtain political support and give directions.

2.5 Challenges of Strategy Implementation

Strategy implementation requires leadership that shakes the pillars of status quo of organisations and transform it into one with values that support high performance. At Jomo Kenyatta Foundation (JKF), Musyoka (2011) established that top management positions were filled unprofessionally with political appointees and this affected performance of the parastatal given that most of such appointees demeaned the role of the Board of Directors. Failure in implementation also arise from the egos of such appointed leaders (Makinde, 2005) who are likely to maintain the status quo, institute non-merit based promotions and create avenues for corruption leading to low overall employee morale since discrimination will be at play. However, getting leaders with the right mix of personal qualities, professional training and aligning them to industry of their interest remains a bigger challenge to present-day organisations.

Resources define strength or weakness of a given firm. According to Wernefelt (1984), it includes brand names, in-house knowledge of technology, skills of employees, trade contacts, machinery, efficient procedures and capital. A resource is said to be valuable when it is scarce, sustainable, drives a portion of overall profits and critical in meeting customer needs than the alternative (Pearce *et al*, 2009). Firms need more resources for creation of demand and top-of-mind awareness of its brands (Omondi, 2011). According to Makinde (2005) implementation bottlenecks arise when firms have inadequate resources meaning that services will not be provided and reasonable protocols will not be developed and enforced.

Speculand (2006) argues that implementing strategies translate to employees having to change the way they work or do more and their response may be supportive, indifferent or against such that at the onset, the management attempts to win support of over 80% of its personnel. Musyoka (2011) observes that low penetration of ICT at JKF was mainly due to resistance to change where employees still value paper-based operations. Motivation packages, promotions and technology are usually demanded by employees, thus, cultural changes in the firm into a performing one becomes an expensive long-term goal not easily attained leading to implementation bottlenecks.

Strategy implementors need appropriate, clear, accurate and consistent information. Sababu (2007) offers that information flow occurs in downward, upward and lateral dimensions. Problems arise when communication channels don't create feedback and corrective adjustments. At Chemelil Sugar Company, Owelle (2011) established that the strategic plan was only live to a mere 10% of the organisation workforce, a situation made worse by infrequent meeting between top management and operational level employees. At BIDCO Oil Refineries, Omondi (2011) established that electronic communication failed to reach employees since most lacked computers and wrongly felt that top management was non-responsive. Communication channels that ensure prompt dissemination of instructions and performance feedbacks for corrective adjustments are therefore of necessity to managers for implementation success.

Incongruence of strategy with structure creates a big bottleneck to effective implementation. Owelle (2011) found out that in parastatals, bureaucratic practices affect proper functioning especially due to constant changes in top management. Musyoka (2011) established that the structure of JKF failed to facilitate clear delineation of responsibilities of senior managers leading to overlaps in duties, while key functions of monitoring and evaluation were lacking and much deployment of

workforce was to non-core roles. Any change in strategy therefore, need to be followed with reconfiguration of organisation structure. This is a key tenet but is always disregarded. Makinde (2005) offers that this might be due to the choice of appropriate structure being complex and a formidable challenge to managers.

2.6 Measures Used in Overcoming Challenges of Implementation

Leadership is a key factor in guiding operational processes during implementation. Sababu (2007) asserts that the paramount factor in leadership is its effectiveness. Effective leadership according to Bolo *et al* (2009) involves restructuring organisational architecture in a manner that motivates employees with the relevant knowledge to initiate value-enhancing proposals. Mwangi (2009) established that best performing institutions had leaders with a higher sensitivity to student needs and problems than did those in lower performing ones. Having a leadership with less ego problems, encourages participatory system in the planning stage, motivates employees and supports innovations is a defining entity in effective strategy implementation. Gode (2011) advocates for employment of transformational rather than transactional leadership tenets to guide strategic change processes.

Strategy according to Zaribaf and Hamid (2009), should answer three questions before implementation; Who should implement the strategic plan? What should they do? And How should they do it? The answers to these questions lie in changing the way the firm is structured. Sababu (2007), confirms Alfred Chandler's assertion that 'structure follows strategy' by revealing that structure dictates how resources will be allocated, and how objectives, reporting procedures and other policies will be created. Business Process Re-engineering (BPR) offers a pathway which according to Pearce *et al* (2009) involves radical re-thinking and redesigning of business process to create

value to the customer by removing barriers between employees and customer. Whereas there are various organisation structures, proper analysis before choice of a structure to support the strategy and ensure its effective execution is done.

Implementation is primarily a function of all employees and their level of commitment therefore determine the outcome. According to Sababu (2007) whatever the nature or level of decision made, the decision will be regarded as effective if supported by the people who are to implement it. Proper redeployment of employees to sections and roles that match their capabilities and interest is crucial. Equally important is to develop a reward system that is transparent, recognises talent and achievements of individual employees therefore help bring out employee potential and motivate them to adopt systems of high performance.

Each firm needs a framework for analysis and identification of its strategic advantages based on examining its distinct combination of resources. This is important since not all resources are strategically relevant (Barney, 1991) and some may prevent a firm from executing a valuable strategy or reduce its effectiveness. To gain strategic significance, resources need to be in their right quantity, not easy to imitate, deployed in the correct time and used in the right manner to produce right quantities of goods for the market. Pearce *et al* (2009) argue that Resource-Based View (RBV) helps in analysing and identifying a firm's strategic advantages based on examining its distinct combination of costs, skills, assets and capabilities. Such a framework help identify areas in which it is profitable for the firm to invest in and offer competitive advantage.

Individual intervention practices are also instrumental in managing challenges of implementation. Out-sourcing of non-core activities like security and sanitation, free manager's time and resources that can be re-deployed and increase efficiency too.

Partnerships too help synergise the firm's capabilities with each other. The use of ICT, regular auditing in the firm as well as prudent budgeting can help in managing financial resources just like performance management facilitate human resource effectiveness. All in all, implementation requires piloting, a flexible pre-plan to guide it and a good evaluation frameworks to assess progress and reveal the barriers early.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures followed in conducting the study. It explains the research design, target population, data collection instruments and process, and finally data analysis.

3.2 Research design

The study was carried out through use of a descriptive survey research design which according to Oso and Onen (2008) is a present oriented approach that analyses and discovers occurrences to provide explanation of events the way they are as well as supply numeric descriptions of the population. It involves complete enumeration of all items in the population such that no element of chance is left leading to high levels of accuracy (Kothari, 2004). This offered room for gathering a lot of data relevant in gaining a deeper understanding of the variables under investigation.

This study fitted into the descriptive survey research design since the researcher collected data and reported the way things are without manipulating the variables investigated. It is economical and offered opportunity for comprehensive and rapid data collection as well as creating room for gathering information on emergent ideas that can be helpful to offer ground for further meaningful probe.

3.2 Population

The population of study consisted of all the 24 public secondary schools in Ugenya sub-county in the year 2012 (Appendix III) as per the records of the District Education Office, Ugenya sub-county. With such a small targeted population, a

census survey was appropriate in the capture of data to understand the variables of study since sampling might have resulted in incorrect values that are non-representative of the larger population.

The schools surveyed for challenges of implementing FDSE, offer a common 8-4-4 curriculum and are county or district level schools. The schools are of varied categories, with some being boarding, pure day, day and boarding, mixed sex or single sex schools and also operate in areas of unequal economic potential resulting in generation of varied responses.

3.3 Data Collection

Data was gathered by use of a semi-structured questionnaire administered by the researcher to the principals and deputy principals of public secondary schools in Ugenya district as respondents. It was a preferred tool for data gathering given that it ensured anonymity, easy accumulation of data and presented equal stimulus to a large number of respondents. According to Oso and Onen (2008), a questionnaire is a preferred instrument when the population is literate, large and time is limiting.

The questionnaire (Appendix I) used contained mostly close-ended questions that aimed at generating quantitative data from the respondents and had three parts that facilitated the gathering of information on general school background, challenges faced in FDSE implementation and intervention measures used to overcome the challenges faced. Before administration, the questionnaire was piloted using five principals in the adjacent Ugunja district, corrections and adjustments made before being assessed by social science research persons at Maseno University. This helped to improve the reliability and validity of the instrument. The researcher personally delivered the data collection instrument to the 24 principals targeted in the study, out

of which 17 returned their filled questionnaire and this represented 71 per cent of the respondents.

