CHALLENGES OF STRATEGIC PLAN IMPLEMENTATION AT LANG'ATA BOYS HIGH SCHOOL, KENYA

OTEMA ELSIE KWAMBOKA

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DECLARATION

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

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

ELSIE KWAMBOKA OTEMA

D61/63065/2010

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

Signature ………………………………………… Date ………………………………

C. ANGIMA

LECTURER, SCHOOL OF BUSINESS

UNIVERSITY OF NAIROBI

DEDICATION

I dedicate this work to my family; my father, David Otema for making this whole journey a success by facilitating whenever I needed help, my mother, Joyce Boyani for always encouraging me and being a source of inspiration, my brothers Eric, Edgar and Steve for always motivating me throughout the program and my grandfather, Sokoro Onsarigo for always encouraging me and supporting girl child education and women independence.

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LIST OF ABREVIATIONS AND ACRONYMS

AGM　:　Annual General Meeting

BOM　:　Board of Management

CBD　:　Central Business District

CDF　:　Constituency Development Fund

CEO　:　Chief Executive Officer

FDSE　:　Free Day Secondary Education

KIE　:　Kenya Institute of Education

KNUT　:　Kenya National Union of Teachers

MOE　:　Ministry Of Education

NQF　:　National Qualification Framework

RBV　:　Resource Based View

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ABSTRACT

This study focuses on the new approach brought about by the new constitution in the educational sector to schools. It is therefore grounded on the Resource Based Theory because of its argument on the internal strategic factors. Scanning and analyzing the external environment for opportunities and threats is not enough to provide an organization with a competitive advantage. Analysts must also look within the institution itself and identify internal strategic factors – critical strengths and weaknesses that are likely to determine whether an institution will be able to take advantage of opportunities while avoiding threats. In the process, challenges are encountered in the implementation process. This can easily be applicable with an institution like Lang'ata Boys High School since it has got the resources and capabilities which are the basis for competitive advantage and superior performance. Its resources therefore have the potential to take it to another level since the threats can be avoided and the numerous opportunities it has can be made good use of. The strategic plan that is to take it to another level is already being implemented but there are bound to be challenges in implementing the plan. The objective of the study was to determine the challenges in the implementation of the strategic plan of Lang'ata Boys High School. The findings of the study in relation to this objective indicate that the team which represents the school is facing some challenges in the implementation of the strategic plan. The challenges were found to be both external and internal. They face political, economic, ecological, legal, technological and socio-economic challenges either directly or indirectly. These are the external challenges facing the team. At the same time, the school has internal challenges which include infrastructure and development, strategic leadership and lack of adequate financial resources. The general recommendations to the challenges include management incorporating political participation in the school, undertaking community outreach programmes to educate the communities on the importance of infrastructure, peaceful demonstration to be held by the stakeholders of the school on their grabbed land and coming up with realistic projects that need minimum budget that will generate revenue for the school.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

The secondary school sector has expanded rapidly in the past nine years, both in number of schools and enrolment. The environmental conditions facing most firms are complex and ever changing and will continue to change rapidly, radically and unpredictably, Burnes (1996). Strategy planning is not new to the world and and in the country. A strategy is a pattern of actions and resource allocations designed to achieve the goals of an organization, Bateman and Zeithaml (1990). Strategic plans therefore have a strong external orientation and cover major portions of the organization. When the plans are implemented, they ensure the realization of the goals set for the organization thus making it better and competent.

Since strategic management is about managing the future, effective strategy implementation is therefore crucial as it directs the attention and actions of an organization. It is however essential to note that, the elements of rationality as is introduced by strategy are disruptive to the historical culture existing in an organization and threatening to the political processes. Typically, a natural organizational reaction is to fight against the disruption of historical culture and power structure, rather than confront the challenges posed by the environment thus impending implementation.

This study focuses on the new approach brought about by the new constitution in the educational sector to schools. It is therefore grounded on the Resource Based Theory because of its argument on the internal strategic factors. Scanning and analyzing the external environment for opportunities and threats is not enough to provide an organization with a competitive advantage. Analysts must also look within the institution itself and identify internal strategic factors – critical strengths and weaknesses that are likely to determine whether an institution will be able to take advantage of opportunities

while avoiding threats. In the process, challenges are encountered in the implementation process. This can easily be applicable with an institution like Lang'ata Boys High School since it has got the resources and capabilities which are the basis for competitive advantage and superior performance. Its resources therefore have the potential to take it to another level since the threats can be avoided and the numerous opportunities it has can be made good use of. The strategic plan that is to take it to another level is already being implemented but there are bound to be challenges in implementing the plan.

1.1.1 Strategic Planning

Planning is a conscious systematic process during which decisions are made about the goals and activities that an individual, group, work unit or organization will pursue in the future. It is therefore a purposeful effort, directed and controlled by managers, yet often drawing on the knowledge and experience of employees throughout the organization. Planning provides the individuals and work units with a map to follow in their future activities, although this map may specify various routes and destinations that depend on individual circumstances and changing conditions, Bateman and Zeithaml (1990).

Once managers have selected the goals and plans, they must then implement the plans designed to achieve the goals. The best plans are normally rendered useless unless they are implemented properly, Johnson and Scholes (2002). Managers and employees must understand the plan, have the necessary resources to implement it and have the motivation to do so. From the 1960s through the early 80s, strategic plans often emphasized a top down approach to goal setting and planning. That is, senior managers and specialized strategic plan units analyzed market conditions and developed goals and plans for the entire organization. Recent trends suggest that many senior executives are involving managers throughout the organization in the strategic planning process. Strategic planning therefore involves making decisions about long term goals and strategies of an organization. Senior executives are responsible for the development and execution of the strategic plans.

1.1.2 Strategy Implementation

As with any plan, formulating the appropriate strategy is not enough. Strategic managers also must ensure the new strategies are implemented effectively and efficiently. Recently, corporations and strategy consultants have been paying more attention to implementation. They realize that clever techniques and a good plan do not guarantee success. The best plans are normally rendered useless unless they are implemented properly, Johnson and Scholes (2002). If implementation is not effectively managed, the strategic plan may amount to being a mere white elephant and nothing more.

Strategy may be good on paper but if its implementation is poor, the strategic objective for which it was intended for will not be achieved. A well developed strategy that is well executed results in the success of the firm's operations. Hence strategy should be effectively operationalized and institutionalized in the organization for effective implementation, Johnson and Scholes (2002). When a firm develops the tactics for achieving the formulated international strategies, it is known as strategy implementation. Therefore, to execute a strategy and move an organization in the chosen direction calls a given set of managerial tasks and skills, Thompson and Strickland (1992).

1.1.3 Challenges of Strategy Implementation

Mintzberg and Quinn (1991) stated that ninety percent of well formulated strategies fail at implementation stage while David (1997) claimed that only ten percent of good strategies were successfully implemented. Reasons advanced for this success and / or failures revolve around both macro-organizational issues (structure, technology, reward systems and decision process) and micro-organizational issues (organizational culture and resistance to change). Macro-organizational issues are large scale, system- wide issues that affect many people within the organization. Micro-organization issues pertain the behavior of individuals within an organization and the overall individuals view of the implementation process. Organizational culture and resistance to change will affect the employees' acceptance and motivation towards implementing new strategy. (Hrebiniak,

2005) observes that difficulties in strategy implementation often include cost overruns, inadequate allocation of resources, vague definition of strategy, power struggle with organizational structure, lack of understanding of organizational structure, poor communication, poor coordination methods, unclear responsibility and accountability in the implementation process and an inability to manage change including aligning organizational culture with strategy and failure to involve employees in strategy implementation process.

1.1.4 The Education Sector in Kenya

Kenya uses the 8-4-4 education system. Primary school is the first phase of the 8-4-4 and serves students between the ages of six and fourteen. Before joining primary school, children aged between three and six are required to attend pre-primary for one or two years. The main objective being to cater to the total development of a child. The main purpose of primary education is to prepare students to participate in the social, political and economic well being of the country and prepare them to be global citizens. Secondary education begins around the age of fourteen and lasts for four years (the next phase of 8-4-4). Secondary schools in Kenya are aimed at meeting the needs of students who end their education after secondary school and also those who proceed onto tertiary education. Tertiary education is the last phase of 8-4-4 and universities are included here. Depending with the course one takes, it should averagely take four years to complete. There is also vocational education that has been the focus of the education system.

Since independence in 1963, the education sector in Kenya has experienced rapid expansion. The number of public and private secondary schools increased from 151 in 1963 to 7308 in 2010. Student enrolment equally grew from around 30,000 in 1963 to 1.7 million students in 2010 (Ministry Of Education (MOE) task force, 2012). The increase has been accelerated by growth of population and the introduction of Free Day Secondary Education (FDSE) in 2008.

The consensus in all of Kenya's recent education policies and reports is that education in secondary schools in Kenya faces major challenges in terms of quality, access, equity, relevance and efficiency in the management of educational resources. Though access has been improved through cost-sharing in secondary school education, the quality of education has deteriorated. This is because teachers are not adequately trained to deal with high numbers of students and are not motivated by good pay. In addition, schools have limited teaching facilities and resources. There is also a shortage of teachers and the Kenya National Union of Teachers (KNUT) demanded the government employs more than 40,000 teachers in 2012 to avoid the deterioration of education standards. The Teachers Service Commission (TSC) is currently recruiting 10,300 teachers to bridge the biting shortage.

Kenya Vision 2030 places great emphasis on the link between education and labour market, the need to create entrepreneurial skills and competences and the need to strengthen partnerships with the private sector. To succeed in a globally competitive world, Kenya must ensure that it has a national education and training system that provides quality learning. The system has to be responsive to the ever changing influences of the external environment and should promote the development of a nation that is committed to life skills and lifelong learning. With all those challenges being faced in the education sector and to succeed in this globally competitive world, the government introduced the strategic plan as a strategy, to be written by all schools in the country, to guide the schools and make them achieve their goals and become better and competent in the world.

1.1.4.1   Lang'ata Boys High School

Lang'ata High School was started in 1964 at the present day Ofafa Jericho. It started as a mixed day secondary school. The school was later moved to a location near Wilson Airport where it was for several years. In 1983, it was relocated to Lang'ata through the support of the government, giving the school 10 acres of land. It is approximately 15km from the Central Business District (CBD). The school is surrounded by law enforcement

authorities like the Defence Force, police station, a prison and Kenya Wildlife Services (KWS). Being in Nairobi county, it's closer to CBD and many other institutions and offices i.e. Kenya Institute of Education (KIE), MOE offices, Kenya National Library etc.

Lang'ata High School has grown from a one stream to a four stream school since 2006. The student population is currently 800. The parents and Constituency Development Fund (CDF) have supported the school. In 2010, the Annual General Meeting (AGM) approved the school to boarding. The MOE recommended a boys' boarding school. Lang'ata Boys High School is now a purely boys' boarding school. This aims at fulfilling one of its strategic objectives of providing boarding facilities to all students. After this, results are expected to improve tremendously as the school hopes the students will have enough time to study and do assignments.

It was a requirement of the MOE that all schools develop strategic plans as a means of enhancing result based management and efficiency in operations. It is also in line with the rights to basic education as stipulated in the new constitution and the Vision 2030, a policy document towards transforming Kenya into a medium term economy. The school has already developed its strategic plan and the parties involved in its implementation process are already facing some challenges in the process.

1.2 Research Problem

Strategy implementation is the manner in which an organization should develop, utilize and amalgamate organization's structure, control systems and culture to follow strategies that lead to competitive advantage and a better performance. Mintzberg and Quinn (1991) state that 90% of well formulated strategies fail at implementation stage. Strategic planning is necessary for an organization's success. It must be accompanied by proper implementation to ensure the survival and competence of an organization in the future.

It is a requirement by the MOE that all schools develop strategic plans as a means of enhancing result based management and efficiency in operations, which is also in line

with the rights to basic education as stipulated in the new constitution and the Vision 2030, a policy document towards transforming Kenya into a medium term economy. The Lang'ata Boys High School strategic plan has already been developed and there could be implementation challenges that may be encountered. Strategic planning and proper implementation are necessary in any organization for results to be achieved and in this case, the school's performance will be seen to have greatly improved.

A review of research in the area of strategy implementation challenges show different organizations in different sectors being focused on. For instance, Mwachia (2009) did a study on challenges of implementing MOE strategic plan by public girls' secondary schools in Nairobi, Kenya. The focus here was was on the MOE strategic plan which was a general one for all public secondary schools. Muthama (2004) did a study on challenges facing headteachers in implementation of Free Primary Education in Matungulu division, Machakos county; focus being on primary schools. Imathiu (2012) did a study on challenges facing quality assurance and standard officers in supervising implementation of secondary school curriculum in Tigania Central division, Meru county. Achoki (2010) did a study on strategy implementation in the Ministry of State for Provincial Administration and Internal Security. The study concludes that effective implementation requires adequate and sufficient resource allocation, timely communication, minimum bureaucracy and separation of political and public service. Community Education Services (CES) Canada (2011) equally did a study on the challenges facing Kenyan secondary school system. The conclusion was that, it would take decades to meet the goals of Kenya Vision 2030. This study focused on the Kenyan school system.