3.4 Data Analysis

This research yielded quantitative data collected at both nominal and ordinal levels. The responses were checked for completeness then coded before analysis using descriptive statistics which according to Mbwesa (2006) transforms large group of numbers into a more manageable form by deriving from the raw data certain indices that characterise and summarise the entire set of data. According to Oso and Onen (2008), descriptive analysis is usually desired when the researcher does not want to generalise beyond the study population.

In a nutshell, the data collected was cleaned to identify and correct incomplete responses then coded before being entered into a computer spreadsheet for analysis. The frequency of occurrence of the challenges and interventions was tallied before an in-depth analysis of the quantitative data by use of various statistics including measures of central tendency and dispersion including means, percentages and frequency counts as well. Mean scores and standard deviation further enabled the analysis of the responses derived from the 5-point likert scale. Bar charts, frequency tables and pie charts were used to display important items of the analysed data for purposes of emphasis, clarity and easy understanding of the findings.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

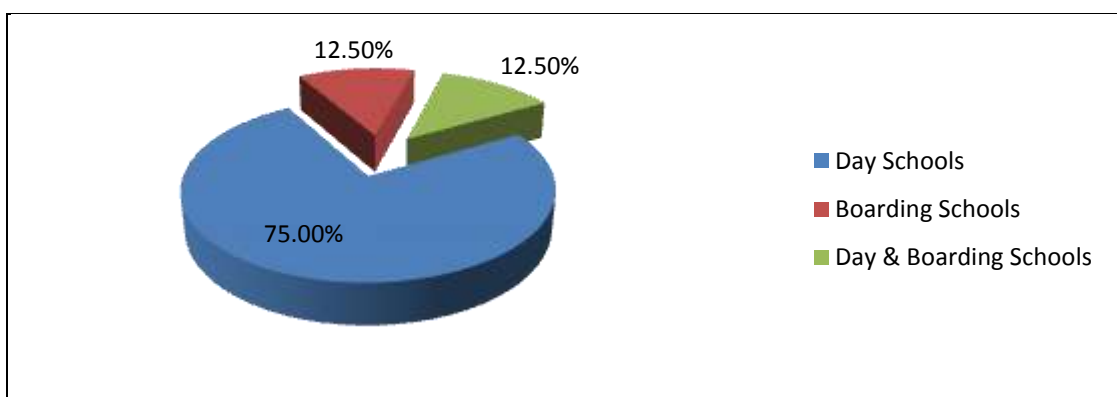
4.1 Introduction

This chapter presents the findings as well as offer an analysis so as to gain an in-depth understanding the major issues in the implementation of FDSE in public secondary schools in Ugenya sub-county. The first section deals with data on demographics of the schools studied followed by a presentation of an analysis of the findings on the challenges faced by principals in their stations in the implementation of FDSE strategy. The last section offers information on the interventions that school principals employed to overcome the challenges they have experienced in the implementation of FDSE as well as a discussion on the findings of the study.

4.2 Demographic Information

The study sought to establish the category of the public schools in Ugenya sub-county and found 82.4% to be mixed schools, 11.8% are girls's schools while only 5.9% are boys' schools. 33% of the schools were established after the implementation of the Free Day Secondary Education (FDSE) in 2008 by the government.

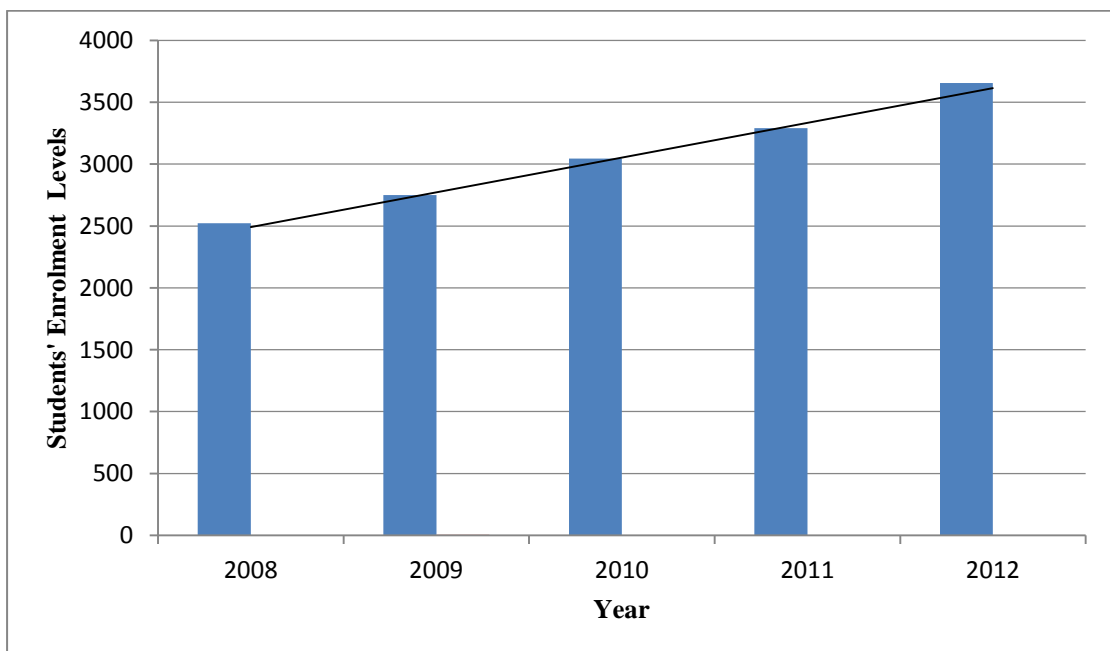
Figure 4.1: Nature of Public Secondary Schools in Ugenya Sub-county



Source: Survey data (2012)

Figure 4.1 show the distribution of schools in terms of day or boarding arrangement. This categorisation was important in order to further help find out the nature of the schools that bear the extremes of challenges in implementing FDSE in the district. Day schools form 75% of schools and are a majority given their low financial and infrastructural requirements as well as being able to cater for the learners who are not able to financially sustain themselves in boarding schools where higher school fees is charged.

Figure 4.2: Students' Enrolment Trends in Secondary Schools, 2008-2012



Source: Survey data (2012)

Figure 4.2 indicate the enrolment trends of students in 17 public secondary schools in Ugenya district. A 44.8% rise in student enrolment was noted since FDSE commenced in 2008. This could be attributed to the relative affordability of education due to the Kshs. 10,265/- annual subsidy per student the government offered to boost enrolment. Such an increment had a strong bearing on the level of strain available human, physical and financial resources underwent as well as defined the success

level of FDSE implementation. In spite of the increase in financing, student-book ratio and enrolment, the overall performance of schools in KCSE examinations rose by a mere 1.04%.

4.3 Challenges of Implementing FDSE Strategy

This study sought to establish the challenges of FDSE implementation in secondary schools in Ugenya sub-county related to finances, human, physical and learning resources, stakeholder support as well as those inherent in the FDSE strategy itself.

4.3.1 Challenges Related to Financial Resources

Financial resources are usually required in the acquisition of other resources as well as services required for daily operations of an organisation. They play an integral role in defining the pace and direction of an implementation exercise. In public secondary schools studied, the Kshs. 10,265/- per student annual FDSE subsidy received from the government formed the major financing source. Additionally, school levies paid by parents, CDF and other sponsorships also service their financing needs.