Despite the introduction of strategic plans to all schools in Kenya since the year 2012, the above review reveals that no academic studies have been done so far on the challenges of strategic plan implementation by any of the secondary schools in Kenya. This study therefore focused on Lang'ata Boys High School and sought to fill this knowledge gap by answering the question, what challenges is Lang'ata Boys High School facing in implementing its strategic plan?

1.3 Research Objective

The objective of the study was to determine the challenges in the implementation of the strategic plan of Lang'ata Boys High School.

1.4 Value of Study

The study would be significant to school administration and decision makers as it will give valuable insights on challenges facing strategic implementation in the school. It will at the same time give possible guidelines on overcoming the challenges. It would also help the school re-evaluate whether strategy implementation had been as successful as desired. If not, which phases will be revisited and improved upon.

It will also be helpful to the MOE to realize some of the challenges encountered while implementing the plans so that they can know where they can chip in, in terms of resources, to especially help with the common challenges. It would also help in strengthening existing policies or easily create new ones to help with the running of an institution by ensuring every procedure is done the right way. This in the end will be of great benefit to the education sector in Kenya.

The study would also help the administration and Board Of Management (BOM) of various schools to internalize the subject of strategic implementation and the processes involved. The academicians and researchers on the same field as strategic implementation and its challenges will particularly find this study useful in guiding on any future related studies and as a reference work. It would even be much easier for them if it's published. The study would also be useful in providing additional theoretical knowledge to existing and future schools on challenges to implementing strategic plans. It would equally provide information to potential and current scholars on strategic implementation in secondary schools in Kenya.

CHAPTER TWO
LITRATURE REVIEW

2.1 Introduction

This chapter covers theoretical foundations of the study, the concept of strategy, strategy implementation and the challenges associated with implementation of strategy.

2.2 Theoretical Foundation

There are several theories advanced for analyzing industries and competitors in an industry. Without a well defined strategy, organizations will be driven by current operational issues rather than a planned future vision. Through the usage of the Resource Based theory and the Agency theory, the policy makers will be able to develop strategy that leads to competitive advantage and superior performance.

2.2.1 Resource Based Theory

In the recent years, strategic management researchers are increasingly focusing on internal resources and capabilities possessed by organizations as the basis for developing strategies that lead to competitive advantage and superior performance. This is built upon the resource based theory of the firm which viewed organisations as bundles of productive resources that are tangible and intangible and capabilities which they could use to generate competitive advantage and superior performance, Penrose (1959). Building on these concepts, strategic management researchers have developed the RBV model which focuses on internal resources possessed by organisations as building blocks for value creating strategies that generate competitive advantage and above average performance. RBV holds the view that heterogeneity in the level of either tangible or intangible resources across organisations will result in different levels of performance

because some firms possess superior resources than their rivals in the same industry. The same is applicable in schools.

Each organisation exercises control over its own resources and that valuable resource cannot easily be moved across organisations. As such, the few organisations possessing such resources may enjoy competitive advantage over their rivals for a considerable long period if such differences persist. This implies   that every organisation integrates and utilizes its internal resources and capabilities in different ways from competitors in the same industry in order to take advantage of their potential to achieve competitive advantage and superior performance. Many scholars have emphasised on the effective use of selected strategically relevance resources as the basis of superior performance. (Grant, 1996) has argued that advantage creating resources are those that are valuable to customers by exploiting opportunities pursued and neutralising weakness and threats, rare and difficult to access by rival organisations. To some researchers, mere possessions of superior resources do not guarantee attainment of superior performance. What matters is how the resources are integrated and utilized, Johnson and Scholes (2002). Where organizations in the same industry have resources but differing performance levels, the reason could be that they vary in the extent to which they utilise their resources. Since some organizations may possess similar resources, it is the capabilities that enable them to optimise the usage of these resources to generate more value that translates into superior performance.

Proponents of the RBV strongly believe that internal resources possessed by organizations could be the key to successful strategies that generate competitive advantage and superior performance, Pearce and Robinson (2010). Others have argued that organizations should select strategies that enable them best exploit their resource strength relative to opportunities in the external environment (Prahalad 1990). The proponents of this theory have also added that being strategic means creating a chasm between ambition and resources, since an organization with relatively small amount of resources but with big ambitions can produce greater output for its smaller input through effective management, (Grant, 1996). On this basis, organizations with meager resources

can optimise their use and achieve value added outcome through a good fit between the role of firm based tangible and intangible resources as sources of competitive advantage and superior performance in organisations.

2.2.2 Agency Theory

Agency theory is part of the positivist group of theories which derives from financial economics literature. It posits that the firm consists of a contract between the owners of economic resources – the principals and managers – the agents who are charged with using and controlling those resources. The theory of agency was first explicity modelled by (Jensen and Meckling, 1976) in their study of the structure of the firm. The agency theory also assumes that principals and agents act rationally and that they will use contracting process to maximise their wealth. Furthermore, agency theory is based on the premise that agents have more information than principals and that this information asymmetry adversely affects the principal's ability to monitor effectively whether their interest are being properly served by agents.

Agency theory addresses all exchanges involving cooperative effort and delegation of work and decision making by one part – the principal, to another – the agent. (Jensen and Meckling, 1976) describes an agency relationship as a contract (implicit or explicit) in which one or more persons, the principal(s), engage another person, the agent(s) to take action on behalf of principal(s) which involves the delegation of some decision making authority to the agent. That is how the implementation process works. A team has to be involved and delegation on different sectors of the implementation process done. The principal is the overall seer of the implementation process and has to make sure that everything is put in place for implementation success. The notion of agency is widely used in economics, philosophy, legal and social sciences, albeit with different but comparable meaning. Human agents autonomously choose to engage in agency relations with principals presumable because doing so promotes or does not conflict with their own interest. By engaging in an agency relationship, however, an agent is bound to moral and legal rights that protect the interest of the principal through a legally enforceable contract

entered into by both the principal and the agent. This means that in the implementation process, one of the two parties involved might pose as a challenge as one party might think they know better than the other and thus not work together towards achieving the same goal.