Table 4.1: Finance-related Challenges in Secondary Schools

Challenge	1	2	3	4	5	Mean	Standard Deviation
FDSE Fund is Insufficient	0%	0%	29.4%	47.1%	23.5%	3.94	0.75
Delays in Disbursement of FDSE Funds	0%	0%	17.6%	17.6%	64.7%	4.47	0.80
Rise in Food and Fuel Prices	0%	0%	0%	47.1%	52.9%	4.53	0.51
Inadequate Training in Financial Management	5.9%	29.4%	23.5%	17.6%	23.5%	3.24	1.30
Delay in Supplies due to Late payments	11.8%	17.6%	11.8%	35.3%	23.5%	3.41	1.37
Funds not Used in Intended Vote heads	23.5%	29.4%	29.4%	5.9%	11.8%	2.53	1.28
Insufficient Allocations from CDF	11.8%	5.9%	29.4%	17.6%	35.3%	3.59	1.37
Insufficient Allocation of Bursaries	0%	17.6%	17.6%	29.4%	35.3%	3.82	1.13

Source: Survey Data (2012)

Table 4.1 shows the assessment by principals of the finance-related challenges to FDSE implementation. Rise in food and fuel prices, delays in disbursement of FDSE funds as well as the insufficiency of FDSE funds with means of 4.53, 4.47 and 3.94 respectively, stood out as the three most serious finance-related challenges to FDSE implementation in the district's public secondary schools. In Kangundo, Chabari (2010) established that inadequacy of FDSE funds ranked higher followed by delays in their disbursement. Given that over 75% of the schools in Ugenya sub-county are day schools attracting children from not so well-to-do families and another 33% having began after FDSE strategy was initiated, they experience low financing which might impede their progress and negatively affect quality of education. However, the usage of the FDSE funds in unintended vote heads with a mean of 2.53 and standard deviation of 1.28 was not a serious problem to principals during implementation process in the district.

4.32 Challenges related to Physical and Learning Resources

A major challenge in strategy implementation has been the inability of management to convert the statements of strategic intent into identification of resources and competencies essential in the organisation meeting its objectives (Musyoka, 2011). Such an oversight destines a strategy to failure if not addressed in time. In secondary schools, laboratories, classrooms, libraries, play ground, books, ICT framework, stationery, laboratory apparatus and chemicals are necessary non-financial and non-human resources for success of FDSE implementation. This study sought to get the views of principals about capacity of these resources in their individual schools.

Table 4.2: Challenges related to Physical, Teaching and Learning Resources

Challenge	1	2	3	4	5	Mean	Standard Deviation
Inadequate Physical Facilities	0%	11.8%	17.6%	29.4%	41.2%	4.00	1.06
Insufficient Teaching and Learning Resources	0%	17.6%	29.4%	29.4%	23.5%	3.59	1.06

Source: Survey Data (2012)

In Table 4.2 responses of principals in regards to adequacy of physical facilities, teaching and learning resources was compared. At a mean of 4.00 with a standard deviation of 1.06, inadequacy of physical facilities was the major challenge to successful implementation of FDSE in Ugenya sub-county. This finding agreed with those from other studies done previously. The teaching and learning resources found favourable ranking mostly due to the presence of funding allocation for these resources within FDSE. Ingubu and Kyalo (2011) argue that the government's development budget allocation for schools has always been low leading to limited infrastructural progress. The study also sought to find out the usage of ICT in implementation process and found out that its appreciation and usage were quite low.

Table 4.3: Information Communication Technology (ICT) Usage

Management Areas	Mean	Standard Deviation
Planning and Organising	2.65	1.58
Student Data Management	2.35	1.58
Staff Performance Appraisal	1.94	1.30
Financial Management	2.65	1.58
Processing of Examinations	3.35	1.62
Inter-departmental Communication	2.29	1.49

Source: Survey Data (2012)

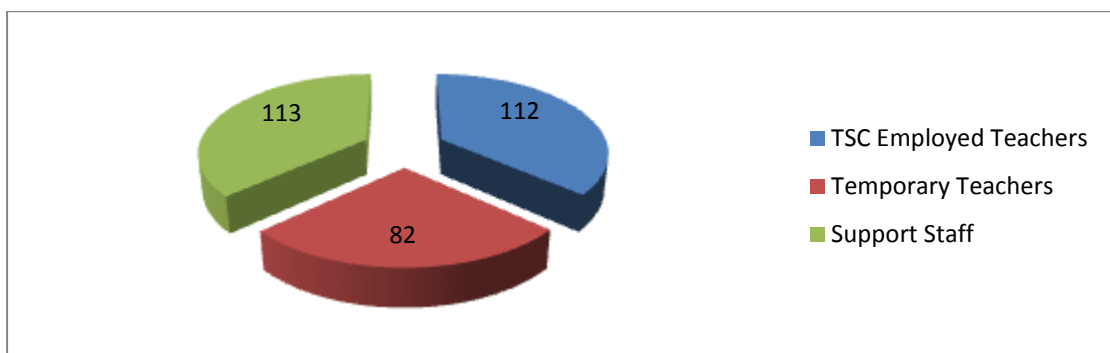
In Table 4.4 areas of management and FDSE implementation that ICT found usage in the schools studied are shown. The study established that ICT usage in schools was

favoured mostly in processing of examinations with a score of 3.35 for the mean and 1.62 standard deviation. A mere 17.6% of principals found its relevance in planning and organising, 5.9% in staff performance appraisal and 11.8% in financial management. This was indicative of the low penetration level of ICT infrastructure in the schools in the district, resistance to change as well as reliance on the slow traditional paper-based approaches in management of implementation activities.

4.33 Challenges related to Human Resources

Teachers and support staff make up the main human resources in a school. Proper recruitment procedures are generally required to get the best-trained, skilled with the right attitude for the assigned jobs. Such employees then require better compensation packages and working conditions to motivate them to work better, periodic performances measurement, and the best rewarded promptly and in cases of unmet targets, appropriate corrective measures taken that are not punitive. Principals, therefore, face the challenge of getting the right mix of employees, maintain them and derive the best from them in light of the limited resources from the FDSE and school kitty. The study sought to establish the adequacy of the human resources as well as the perception on the work load and their morale as a result of FDSE implementation.

Figure 4.3: Distribution of Human Resource



Source: Survey Data (2012)

Figure 4.3 show the human resource distribution in the secondary schools surveyed. Of the 194 teachers in the schools, 156 of them representing 80% were trained teachers but only 112 were employed by the Teachers Service Commission (TSC). The teacher-student ratio stood at 1:33 but inadequacy in some schools called for the employment of 82 teachers by the schools on a temporary basis.

Table 4.4: Human Resource-related Challenges to FDSE

Challenge	1	2	3	4	5	Mean	Standard Deviation
Inadequate Training of Teachers on FDSE	5.9%	17.6%	17.6%	29.4%	29.4%	3.59	1.28
Heavy Workload	0%	11.8%	23.5%	23.5%	41.2%	3.94	1.09
Inadequate Staff	0%	11.8%	23.5%	17.6%	47.1%	4.00	1.12
Low Staff Morale	17.6%	17.6%	23.5%	23.5%	17.6%	3.06	1.39
Inadequate Training of Principals on FDSE	17.6%	11.8%	23.5%	35.3%	11.8%	3.12	1.32
Inadequate Supervision	11.8%	17.6%	47.1%	17.6%	5.9%	2.88	1.05
Rise in Indiscipline	5.9%	35.3%	47.1%	5.9%	5.9%	2.71	0.92

Source: Survey Data (2012)

As shown in Table 4.4, inadequate staff with a mean of 4.00 and standard deviation of 1.12 stood out as the top-most human resource-related challenge to FDSE implementation. The few teachers as a consequence, suffered heavy workload, a point confirmed by its mean of 3.94 and over 41.2% principals indicating it as having a very great extent of occurrence as a challenge in their schools. Rise in indiscipline amongst students due to implementation of FDSE was found to be a lesser challenge in the district thereby vindicating FDSE that was feared to be a likely cause of indiscipline due to rising student enrolment and fewer teachers to supervise them.

4.34 Challenges related to Stakeholders

Parents, teachers, government, education officers, creditors, sponsors, students, support staff, suppliers as well as the surrounding community have stake in the way

the schools run. Successful FDSE implementation, require full support of all stakeholders from beginning to completion. This study sought to establish perceptions from the principals on the stakeholder support during FDSE implementation. Reluctance to pay fees by parents as the major challenge of the stakeholder on FDSE implementation with 47.1% of principals posting it as major occurrence in their stations probably due to secondary education being perceived as free.

Table 4.5: Stakeholder Perceptions on FDSE

Stakeholder Views	1	2	3	4	5	Mean	Standard Deviation
Secondary Education is Free	0%	17.6%	23.5%	35.3%	25.3%	3.65	1.06
Parents' Reluctance to Pay Fees Levied	0%	5.9%	11.8%	35.3%	47.1%	3.94	0.90
Teachers do not Support FDSE	17.6%	19.4%	29.4%	11.8%	11.8%	2.71	1.26
Lack of Financial Support from Sponsors	5.9%	0%	29.4%	35.3%	29.4%	3.82	1.07
Interference by Trade Unions & Activists	35.3%	23.5%	23.5%	11.8%	5.9%	2.29	1.26

Source: Survey Data (2012)

As shown by Table 4.5, Interference by trade unions and child rights' activists was the least stakeholder-related problem to implementing FDSE given that it scored a mean of 2.29 and 1.26 standard deviation.

4.35 Challenges Inherent in the FDSE Strategy

A strategy is meant to transform an organisation from the current worst state to a better one that is competitive, highly productive and efficient. According to Musyoka (2011), many challenges in strategy implementation can be avoided if strategy design stage was coupled with planning for its implementation. A poorly formulated strategy, carries with it underlying components that can impede its very execution and

functionality. This study sought responses from principals about the challenges inherent in the FDSE strategy that could interfere with its successful implementation.

Table 4.6: Strategy Inherent Challenges

Strategy Inherent Elements	Mean	Standard Deviation
Lack of Clarity of Stakeholder Roles	3.06	1.20
Inadequate Communication Channels	2.94	1.35
Failure on Government to Act on Feedbacks	3.53	0.87
Inflexibility to School Plans	3.24	1.20
Goals not Understood by Stakeholders	3.00	1.12
Lack of Clear Appraisal Guidelines	3.24	1.15
Conflicting Government Directives	2.88	1.17
Lack of Clear Control Guidelines	2.59	1.00

Source: Survey Data (2012)

53% of principals agreed that failure by the government to act on feedbacks impeded effective FDSE implementation in schools. As shown in Table 4.6, other strategy related factors that played a bigger role in slowing down FDSE implementation success included inflexibility of FDSE to school’s annual plans, insufficient appraisal guidelines, absence of clarity of roles of the various stakeholders and inadequate communication avenues. Collectively, this can be attributed to hurried roll out by the government without extensive piloting prior to 2008 as well as ineffective or absence of strategy review frameworks within FDSE.

4.4 Measures to Address Challenges of FDSE Implementation

The roles of the principal in a school go beyond mere directing of activities but delve deep into problem-solving through creativity and developing measures that mitigate against activities with adverse outcomes. The identification of challenges emanating from financial, physical and human resources as well as stakeholder and the FDSE strategy itself require interventions to secure its successful implementation.

4.41 Measures in Overcoming Finance-related Challenges

Rise in food and fuel prices, delays in disbursement and inadequacy of FDSE funds stood out as major financial challenges to principals during FDSE implementation. The study sought to establish the interventions employed by the principals in overcoming the financial challenges as shown in Table 4.8

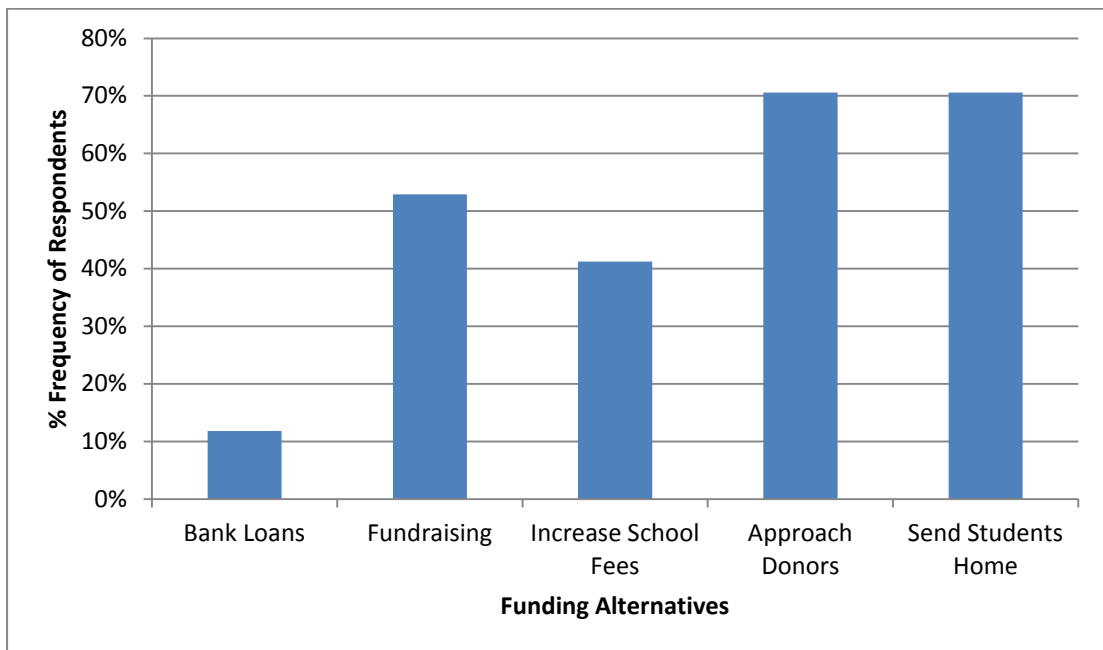
Table: 4.7: Measures Used to Overcome Financial Challenges

Interventions	Mean	Standard Deviation
Use of Legally Binding Contracts	3.53	1.18
Use of Students in Cleaning & Farm work	3.82	1.24
Charge Extra Fees	2.59	1.42
Outsourcing	2.82	1.13
Seek CDF Funds and Donors	3.71	0.99
Instalment Fee Payment	4.35	0.99
Fee Payment by Material Equivalence	3.82	1.02
Seek Sponsors	3.82	1.02
Hire out School Facilities	1.94	1.35
Joint School Ventures	4.00	0.87
Make Use of School Bus Loans	1.65	1.22

Source: Survey Data (2012)

Over 90% of principals encouraged parents to pay fees in instalments to reduce defaulting in fee payments and arrears. Joint school ventures in terms of having joint examinations, sports and other co-curricular activities was the second most preferred cost-cutting measures. 52.9% and 23.5% of respondents respectively used frequently and more frequently fee payment through material equivalence like bricks, beans, maize and firewood as well as seeking external sponsors to encourage fee payment and cushion budget deficits. Outsourcing of services and utilisation of the available school bus loans were option that were not being pursued by most schools given that most were upcoming. Only 4 principals responded in the affirmative of having acquired a bus through the loan facility in order to help cut down on transport costs.

Figure 4.4: Options for Raising School Fund



Source: Survey Data (2012)

The respondents were also asked if they initiated income-generating projects as options in financing and 77% of the principals answered in the affirmative with crop farming being preferred by 47.1% of the respondents, 11.8% were for livestock farming while another 11.8% also preferred school bus hire. From Figure 4.4, sending students home for fees and seeking donors were the preferred approaches of raising school funds both being scored individually at 70.6%. This indicated that less was being done by the principals to develop more creative ways of generating funds to overcome budget deficits in their schools.

Over 20% of the principals observed that FDSE funds were being used for unintended vote heads and it was therefore important to understand the financial control and management practices utilised to minimise unwarranted expenditure, a factor that could be a problem to the principals given that 41.1% of principals believed that

school bursars had inadequate training in financial management creating an impediment to effective FDSE implementation.