2.3 Concept of Strategy

Strategy means different things to different people. Strategy, like any other concept in the field of management does not have an all embracing definition as strategy is an elusive and somewhat abstract concept, Ansoff (1990). This must be expected when dealing with an area that is constantly developing. Ansoff (1990) sees strategy as basically a set of decision-making rules for guidance of organisational behaviour. He distinguishes four such rules as involving yardsticks for performance measurement, rules for developing the firm' s relationship with the external environment, rules for establishing the internal processes within the organization and the rules for conducting day to day activities or simply put, policy. Strategy is about winning. It provides unity of purpose and direction to organization.

Strategy can also act as a vehicle of communication and coordination within the organization, (Grant, 1996). Johnson and Scholes (2002) define strategy as the direction and scope of an organization over the long term: which achieves advantage for the organization through its configuration of resources within a challenging environment to meet the needs of markets and to fulfill stakeholders expectations. Strategies need to be well derived since it determines the overall direction of the organization and also the level of performance. Thompson Jr, Strickland III and Gamble (2007) considered a company's strategy is all about "how" management intends to grow the business, how it will build a loyal customer base and outcompetes rivals, how each functional piece of business will be operated and how performance will be boosted. There is an emphasis that a strategy stands a better chance to succeed when it is predicted on actions, business approaches and competitive moves aimed at appealing to customers in ways that set a company apart from rivals and curving out its niche. By simply copying what past and

present successful companies are doing and trying to mimic their position rarely, if at all, works.

However, Mintzberg and Quinn (1991) advocated the idea that strategies are not always the outcome of rational planning in that they can emerge from what an organisation does without any formal plans, hence the deliberate and emergent strategies. He defined strategy as a pattern in a string of decisions and actions. Chandler (1962) defined strategy as the basic long term goals and objectives of an enterprise and the adoption of the courses of action and allocation of necessary resources for carrying out the goals.

The concept of strategy is very important to the management of institutions as it allows an organisation to make best use of its resources and opportunities in achieving its objectives, (Grant, 1996). It provides a basis for focus at all levels of the organization and covers the range and depth of an organization's activities involving: decisions about product and services, competition and markets, growth and change in organizations. Strategy directs the evolving relationship between an organization and its environment and should enable the organization to find a strategic fit with its external environment.

2.4 Strategy Implementation.

Strategy implementation is the next logical step after strategy planning or formulation. It implies translation of the chosen strategy into action. Strategy implementation requires a good architecture of the organisation and should therefore take into account how various parts of the organisation work together in a manner that optimizes resource allocation, Johnson and Scholes (2002). According to (Drazin and Howard, 1984), strategies should be implemented as they have been envisioned if three conditions were met: first, those in the organization must understand each important detail in the management's intended strategy. Second, if the organization is to take collective action, the strategy needs to make as much sense to each member of the organization as they view the world in their own context, as it does to top management. Finally, the collective intentions must be realized with little unanticipated influence of the external political, technological or

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market forces. Therefore, successful implementation requires the plan to be linked to other systems in the organization, particularly the budget and the reward system, Bateman and Zeithaml (1990). However, to execute a strategy and move an organization in the chosen direction, calls for a given set of managerial tasks and skills, Thompson and Stickland (1992).

Thompson and Stickland (1992) define strategic implementation as fundamentally an administrative activity which enlists – organizing , budgeting, motivating culture-building, supervising and leading as activities that "make it happen" to achieve intended strategic and financial outcomes. They further argue that most discussions of strategic planning dwell on how to formulate strategy but pay scant attention on strategy implementation, yet, problems in failed strategies are traceable on poor implementation. Thomson further argues that having clear strategy is essential, having brilliant strategies is terrific, but only if those strategies are brilliantly implemented will they lead to lasting competitive advantage. One of the first implementation steps is selection of a strong management team with right mix of skills for the key positions. Furthermore, it is common with well managed companies that what the manager says has significant bearing on down-the-line strategy implementation and execution in their company.

People under-estimate the commitment, time, emotion and energy needed to overcome inertia in their organisations to implement their strategies. This lapse creates an implementation gap between stated strategic goals and the realized goals which results in poor strategy implementation hence strategy failure. (Alaxender, 1991) attributes this lapse to limited availability of conceptual models on strategy implementation and the people who are supposed to implement are unsure of where the process begins, and hence, what it entails. Successful strategy formulation doesn't guarantee successful implementation. Strategic implementation is perceived as less glamorous than strategy formulation and planning. Implementation is commonly overlooked under the guise that anyone can do it. Strategic implementation is easily the most complicated and time consuming part of strategic management (Hrebiniak, 2005). Strategic implementation although linked to strategy formulation is fundamentally different. Implementation of

strategy does not automatically follow strategy formulation; if not managed well, can invalidate the planning efforts, Ansoff (1990). The leadership should provide a vision, initiative, motivation and inspiration in steering the organization to undertake changes required in strategy implementation. The Chief Executive Officer should cultivate team spirit and act as a catalyst in the whole strategy implementation process. The other managers need to team up with the CEO in implementing the strategy. Their motivation and commitment to the strategy greatly enhances successful implementation. Implementation of strategy may require leadership changes through transfers, retirements, demotions etc.

2.5 Challenges of Strategy Implementation

The most common contemporary impediment to strategic implementation is the traditional functional mindset, Pearce and Robinson (1997). Various resources have been advanced to explain this phenomenon. Structure and staffing can overcome a traditional mindset, Johnson and Scholes (2002). In addition, system thinking is essential to overcome this as strategy implementation is inextricably connected with the organizational change. All organizations resist change and try to maintain the status quo, sometimes even if it yields unsatisfactory results, Pearce and Robinson (1997). Without strategic motivation, without the organization enthusiastic involvement and participation of inspired employees, it is impossible to implement any strategic plan.

Without resources, the implementation of strategy is almost impossible, Johnson and Scholes (2002). Thompson et. al., (2007) have emphasised marshalling sufficient resources and people behind the drive for strategy execution. All managers have strategy executing responsibility in their areas of authority and all employees are participants in the strategy implementation process. Early in the process of implementing and executing a new or different strategy, managers need to determine what resources will be needed and then consider whether the current budget organization units are suit

In addition, a company's ability to marshal the resources needed to support new strategic initiatives and steer them to appropriate organizational units have a major impact on the

strategy implementation process, Johnson and Scholes (2002). Too little funding (stemming either from constrained financial resources or from sluggish management action to adequately increase the budget of the strategy critical organizational units) slows down progress and impends the efforts of the organisation's units to execute their pieces of the strategic plan proficiently. Too much fund wastes organisation's resources and reduces financial performance. According to (Hrebiniak, 2005), the real challenge of strategy implementation lies in the formulation and effective communication of vision, mission and value; commitment to project and business results that will fulfill on the mission and the design of organisational architect that allows for empowerment and communication. The strategy literature identifies formulation as the ends (objectives and goals) and implementation as the means (action plan) and allocation of resources of the strategy.

Difficulties in strategy implementation often include cost overruns, inadequate allocation of resources or lack of resources, vague definition of strategy, power struggle with organizational structure, lack of understanding of organizational structure, poor communication within an organisation, poor coordination methods, unclear responsibility and accountability in the implementation process and an inability to manage change including aligning organizational culture with strategy and failure to involve employees in strategy implementation process, Johnson and Scholes (2002).

Lack of resources and unclear responsibility and accountability in the implementation process within an organization happen to be some of the common challenges to most organizations, Bateman and Zeithaml (1990). Lack of resources is sometimes done intentionally since an organization would want to save on costs and spend less; not knowing that that is a challenge being created. When a big team is involved in the implementation process, that's when there can be unclear responsibility and accountability. There are also challenges that are specific to an organization, depending with the kind of services the organization offers.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction

This chapter outlines the research design which was used for collecting vital information required for the study, data collection and data analysis.

3.2 Research Design

The study employed a case study design. This is because the objective of the study required an in-depth understanding of the challenges of strategic plan implementation of Lang'ata Boys High School. This was the preferred research design because the purpose of this research was to develop a definitive and descriptive research and arguments for adoption of maximum use of resources for the success of the school.

A case study is an analysis of persons, events, decisions, periods, projects, policies, institutions or other systems that are studied holistically by one or more method. The case that is the subject of the inquiry was an instance of a class of phenomena that provides an analytical frame-an object- within which the study is conducted and which the case illuminates and explicates, (Thomas, 2011). A case study can be used to answer the question "how and why" and also not require control of events. It is a very powerful form of quantitative analysis that drills down rather than cast wide, Kothari (1990). Case studies can be based on quantitative and qualitative evidence. Single-subject research provides the statistical framework for making inferences from quantitative case-study data. This is also supported and well-formulated in (Lamnek, 2005).

3.3 Data Collection

The study used primary data as well as secondary data. The primary data was collected using an interview guide. The interviews were carried out using open ended questions to guide the order and the specific way the questions were asked. The secondary data was collected from documented records.

The respondents were the Deputy Principal, the Dean of studies and the heads of the six departments in the school, thus making a total of eight respondents. They were key because they were involved in the making of the strategic plan and they comprise the team that is spear heading the implementation process of the same strategic plan of the school. They are the agents who are charged with using and majorly controlling the school's resources.

3.4 Data Analysis

Data was analyzed using content analysis. Content analysis is the systematic qualitative and quantitative description of the composition of the objects or materials of study. This normally involves observation and detailed description of objects, items or things that comprise the objective of study. According to Cooper and Schindler (2003), content analysis measures the semantic content or "what" aspect of a message.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis and discussions of the study as set out in the research methodology. The study had one objective; to determine the challenges in the implementation of the strategic plan of Lang'ata Boys High School. Data collection was done by use of a comprehensive interview guide which was developed in line with the objective of the study. A total of 8 people responded to the interview and this includes the deputy principal, the dean of studies and six heads of departments in the school. This represents 100% response rate which is excellent and can be used as a basis for drawing conclusions (Mugenda, 1999). The data was analysed and presented using content analysis based on the objective of the study and the findings were presented as per the different themes discussed.

4.2 Bio Data of the Respondents

All the respondents of this study were from the management cadre of Lang'ata Boys High School. These were the deputy principal of the school, the dean of studies and the heads of the following departments: Sciences, Languages, Technical, Humanities, Mathematics and Sports. The findings indicate that 70% of the respondents had more than 6 years experience in the management of the school, 25% had between 5-6 years experience and only 5% had less than 5 years experience in the management.

Staff experience is necessary in the delivery of the desired goals of the firm. This is because staff who are highly experienced and are equipped respond to emerging challenges at their firms in a relatively shorter period of time.

The study asked the interviewees few questions relating to strategy and whether the Lang'ata Boys High School strategic plan was clear and concise. This was meant to indicate whether they understood the strategic plan and its purpose in the school. It was also supposed to indicate whether they were involved in developing the strategic plan of the school and the reason for every secondary school in Kenya to develop one.

Their response was that they clearly understood the strategic plan since they were part of the team that was involved in the making of the strategic plan and they still are the same ones spear heading the implementation process of the same strategic plan. They were equally aware of the directive from the MOE for all secondary schools to develop strategic plans and implement them.

The study sought to determine from the respondents on who is involved in the implementation of the strategic plan and the response was that it was majorly the top management (all the eight respondents are considered to be part of the top management), thus seeming that the top down approach is used in this case. The rest of the teachers and the subordinate staff are not directly involved in the implementation process of the strategic plan.

4.3 Challenges of Strategic plan Implementation

The objective of this study was to determine the challenges in the implementation of the strategic plan of Lang'ata Boys High School. The findings of the study in relation to this objective indicate that the team is facing some challenges in the implementation of the strategic plan. The challenges were found to be both external and internal. The external challenges include political, economic, legal, technological and socio-economic challenges either directly or indirectly while the internal challenges include infrastructure, strategic leadership and lack of adequate resources.

4.3.1 Political Challenges

On the political challenges facing the team in the implementation process, the interviewees reported that the previous and current political regime are not very supportive on the FDSE since the money dispatched to the school is never sent on time and it is too little compared to the demands of the students. Other political challenges include roadside declarations and statements like teachers' salaries and allowances will be increased and this ends up exerting undue pressure on teachers which deviates them from effective strategy implementation. In the school's strategic plan, it is stated that more input from the government is required to help it achieve its objectives and goals so that the performance can be splendid. The teachers in the process are also demoralized and don't seem to have the urge to work since they are not motivated especially by the pay. As a result, the performance of the school still remains slightly below average and this 'attracts' admission of students who performed below average in the Kenya Certificate of Primary Education. Not only does it attract below average performing students but also students who have been suspended and expelled from other schools.

In response to these political challenges, the interviewees reported that the school responded by adapting demand driven planning whereby the management incorporates political participation in processes and procedures in the school thus ensuring that they are incorporated in the school's systems and processes. KNUT and KUPPET are also fighting for the teachers' rights, part of it being better payment by increasing the basic salary of the teachers and the allowances. By doing this, teachers will get motivated to sacrifice more and the performance results will improve which is one of the objectives of the school's strategic plan.