Table 4.8: Financial Control Measures

Control Measures	1	2	3	4	5	Mean	Standard Deviation
Use of External Auditing	35.3%	11.8%	23.4%	29.4%	0%	2.47	1.28
Annual Budgeting	0%	0%	5.9%	23.5%	70.6%	4.65	0.60
Internal Auditing	0%	11.8%	23.5%	41.2%	23.5%	3.76	0.60
Strict Adherence to Budgets	5.9%	5.9%	29.4%	41.2%	17.6%	3.59	1.06
Strict Adherence to Procurement Guidelines	5.9%	0%	17.6%	41.2%	35.3%	4.00	1.06
Prioritisation of Expenses	5.9%	5.9%	11.8%	47.1	29.4	3.88	1.11
Consultation before Virement	0%	5.9%	17.6%	35.3%	41.2%	4.12	0.93

Source: Survey Data (2012)

From Table 4.8, use of annual budgets with a mean of 4.65 and standard deviation of 0.61 was a preferred financial control practice, followed by consultation before virement of expenses as well as strict adherence to procurement procedures. However, strict adherence to budgets and external auditing were less adopted by the principals and this pointed to areas that could be contributing greatly to loopholes in financial management that impede effective FDSE implementation from the financial perspective. A notable observation was that the principals in the district preferred internal to external financial audits.

4.42 Measures on Challenges of Physical and Learning Resources

The study sought to establish the principals' interventions when faced with inadequacies in the physical, teaching and learning resources. Table 4.10 indicate the preference of encouraging day-schooling as a measure to minimise on the negative

impacts of scarcity of physical resources especially the boarding facilities that would cost more to the school and the parents.

Table 4.9: Measures in Overcoming Physical and Learning Facilities’ Challenges

Measures	1	2	3	4	5	Mean	Standard Deviation
Students Purchase Stationery	47.1%	5.9%	17.6%	11.8%	17.6%	2.47	1.63
Partner in Library and Laboratory Sharing	47.1%	23.5%	17.6%	5.9%	5.9%	2.00	1.23
Use of Shifts in Library and Laboratory Usage	35.3%	11.8%	23.5%	17.6%	11.8%	2.59	1.46
Encourage Day Schooling	29.4%	5.9%	11.8%	11.8%	41.2%	3.29	1.76
Students report with Lockers and Chairs	88.2%	0%	11.8%	0%	0%	1.24	0.66

Source: Survey Data (2012)

Additionally, principals used shifts in the utilisation of library and laboratory by students frequently in their schools in order to avoid congestion during access to these facilities. In terms of students’ desks, 88.2% of principals returned a ‘Not at all’ to the question of whether they instructed students to report with lockers and chairs from home. This practice however scored 11.8% for its moderate use and this was common with schools that were recently established and still hosting their operations on facilities provided for by the primary school sections.

4.43 Measures on Human Resource-related Challenges

The major human resource related challenge to FDSE implementation was the inadequacy of teaching staff leading to heavy workload of the available teachers. This has been pointed out by other researchers as a factor that could contribute heavily to low quality of education and poor performance by students in the examinations. Employment of temporary staff, an intervention that scored the highest mean at 4.47 with a standard deviation of 0.874 was a preferred measure by the principals. This

was shown by presence of 42.3% staff members being temporary employees. Other measures used to minimize effects of inadequate staff included encouraging teamwork, sharing staff with neighbouring schools and setting performance targets.

Table 4.10. Measures in Overcoming Human Resource-related Challenges

Challenge	Intervention	Mean	Std Dev.
Inadequate Staff and Heavy Work load	Employ Temporary Staff	4.47	0.87
	Teamwork	4.00	0.87
	Sharing Staff	2.18	0.81
	Performance Targeting	4.12	1.11
	Performance Review	3.47	1.01
	Performance Contracting	2.06	1.39
Inadequate Training on FDSE	Inservice Training of Teachers	3.12	1.36
	Principal Attends Training Workshops	3.53	1.33
Low Motivation of Teachers	Team Building Sessions	3.12	1.54
	Flexible Reward Systems	3.29	1.31
	Merit-based Promotions	2.71	1.40
	Widened Communication Channels	4.06	0.90
Inadequate Supervision	Empower Departments	3.35	1.66
	Incorporate Employees in Decision-Making	3.88	0.99
	Prompt Action on Feedbacks	3.71	1.21
Rise in Indiscipline	Capacity Building in Guidance and Counselling	3.41	1.06
	Counseling by External Experts	3.53	1.07
	Remedial Learning	3.29	1.31

Source: Survey Data (2012)

The success of strategy implementation entail utilisation of manpower that has been trained on its implementation as well as being granted the necessary knowledge and skill that might be critical in the implementation process. With 58.8% of principals feeling that the teachers were never trained on FDSE implementation, inservice training of both the principals, teachers and bursars was practised in areas of need that the principals felt members of their staff were deficient. Flexible reward system, a cornerstone in human resource management, unfortunately was one of the least utilised approaches in the district to motivate employees. Its mean of 3.29 was a much lower score than 3.50 that Wichenje, Simatwa, Okuom and Kegode (2012) established

in schools in Kakamega East district. This confirmed the finding by the study that FDSE greatly lacked approaches to reward and motivate human resource.

4.44 Measures on Stakeholder-associated Challenges

Successful strategy implementation require the support of all the stakeholders. This can be shown through the level of participation in their respective roles as well as attitudes. According to Speculand (2006), gaining stakeholder support is the major people-based challenge during implementation. Principals in Ugenya district singled out lack of parents' support shown by reluctance to pay fees levied as the major stakeholder problem together with unsupportive sponsors. These two groups perceived education to be free while suppliers were scored as uncooperative. In order to overcome these challenges, the principals preferred use of legally-binding contracts with suppliers and having timely meetings with them to gain their confidence and understanding in terms of payment frequency in line with FDSE fund disbursements. Regular meetings with other stakeholders to explain their roles and seek support in FDSE implementation was a preferred intervention favoured by 88.3% of the principals. This included the use open forums with students and teachers as well.

4.45 Measures on Strategy-inherent Challenges

41% of Principals perceived FDSE inflexibility to their school plans. As a way of overcoming this problem, development and review of school's annual plans to incorporate FDSE was utilised instead of sticking to rigid long term plans.

Table 4.11 show benchmarking sessions with a mean of 3.35 and a standard deviation of 1.50 as a preferred approach by principals in overcoming the various FDSE and school management related problems. By making visits to other schools in similar circumstances many lessons are learnt and used to improve the running of schools.

Table 4.11: Measures to Overcome Strategy related Challenges

Measures	1	2	3	4	5	Mean	Standard Deviation
Make Use of Annual Planning	11.8%	35.3%	0%	41.2%	11.8%	3.06	1.35
Review Plans to Incorporate FDSE	23.5%	29.4%	23.5%	17.6%	5.9%	2.53	1.23
Periodic Evaluation for Quality Assurance	17.6%	11.8%	41.2%	23.5%	5.9%	2.88	1.17
Benchmarking Sessions	11.8%	23.5%	17.6%	11.8%	35.3%	3.35	1.50
Creation of Unique Competencies	5.9%	29.4%	11.8%	41.2%	11.8%	3.24	1.20
Create School's Quality Assurance Unit	17.6%	11.8%	23.5%	35.3%	11.8%	3.12	1.32

Source: Survey Data (2012)

4.5 Discussion

Free Day Secondary Education (FDSE) was introduced in 2008 as a strategy to increase enrolment, reduce cost and improve on performance in the secondary education sector. In Ugenya sub-county, through the periodic disbursement of FDSE fund schools, the student-book ratio improved, number of schools increased by 33% and students' enrolment by 30.36% in the 2008-2011 period. However, over the same duration, the performance of students in KCSE examinations has slightly improved by 1.042%, a figure that is not statistically significant to be attributed to FDSE. The implementation of the strategy in Ugenya sub-county has experienced a number of challenges that required continuous interventions at all levels.

Inadequacies in resources formed a major challenge in strategy implementation in the schools studied. Works in other organisations by Owelle (2011) at Chemelil Sugar Company and Omondi (2011) at BIDCO oil company show a similar occurrence. Inadequacies in the schools' financial base led the principals not to cope with high inflation characterised by high cost of food and fuel. This was worsened by delays in

FDSE funds' disbursement that also interfered with the schools' planning as well as causing misunderstanding with school suppliers. The findings about inadequacy in human resource especially teachers agreed with the findings of Chabari (2010) on FDSE in Kangundo and Mosbei (2011) on FPE in Sabatia sub-county whereby the resultant effect was heavy workload and low morale of the workforce. Physical facilities as well as teaching and learning materials are resources that most principals felt were insufficient leading to congestion of learners.

Some challenges highlighted by the respondents point at a dysfunctional strategy mechanics. Whereas FDSE was conceived in 2007, it was implemented almost immediately in 2008, a situation indicative of hurried execution without sufficient piloting and preparation in terms of training of principals, teachers, bursars, putting up new classes, employing new teachers, informing all stakeholders of their roles and addressing the varied needs of each secondary school. Principals felt FDSE was inflexible to their school plans probably due to inconsistent fund disbursements and conflicting government guidelines. The FDSE was blamed for not having sufficient control systems, appraisal guidelines and reward system to motivate the principals, teachers and students who are at the very operational level of its implementation.

Success of strategy implementation also lie in communication arrangements. Owelle (2011) noted that at Chemelil Sugar Company, only 10% of employees were aware of the company's strategies. In Ugenya sub-county, principals noted that most stakeholders were not aware of their roles and the overall goals of FDSE leading to parents being reluctant to pay fees levied and sponsors not being ready to finance school projects due to perceptions that secondary education was now free. This led to very low levels of stakeholder support. One glaring challenge noted greatly by principals was the inability of the government to act on feedbacks and inadequacy in

communication channels to give feedbacks. Omondi (2011) noted that at BIDCO company, communication from the top was mainly electronic and most employees felt top management was insensitive. In Ugenya sub-county, ICT penetration and usage in management processes was found to be very low a situation that could further enhance the communication challenges. Musyoka (2011) noted a low ICT penetration at JKF to confirm a common trend in government-supervised institutions.

In spite of all these challenges, principals in Ugenya sub-county have since 2008 utilised a number of measures to mitigate against the extreme effects of the challenges in order to facilitate successful FDSE implementation. 88.2% of principals employed more temporary staff with a total of 82 BOM-employed teachers on temporary basis in the studied schools to help reduce the workload and supplement the fewer TSC-employed teachers. In Kangundo, 56% of principals encouraged their teachers to combine classes while only 33% employed temporary teachers (Chabari, 2010). Benchmarking sessions with other schools in similar situations were used by principals to help share experiences and transfer skills on how to overcome common problems encountered. Training for principals, teachers and schools' bursar in areas of need was practised for capacity building but on a smaller scale. Although auditing of school activities was encouraged, external auditing and quality assurance inspections were not desired by most principals but internal alternatives preferred, a situation that requires future correction. Whereas 25% of schools have boarding facilities, 12.5% of these schools encouraged day-schooling to cut down on boarding costs, this further supplemented the other 75% that were purely day to encourage more enrolment of students.

Taken in total, both the challenges and interventions in implementation of FDSE by schools, the Kshs. 10,265/- subsidy from the government has remained constant since

2008 inspite of rising inflation further creating financial challenges. In a nutshell, FDSE strategy is a noble idea that basically need revision to encompass broader communication channels, increased subsidy, reward systems, appraisal, action on feedbacks, increased financing, improvement on physical and human resources capacity as well as stakeholder awareness and improved participation. This would help facilitate its sustainability.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the main issues and findings of the research, concluding remarks as well as recommendations to the practice of strategy implementation based on findings from the ground as well as on areas that need further research.

5.2 Summary of Findings

The introduction of Free Day Secondary Education (FDSE) in 2008 has been an effective strategy in Ugenya sub-county public secondary schools in ensuring a 44.8% increase in students' enrolment, improved student-book ratio, a 33% rise in number of schools, increased financing but with minimal impact on overall performance of schools in KCSE examination where a paltry 1.042% improvement was registered. This study sought to establish the challenges experienced in FDSE strategy implementation in secondary schools in Ugenya sub-county as well as determine the interventions put in place to overcome the challenges. Semi-structured questionnaires were administered to 24 principals in the district out of which 17 questionnaires were returned, data coded, fed into a computer spreadsheet, analysed using frequencies, percentages, mean and standard deviation then presented using pie charts, frequency tables and bar charts.

The challenges public secondary schools in Ugenya sub-county experience have majorly to do with inadequacy of the basic resources required to implement various government strategies and policies effectively. Physical facilities were generally

inadequate given that over 33% of the schools are at their formative stages. The delays in disbursement and inadequacy of the FDSE funds coupled with high inflation rates formed major financial-based challenges. Inadequacy of human resource was noted with only 57.7% of staff employed by the Teachers Service Commission (TSC). The FDSE strategy was poorly communicated to the stakeholders who have generally failed to play their roles due to the misconception that secondary education was free. There was inadequate feedback channels and the government was found insensitive to communication that reached its desk by failing to act on them. This situation is made worse with the low usage and penetration of ICT in the schools. FDSE lacked appraisal guidelines and reward system for teachers and students. Quality assurance practices like external audits and internal quality assurance units to audit school activities and finance health were not desired practices by the principals.

In response to the challenges, principals procured 42.3% of their teaching staff on temporary employment to help cut down on inadequacy of human resource and their heavy workload. Day-schooling was practised by over 75% schools with 82.4% of schools being mixed sex to further enhance enrolment and reduce boarding costs. Shifts were utilised to broaden access to the limited library and laboratory work while regular meetings arranged to sensitise stakeholder on their roles. Although principals widened communication channels within schools through open forums, they had problems with passing feedbacks on FDSE to the government. Schools sourced extra financing through CDF, seeking bursaries and sponsors as well as encouraging fee payment by instalment and by use of alternative material equivalence like bricks, beans, maize and firewood.

5.3 Conclusion

In Ugenya sub-county, FDSE strategy has in the 2008-2012 period enabled schools realise tremendous rise in student population by 44.8%, establishment of 33% of the secondary schools which now enjoy better student-book ratio, financing and new physical facilities being developed though at a slower pace.

In the 2008-2012 period, public secondary schools in Ugenya sub-county faced a number of challenges during implementation of FDSE strategy. The major challenges faced were related to finances, human resource and physical learning resources. High cost of food and fuel with a mean of 4.53 stood out as a major implementation challenge. Over 70.6% of principals felt that the Kshs. 10,265 per student annual subsidy was insufficient. Coupled with inadequate human and physical resources (4.00 mean) leading to heavy workload and congestion, the schools in this sub-county could not fully register improved performance and a rise of a paltry 1.042% at KCSE level was registered. Other stakeholders in the education sector were also reluctant to play their roles due to perception of education being free. Lack of integration of ICT in general operations of the school slowed down communication and this affected how feedbacks and progress on FDSE implementation were reported by principals. It is therefore important for stakeholders and the government to revise FDSE subsidy amount and disbursement intervals, the physical learning resources of schools and their management to make implementation of FDSE a success in Ugenya sub-county.

This study found out numerous interventions employed the principals in overcoming the numerous challenges faced. Over 42.3% of teachers were employed on temporary basis to reduce inadequacy in staff, benchmarking sessions were undertaken to share experiences and open forums with stakeholders done to widening communication

within the school. Principals also sourced for extra financing via income-generation, sponsors, encouraging fee payment by instalments and using material equivalence. However, the principals have yet to embrace strategic management practices and ICT fully as well as adopt quality assurance frameworks and regular external audits that could improve performance and future strategy implementation activities. Additionally, most schools have potential in pursuing income-generating projects to help in financing, an avenue that has not been fully exploited.

5.4 Recommendations for Policy and Practice

The current Kshs. 10,265 annual subsidy per student for FDSE should be doubled. Over 70.6% of principals felt this was a big hinderance to FDSE succes and given that their was a 100% agreement by principals that food and fuel costs were high, there is an urgent need for the central government to address this matter by taking into consideration the current inflation rates. Most appropriately, there should be two disbursements, one in December and another in June of every year to create consistency. Delays in disbursement noted by close to 82.3% of principals hinder proper planning of schools and delays in supplies too. These measures help schools initiate various projects and cushion them from excesses of inflation and underfunding.