4.3.2 Economic Challenges

The respondents reported that one of the major economic challenges is the amount of disposable income available to the people living in the informal area, to be specific, Kibera, to manage to pay fees for their children in the school. Lang'ata Boys Secondary School is the only public boys boarding school in Lang'ata and 60% of the students are from Kibera, which is in Lang'ata. Such kind of economy creates a bigger challenge to the school which has to plan to accommodate these students since education is now a basic right. One of the main objectives of the school's strategic plan is to give quality and full time education to all students admitted in the school. This therefore becomes a challenge since to accommodate all the admitted students till the term closes requires parents to pay all the required fees as the school opens. The implication is that the school goes beyond its budget and really stretches a lot to accommodate these students. The school therefore strains and payment of remedial teaching is delayed for a while since it comes from the fees that students pay. Teachers therefore do not get motivated.

The respondents reported that the infrastructure and the development of the school is wanting. The school does not have enough rooms for all the activities in the school. For instance, the school does not have a library and there is no building that is not being used, which can be used as a library. There is equally no guidance and counseling room that is separate and can be used exclusively for that. Students therefore fear sharing the issues they have since they seem to realize that there is no privacy. There is also no computer lab in the school and this is not good for the students since the country is becoming technology savvy and they need to be computer literate so that they can be competitive when they leave school just as it is clearly stated in the school's strategic plan. Students therefore do not get enough exposure intellectual wise and technological wise. This affects them especially during the exam period since they do not have an advantage over other schools (most county schools) which are well equipped.

In response to the economic challenges, the interviewees were in consensus that the school is looking for sponsors, both local and international, to enable the students stay comfortably in school and for the school to ensure its smooth running without any major hitches. The school has also responded by undertaking community outreach programmes to create awareness to both the local and the international community on the importance of infrastructure in the school and its contribution to the performance of the students through the running of the school. This will be really good to the students as it gives them exposure to the world and can therefore survive and be competent in this competitive world.

4.3.3 Technological Challenges

The use of advanced technology in modern business development creates a sustainable advantage for the firm through innovation such as cost reduction, new product development and faster communication among others. The school is yet to promote this since it does not have enough computers to be used by the students. There are also no laptops in the school to be used by teachers. In the school's strategic plan, Computer Studies as a subject is supposed to be introduced and made compulsory for the form 1 and 2 students then optional for the form 3 and 4 students which is examinable in KCSE. The implication therefore is that both the teachers and the students do not get exposed enough technology wise thus lag behind in this fast changing world. Even if the computers and laptops can be gotten, there are no rooms for the computers to be set up. This therefore makes the challenge even greater. Because of lack of enough computers, the school does not offer Computer Studies as a subject which is examinable in KCSE.

The interviewees further reported that the people in the informal settlements have low rates of education and therefore have low usage of technology for communication. This leads to poor coordination and communication with the parents and the outside world. The people have low rates of computer usage and real time communication systems. The school is therefore not able to effectively use modern technology such as internet for communication moreover where the phones exist, airtime is also a challenge. Timely

updates from teachers or the administration to the parents about their children's performance is therefore a problem and vice versa.

To address the challenges of poor coordination and communication, the school has planned to develop a resource library as a knowledge management system where all data and information on the informal settlement can be found. This data can therefore be used to source for funds and undertake focused development of the infrastructure. The data will also be used by the county government to ensure that adequate resources are budgeted for infrastructure development.

4.3.4 Social Challenges

The respondents reported that the social challenges in the informal settlements are diverse and involve poor education levels, violence, crime and poverty. For a child or teenager being brought up in such an environment adversely affects the student. Most of these youths in the informal settlement usually engage in manual or casual jobs and very few have professional skills. Students brought up in such environments see that that is the way of life or that is how life is and most of them therefore end up not furthering their education. This therefore poses as a major challenge since most of these students who come from Kibera just want to finish high school and will be satisfied with the certificate and the fact that they went and finished high school. The performance of the student therefore ends up being poor and teachers do not get motivated. This makes it hard to fully implement the school's strategic plan since one of its main objective is to be among the best performing schools by 2018.

To respond to the social challenges, the respondents indicated that they are embarking on extensive outreach programmes such as public relations and also bring actual people from the informal settlement who are very successful and have made it in life and are enjoying the fruits of their labour to encourage the students as they will get motivated to even perform better and want a better life.

4.3.5 Legal Challenges

The interviewees reported that there is a 5 acre parcel of land that belongs to the school and is in dispute since two other different groups of people are claiming it. Since the land is not developed and it is in Lang'ata (considered to be prime area), it is being fought for from all angles. The respondents claim that all three parties (including the school) claim ownership but Lang'ata Boys High School is the rightful owner. The issue has been in court for many years and no judgment has been made yet. In the school's strategic plan, it is noted that in 5 years time, the school should have all the facilities and amenities which will aid in its performance to become better. This section of land therefore is enough to build all the facilities that the school requires including 30 teachers houses (2 or 3 bedroom apartments). If this becomes a success, then the school's performance will definitely improve since among other things, teachers will be in the school compound and therefore easily accessible.

The response to this challenge is that a peaceful demonstration by the school's stakeholders which include the school's BOM, administration, teachers, parents, students and local community will be soon held and media houses will be invited to air the demonstration. This, according to them, will give the school an upper hand to claim ownership and shame the land grabbers.

4.3.6 Strategic Leadership Challenges

According to Scholes et.al (2008), strategic development is strongly associated with strategic leadership, an individual upon whom strategy is to be personally dependent. In such circumstances, the strategy may be seen as a deliberate intention of the leader. The findings show that the school principal is the overall leader and normally makes decisions of the school, more like a one man show. Strategic leadership addresses issues of organizational change, re-structuring and strategic planning among others. From the findings, it is evident that the principal is the overall seer and decisions cannot be made without her. As a result, some things are left pending till the principal makes a decision

and this comes as a challenge since for the school's strategic plan to be fully implemented, everyone's (stakeholders) input is required and even the subordinate staff or the teaching staff could have better ideas on how to fully implement the strategic plan.

The respondents reported that the current leadership needs to be very supportive and interactive and as a result will really improve the standards of the school. Seminars and workshops need to be held both for the principal and the teachers so that the relationship between the two parties can be improved and encouraged. This will as a result make the stakeholders of the school feel they are part of the school and to genuinely talk well of the school. Results will also greatly improve. By ensuring this comes to pass, the principal can also organize for the teachers to be trained on the latest syllabus and the changes taking place so that they can be up-to-date with information.

4.3.7. Financial challenges

Adequate financial resources are an essential factor for formulation and implementation of strategy as they provide the resources necessary for business growth and development. The findings indicate that the school is in due need of financial assistance. Since most of the students are from the informal settlement, most parents either don't pay the fees or pay very little. The government equally dispatches little amount of money to the school. The school therefore ends up being run on limited budget. This makes the school strain a lot and when the students are sent home for fees, some even stay for a whole month before coming back and their performance ends up being poor. In the school's strategic plan, the school's performance is majorly focused on and with students' absenteeism, performance will not be good. For most of the items in the strategic plan to be fully implemented, a lot of finance is needed like for the constructions of the library, computer lab, guidance and counseling room and more that are to take place.

The respondents reported that to address the challenges of inadequate financial resources, the school will begin major projects with minimum budget, to bring revenue to the school. For instance, with the available space, vegetables will be planted and then sold to the local community, rabbits and chicken will be reared and then sold, the school canteen will be run by the school administration and many others this in turn will bring in some money which can help with the running of the school. The CDF committee has also promised to allocate the school a bigger percentage to help with the running.

4.4 Discussions and findings

The findings of this study indicate that Lang'ata Boys High School has faced both internal and external challenges in its implementation of the strategic plan. The external challenges were found to include political, economic, technological, ecological social and legal factors. The study also identified internal challenges as strategic leadership, financial challenges and infrastructure and development. This contrasts Jones (2004) who identified competition as the greatest challenges facing organizations today.

The findings also show that societal factors are a major challenge to Lang'ata Boys High School. Households in informal settlement live below the poverty line and earn less than a dollar a day. Those factors greatly influence students who come from there as they get affected or affect others when it comes to education. The findings established the fact that the social connection policy was developed as a response to this challenge. This is similar to Smart and Vertirnsky (2006) who found that's societal treads affect the way organizations do business. It therefore confirms the Agency Theory.

The findings also indicated that technology is a major challenge encountered while implementing the strategic plan. To make the plan a success, both the students and the teachers have to be technologically savvy. This is so because the world is headed digital wise and to get full exposure of this, parties involved must be technological savvy. According to (Drazin and Howard, 1984) strategies should be implemented as they have

been envisioned if three conditions were met: first, those in the organization must understand each collective action, the strategy needs to take collective action, the strategy needs to make as much sense to each member of the organization as they view the world in their own context, as it does to top management. Finally, the collective intentions must be realized with little unanticipated influence of the external political, technological or market forces. The findings also show that the school is ready to respond to the technological challenges by getting more computers from well wishers and the government and with proper finances, can build rooms to accommodate the computers for them to be used there. When enough computers are put in place and maximum use is made of them, then the school will definitely be competitive and can be compared to the top schools in the country technology wise. This confirms the RBV Theory since the proponents of the RBV strongly believe that internal resources possessed by organizations could be the key to successful strategies that generate competitive advantage and superior performance, Pearce and Robinson (2010)

The findings also indicated economic factors that established that unemployment and low wages paid to people in the informal settlements have created a poor economy. The school has to become innovative by coming up with realistic projects that can help the school financially and not depend on the fees paid by the parents, siblings or guardians since most of them come from the informal settlement. It is a major challenge as described above. Economic reviews have also shown that economic factors such as the level of inflation, interest rates and exchange rates affect business operations. This compares very well with Pearce and Robinson (1991), who have shown that economic threats if not properly analyzed and addressed, can inhibit a firm's success.

The findings also show that the school faces internal challenges such as strategic leadership. The school has responded to this by encouraging seminars and workshops for both the teachers and the administration and also training on the changes occurring since this can help a great deal. This is in line with Ansoff and McDonnell (1990) who argue that when firms are faced with unfamiliar environmental changes, they musts re-evaluate

the strategies in tandem with such environmental turbulence. It also compares with Pearce and Robinson (1997), who argue that the right application of a firm's resources will lead to the desired out comes over time. Strategic leadership as a challenge is also consistent with Pearce and Robison (2005), who argues that firms require strategic leadership to continually analyze proactively the environment threats. Sustainable leadership is important in delivery of competitive advantage of a firm and the findings show that the increase in student population and subsequent increase in the number of teachers with able leadership will surely make school's performance really good.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This study was about the challenges in the implementation of the strategic plan of Lang'ata Boys High School. This chapter provides the summary, and conclusions and recommendations for the research findings which are in line with the objective off the study. It also covers the implications of the study, the limitations of the study, in addition to suggestions for further research.

5.2. Summary

The objective of this study was to establish the challenges in implementation of the strategic plan of Langat Boys High School. The findings clearly show that the school faces challenges in its implementation of the strategic plan. Some challenges identified are political, legal social, economic, technological and ecological. These can be viewed as external environmental challenges. The school faces other challenges which are more inclined to internal factors which include strategic leadership, infrastructure and development and lack of adequate financial resources.

Political challenges were identified as one of the major challenges faced during the implementation process of the Lang'ata Boys High School strategic plan. From the respondents view, the current political regimen is not very supportive on the FDSE since the money dispatched to the school is never sent on time and it is too little compared to the demands of the students. The TSC is equally not very supportive since it knows the hardships that schools undergo for instance not employing enough teachers for schools to meet the growing demands of the many students in schools. TSC is also not reinforcing on the idea of salary increment for teachers and it knows very well that whatever teachers

get paid is not enough especially those who live in Nairobi. This demoralizes the teacher and therefore cannot deliver effectively and efficiently in class thus not being able to attain the school's strategic plan objectives, main one being better and improved results.

On the economic challenges, it was reported that the amount of disposable income available to the people living in the informal settlement around Lang'ata area, which is Kibera, is very little. Most of the students come from there and therefore the parents or guardians cannot afford the fees especially being a boarding school now since boarding facilities have been introduced and eating three meals in a day and taking some tea during breaks makes the school fees be increased for the students there. On the ecological front, the school has faced challenges in the infrastructure and development of the school. The school does not have enough rooms or buildings for all the activities of the school. For instance, the school doesn't have a library, which is very important for students in any school set up, a computer lab, guidance and counseling room and a sanatorium. Without a specific room for such major amenities in a school makes the school of low standard and yet it has immense potential. Without the above discussed resources, the school cannot perform better and to fully implement the school's strategic plan, those resources have to be available.

On the technological challenges, the respondents reported that the school doesn't have enough computers for the students, therefore no Computer Studies are done in school. Laptops for teachers are also not available. This therefore shows that both the teachers and students are not exposed to the technological changes taking place and this is a sector that they need to really improve on and be at par with most of the schools. This also goes hand in hand with the vision 2030. The progress on Lang'ata Boys High School on this sector is therefore too slow. Not having phones which can access internet or not knowing how to use one is also a challenge in this which affects both the parents and the students and most teachers.