The integration and usage of Information Communication Technology (ICT) in the management processes in secondary schools need to be fast-tracked given that a mere 17.6% of principals appreciated its use in planning and organising yet these are key areas in strategy implementtation. The principals need to be trained and persuaded to accept and use it while schools be facilitated in creation of their own computer laboratories, internet connections and websites.

Continuous capacity-building for principals through the incorporation of strategic management principles in their training programmes would help streamline decision-making in implementation of various government strategies and policies in public learning institutions. The low appreciation of fundamental human resource and financial management practices like reward schemes and external audits in Ugenya secondary schools supports this recommendation.

Public schools be encouraged to explore various ways of income generation in line with their core functions in order to cut down over-reliance on government funding and sustain FDSE. Milk, eggs, fish, poultry, pork, beef and vegetable can be produced through integrative agricultural practices like green-house farming, aquaculture and zero-grazing. Banks should also be encouraged to lower interest rates to schools as part of their corporate social responsibility.

Laws limiting public institution participation in shares and bond markets need to be reviewed and guide the institutions in making good use of seasonal surplus funds for future prosperity. This approach never surfaced as a financing option and 70.6% of schools relied heavily on sending students home for fees and seeking donors.

There is need to break down strategy implementation further into a number of planning cycles complete with monitoring and evaluation steps in order to ensure prompt interventions to put the implementation of the strategy in the correct course to its desired completion.

5.5 Limitations of the Study

Strategy implementation has always been taken as a private sector domain and has not been fully appreciated in the public sector where it is understood in line with policy implementation. There is a need to scholarly differentiate the two and this study could

not go beyond its scope and address this area. Variables like leadership and management styles, experience in management, qualifications and length of service in teaching of the respondents as well as the financial health and procurement arrangements of the schools were not taken into consideration and controlled in the study. The impact and effectiveness of the interventions put by principals to overcome the FDSE implementation challenges were also not assessed. These attributes could have further increased the depth of knowledge to be drawn from this study. The schools studied also showed diverse infrastructural capabilities and responses obtained could not be fully generalizable. However, a uniform questionnaire administered helped streamline and focus the study to realise its objectives.

Data collection through questionnaire alone could have made the principals to overrate their responses. Some areas like motivation and morale, required assessment of responses from teachers, students, support staff and community around the school to facilitate a concrete conclusion. Incorporation of interviews for the various stakeholders could have further enriched the information on status of FDSE implementation in the district studied. On data analysis, the researcher heavily relied on basic descriptive statistics measures thus the cause-effect and proper relationships in the variables could not be brought out and confirmed by other tests.

5.6 Suggestions for Further Research

Research work need to be done to determine the impact and effectiveness of the various interventions employed by principals to overcome the challenges pointed out in the process of implementing FDSE in schools.

There is need to determine the influence of leadership and management styles of the public institution managers in strategy implementation. This would bring out deeper

understanding of other influencers of strategy implementation more so in the public schools where principals as key implementors of strategies in the education sector lack close and continuous supervision of their daily managerial duties.

Procurement and financial management practices in secondary schools need to be given priority in future research endeavours since they have a strong bearing on successes or failure of government initiated strategies targeting public institutions.

Research also need to be done to analyse the dynamics and determinants of private investment in the education sector in Ugenya sub-county since there is no private institution of repute at the secondary levels in the district and its surroundings.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

C/o SCHOOL OF BUSINESS,

UNIVERSITY OF NAIROBI,

KISUMU CAMPUS,

P.O. BOX 19134,

KISUMU

30th Sept, 2012

THE PRINCIPAL,

_____ SECONDARY SCHOOL,

Dear Sir, Madam,

RE: COLLECTION OF DATA FROM YOUR SCHOOL

I am a student of Masters of Business Administration [MBA] –Strategic Management - at the University of Nairobi, Kisumu Campus and currently doing research on this topic: “*The Challenges of Implementing Free Day Secondary Education Strategy amongst Public Secondary Schools in Ugenya Sub-county, Kenya*”.

I am happy to inform you that your school has been chosen to participate in this study and hereby request for your co-operation. Your input will involve responding to questions posed in the questionnaire about the subject matter. Kindly note that the data captured from your school will be treated with a lot of confidentiality.

Yours faithfully,



FWAYA MICHAEL

APPENDIX II
LETTER OF RECOMMENDATION



UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
KISUMU CAMPUS

Telegrams: "Varsity" Nairobi
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Telex: 22095Varsity
Mobile: 0720348080
Email: ajaleha@uonbi.ac.ke

P.O Box 19134-40123
Kisumu, Kenya

Date: 17th September 2012

TO WHOM IT MAY CONCERN

The bearer of this letter Mr. Michael Ochieng' Fwaya

REGISTRATION NO: D61/73431/2009

The above named student is in the Master of Business Administration degree program. As part of requirements for the course, he is expected to carry out a study on **"The Challenges of Implementing Free Day Secondary Education Strategy among Public Secondary Schools in Ugenya District, Kenya**

He has identified your organization for that purpose. This is to kindly request your assistance to enable him complete the study.

The exercise is strictly for academic purposes and a copy of the final paper will be availed to your organization on request.

Your assistance will be greatly appreciated.

Thanking you in advance.

Sincerely, T 567 2012

MR. ALEX JALEHA
CO ORDINAOTR, SOB, KISUMU CAMPUS

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APPENDIX III

QUESTIONNAIRE FOR RESPONDENTS

PART A: GENERAL BACKGROUND INFORMATION

1.1 Name of school (Optional)

1.2 Position held

1.3 What is the category of your school? County District

Day Boarding Day & Boarding

Boys Girls Mixed school

1.4 Total Number of teachers in the school

Number Employed by: TSC.....

BOG Employed

Number of Teachers: Trained

Untrained

1.5 Total Number of support staff

1.6 Performance of the school in KCSE 2008-2011

YEAR	2008	2009	2010	2011
MEAN SCORE IN KCSE				

1.7 Enrolment of Students

YEAR	2008	2009	2010	2011	2012
STUDENT POPULATION					

PART B: CHALLENGES FACED IN FREE DAY SECONDARY EDUCATION (FDSE) IMPLEMENTATION

The following are issues related to challenges faced by schools in the implementation of Free Day Secondary Education (FDSE). Please indicate the extent to which the challenges apply in your school in a scale of 1 to 5, where:

1–Not at all; 2–Less Extent; 3–Moderate Extent; 4–Larger Extent; 5–Very Great Extent (Tick appropriately)

S/NO	CHALLENGES OF FDSE IMPLEMENTATION	1	2	3	4	5
2.1	FDSE fund is Insufficient to finance school's budget					
2.2	Perception of Secondary Education being free by parents thus they dont pay fees levied by the school					
2.3	Inadequate training of teachers on FDSE Implementation					
2.4	Heavy workload for teachers					
2.5	Inadequate number of teachers and support staff					
2.6	Lack of clear policy on the role of various stakeholders					
2.7	Delay in disbursement of funds					
2.8	Inadequate physical facilities					
2.9	Low morale of teachers due to heavy workload					
2.10	Rise in food and fuel prices leading to budget deficits					
2.11	Reluctance of Parents to pay the Fees Levied by the School					
2.12	Lack of Support of FDSE from Teachers					
2.13	Inadequate Training of the School's Accounts Clerk/Bursar on FDSE fund management					
2.14	Unavailability of Communication Channels to give Feedback to the Government					
2.15	Failure of Government Education Agencies to Act on Feedbacks when availed					
2.16	Inflexibility of FDSE to the School's Annual or Strategic Plan					
2.17	Lack of Financial Support from likely Sponsors due to Perception that Secondary Education is Free					
2.18	Insufficient Teaching and Learning Resources like books, chalk, laboratory chemicals					
2.19	Failure of Suppliers to Deliver Goods and Services to School in time due to Inability of School to pay in time					
2.20	Inadequate Training of Principals on FDSE Implementation					
2.21	FDSE Funds Not being Used for the Intended Vote Heads					
2.22	Overall Goals not Sufficiently Understood by Teachers, Parents and Students					
2.23	Low Commitment of Teachers, Parents and Support staff					
2.24	FDSE lacks Reward system for Motivating Good Performance of Teachers and Students					
2.25	Inadequate Supervision of Implementation Process by the Education and Quality Assurance Officers					
2.26	Hurried Implementation without prior Supply of Adequate Resources, Training and Awareness of key Stakeholders					
2.27	Insufficient Financial Allocation from Constituency Development Fund (CDF) for Physical Development					
2.28	Lack of Clear Performance Appraisal Guidelines for Teachers and Support staff within FDSE					
2.29	Insufficient Allocation of Bursary to Needy Students					

2.30	Rise in Indiscipline amongst Students					
2.31	Conflicting Government Policy Guidelines					
2.32	Lack of a Supportive School Culture (internal politics, hostility to change, aversion to superior's practices....)					
2.33	Interference by Trade unions and Children rights' Activists					
2.34	Lack of Clear Control Guidelines for FDSE Implementation					

Other Challenges experienced (Please list and Rank them)

CHALLENGE		1	2	3	4	5
i						
ii						
iii						
iv						
v						

PART C: OVERCOMING IMPLEMENTATION CHALLENGES

I. GENERAL INTERVENTIONS

The following are some measures taken to overcome the challenges in the implementation process. Rate the frequency of use in overcoming challenges faced in the implementation of FDSE in your school using the 1-5 scale where:

1-Not at all, 2- Less Frequently, 3-Somehow, 4- Frequently, 5- More Frequently

S/NO	INTERVENTIONS	1	2	3	4	5
3.1	Use of Legally-binding Contracts with Suppliers					
3.2	Regular Training of the Bursar in finance matters					
3.3	Developing an Annual or Strategic Plans for the school					
3.4	Gaining early supplier confidence and understanding					
3.5	Employing Temporary Teaching Personnel					
3.6	Organising Retreats for Team Building and Bonding					
3.7	In-service Training of Teachers in various fields					
3.8	Empowering Departments to make Decisions					
3.9	Review of Strategic Plan to incorporate FDSE					
3.10	Students Purchasing Stationery for Use in Examination Processing					
3.11	Using Students in Undertaking duties like Cleanliness and Farm Activities					
3.12	Organize Remedial Learning to Students over Weekends and Holidays					
3.13	Charging Extra Fees to overcome Budget Deficits					

3.14	Introduction of Multi-shift Learning					
3.15	Partnering with other Institutions in Library and Laboratory Material Usage					
3.16	Regular Meeting with Stakeholders to Clarify their Roles and also Gain their Commitment					
3.17	Periodic Invitation of External Quality Assurance Personnel for Assessments					
3.18	Subjecting BOG Employees to Performance Contracts					
3.19	Attending Training Workshops for Principals regularly					
3.20	Organising Benchmarking Sessions with other Schools of Similar Capabilities to Enhance Learning and raise Performance Standards					
3.21	Outsourcing of Non-core Functions to reduce Overheads and Increase Efficiency					
3.22	Seek more Funding from CDF and other willing Donors to put up more Physical Facilities					
3.23	Encourage School Fee Payment by Instalments Convinient to Individual Parents					
3.24	Encouraging Fee Payment through Material Equivalents e.g bricks, firewood, maize, beans, sand					
3.25	Seek out Organisations to Sponsor the Education of Needy Students					
3.26	Creating Partnerships with Colleges to Hire out School Facilities for School-based Learning Programs					
3.27	Creating Unique Competencies for the school; like Excelling in Sports or Academics for Strategic reasons					
3.28	Adopt Shifts in the use of Library, Laboratory and Dining Hall by students					
3.29	Creating Partnership with Neighbour schools in Joint Exams processing, Sporting activities and Excursions					
3.30	Hosting various Inter-school Programmes to Reduce Cost of Trasporting students for Co-curricular Events					
3.31	Encouraging Day-schooling for those from around the school inorder to Decongest Boarding Facilities					
3.32	Sharing Teachers with Neighbour Schools in Departments that are Insufficiently Staffed					
3.33	Having Regular Open forum in which Students, Teachers and Support Staff freely Discuss the Issues Affecting the School and suggesting solutions					
3.34	Establishment of Quality Assurance Units in the School to Monitor Efficiency and Performance					
3.35	Calling in External Speakers with Varied Expertise to Counsel Students and School Employees					

3.36	Capacity-Building in the Guidance and Counseling Department					
3.37	Students Reporting to School with Personal Lockers and Chairs during Admission					
3.38	Sending Students for Mid-terms to Reduce Spending					
3.39	Making use of the School Bus Bank Loans to acquire a Bus for the School					

II. SPECIFIC INTERVENTIONS

4.1 Which measures does your school undertake to acquire extra funds to finance the various school activities in case of budget deficits?

- Get Loans from Banks Trade in Bonds and Shares
Fundraising Approach donors
Increase School fees Send Students home for fees

Others:.....
.....

4.2 Does your school have any income-generating project? Yes No

If yes, in which area has the school invested in? (Tick appropriately)

- Crop farming Livestock farming
Trade in Bonds and shares School bus Hire
Leasing School Farm Internet/Photocopy Services
Giving School Hall for Hire School Canteen

Others:

4.3 To what extent does your school employ the following measures to ensure prudent financial management? 1-Not at all, 2-Less frequently, 3-Moderately, 4-Frequently, 5-More Frequently

FINANCIAL CONTROL MEASURES	1	2	3	4	5
Frequent use of Independent External Auditors					
Having an Annual Budget					
Periodic Internal Auditing					
Strict Adherence to Budget					
Adherence to Public Procurement Requirements					

Suspending Non-priority Financial Engagements					
Consultation of appropriate Authorities before Virement					

4.4 To what extent has the school undertaken each of the following tasks to advance the spirit of high performance:

1- Not at all, 2 – Less extent, 3 – Moderately, 4 – Large Extent, 5-Very Great Extent

TASK	1	2	3	4	5
Setting Performance Targets					
Encouraging Employees to Work in Teams					
Creating a Flexible Reward System					
Promotion of Teachers based on Performance					
Empowering/Incorporate Employees in Decision-making					
Periodic Review of Performance					
Creating Channels for Free Communication					
Prompt Action on Feedbacks					

4.5 To what extent has the school adopted the use of Information Communication Technology (ICT) in the following school operations?

1- Not at all, 2 – Less extent, 3 – Moderately, 4 – Large Extent, 5-Very Great Extent

TASK	1	2	3	4	5
Planning and Organising School Activities (Projects, Meetings, Duty Roster, Time-tabling etc)					
Students Data Management (Admissions, Fee Payment Tracking)					
Staff Performance Appraisal					
Financial Management (Budgeting, Payments, Book-keeping etc)					
Processing of Examinations					
Inter-departmental Communications and Reporting					

4.6 Which other interventions has the school put in place to overcome the challenges experienced in implementing FDSE? (Please list and rank them)

INTERVENTION		1	2	3	4	5
i						
ii						
iii						
iv						
v						

END

THANK YOU

APPENDIX IV
LIST OF PUBLIC SECONDARY SCHOOLS
IN UGENYA SUB-COUNTY

NAME OF SCHOOL	
1	Lwanda Kathieno Mixed Secondary School
2	Konya Mixed Sec School
3	Inungo Mixed Sec School
4	Ramunde Mixed Sec School
5	Ralak Girls Sec School
6	Jera Mixed Sec School
7	Udira Kamrembo Mixed Sec School
8	Sihay Mixed Sec School
9	Anyiko Mixed Sec School
10	Got Nanga Mixed sec School
11	St. Anne's Girls Sec School, Sega
12	Sega Township Mixed Sec School
13	Kagonya Mixed Sec School
14	Lifunga Girls Sec School
15	Ndenga Mixed Sec School
16	Ukwala Boys High School
17	Miyare Mixed Sec School
18	St. Stephens Mixed Sec School, Siginga
19	Hafumbre Mixed Sec School
20	Humwend Mixed Sec School
21	Siranga Mixed Sec School
22	Yenga Mixed Sec School
23	Sifuyo Mixed Sec School
24	Uyundo Mixed Sec School

Source: *District Education Office, Ugenya Sub-county, 2012*