Social challenges were also indentified and they are diverse. They include poor education levels, violence, crime and poverty. Most of the students brought up in such an environment rarely fit quickly in a school. Most of them therefore end up not interested in the professional jobs available since those in the same environment they live in do not focus on the professional skills, they tend to emulate that. The performances of most of these students therefore end up not being satisfactory which is an obstacle to the full implementation of the school's strategic plan. On the legal front, the main challenge the school faces is a chuck of land that is 5 acres that is being grabbed by two different parties who claim ownership. The land does belong to Lang'ata Boys High School and this has slowed the pace of development in the school since that piece of land can accommodate many buildings that can provide the amenities required by the school including a lot of teachers' houses. For the strategic plan to be fully implemented, more space is needed for all these facilities needed in school to be built.

Strategic leadership challenges were also encountered whereby it seems like a one-man show since the principal is the one that calls all the shots in most areas and is the overall decision maker. In such a case, for the good of the school, other people (both teaching and not-teaching staff) should be listened to since they could have better ideas on the implementation of the plan. Full support is therefore not being seen and workshops and seminars are not being arranged. This obviously affects the way one talks of the school. Financial challenges were equally identified and this is especially brought up by the big number of parents not paying fees for their children in the hope that they could get a sponsor. The money dispatched to the school is also minimum and cannot cater for the demands of all the students. With such challenges, the implementation of the school's strategic plan will drag and take a longer duration or may never even be fully implemented.

5.3 Conclusion and Recommendations of the study

The findings have clearly shown that Lang'ata Boys High School strategic plan has faced many challenges in its implementation. The key challenges were found to be social, political, economic, technological, legal, leadership among others. The study has also established that the school has developed temporary solutions to address these challenges and they are briefly discussed below:

The response for the political challenges, the school adapted demand driven planning whereby management incorporates political participation in processes and procedures in the school thus ensuring that they are incorporated in the school systems and processes. On the economic challenges, the respondents were in consensus that the school is looking for sponsors, both local and international, to enable the students stay comfortably in school. On the ecological challenges, the school has responded by undertaking community outreach programs to educate the local and international communities on the importance of infrastructure and its contribution to the performance of the students. In response to the technological challenges, the school will source for many computers and laptops from the government or from companies that are getting rid of their old computers and use them in school. Internet will also be made accessible in some offices or the staff room so that teachers can access that. This will be a great step towards effective implementation of the school's strategic plan.

To respond to the social challenges, the respondents reported that they are embarking on extensive outreach programmes such as public relations and also bring actual people from the informal settlements that have become very successful in life so that the students can emulate them and get motivated. In response to the legal challenges, a peaceful demonstration will be held by the stakeholders of the school and media houses will be invited to as the demonstration. Thus, they claim, will make the school get sympathy and thus get their land back. In the strategic leadership challenges, the current leadership needs to be very supportive and should organize for training, workshops, seminars and team building so as to make the united and motivated. The response on the financial

challenges encountered, coming up with realistic projects that need minimum budget to start is a good and realistic way starting income generating projects. For instance planting vegetables and selling, raring rabbits and chicken and selling them are just but a few really good projects. They will also engage the CDF by sponsoring to do some projects and allocate more money to the school since it has many students. The school's strategic plan requires a lot of resources to be put in place for its objectives to be fully attained. These resources require money and professional expertise (which has to be paid for) for them to be a reality.

The study highly recommends that the school's administration includes all the stakeholders of the school including all the teachers and all the subordinate staff in the implementation process of the school's strategic plan. This is because most of them have been in the school even more than the current administration. They therefore understand the school very well and they know where it has come from. They may have better ideas on making the implementation process of the strategic plan fast and efficient. The idea of introducing income generating projects with minimum budget actually originally came from the subordinate staff. All stakeholders' input is therefore necessary for the school's strategic plan to be fully implemented.

This study also highly recommends all teachers to attend all workshops available throughout the year for all subjects since there are teachers for particular subjects who claimed that they have never attended any workshops or training for the past four years. This is a sorry state since most of the workshops and training are held in Nairobi and Lang'ata Boys High School being at a strategic place in Nairobi, should not miss even one. The charges are normally reasonable. These workshops and training are very important since the syllabus keeps being updated every 2 or 3 years and teachers should be updated also. Team building with the principal of the school is equally important and the study recommends team building sessions in different locations to be held twice a year in different locations so that there can be no tension between the two parties. The study also recommends a five day trip outside Nairobi at a very good location for the teaching staff and the administration, once a year. The study considers the teachers'

welfare and recommends the morning and evening remedial teaching to be done to all classes, not form 4s only and the payment of the remedial sessions to be added by at least 50%. This will highly motivate the teachers and they will definitely get the morale to enjoy teaching and the results of the school will definitely improve which happens to be one of the main objectives of the school's strategic plan.

It is only within this framework that Lang'ata Boys High School will effectively be in a position to successfully implement its Strategic Plan and realize its objectives and thus participate in the realization of Kenya's' vision 2030. Even before 2030, the school should be really competitive and among the best in the country as long as everything as discussed will be put in place through the full implementation of the school's strategic plan and support and commitment is shown by the government, TSC and all the stakeholders of the school .

5.4 Limitations of the study

The research was a case study and therefore the research was limited to Lang'ata Boys High School, Kenya. Thus the findings on the challenges of strategic plan implementation are limited only to Lang'ata Boys High School and as such, they may not be generalized to other schools.

The study focused on interviewing some of the very busy personnel in the school and scheduling appropriate interview timings was a challenge. In some instances, the researcher had to keep on rescheduling the interviews since they were either going for meetings or going to classes to teach. However, the study eventually managed to obtain required information from the key decision makers of the school.

5.5. Suggestions for further research

This study focused on one school, that is LBHS and therefore it is recommended that a similar study be conducted in all the public secondary schools in one region, for instance Nairobi, and test whether the findings will hold true in a different context.

5.6 Recommendation for policy and practice

This study focused on the challenges of strategic plan implementation at Lang'ata Boys High School, Kenya, which is a public county school in Nairobi County. It was a requirement of the MOE that all schools develop strategic plans as a means of enhancing result based management and efficiency in operations. It is also in line with the rights to basic education as stipulated in the new constitution and the Vision 2030, a policy document towards transforming Kenya into a medium term economy. The findings, conclusions and recommendations will be a great source of information to the government, TSC and MOE and will definitely help in policy making. Indeed the study has confirmed that challenges are being faced in the implementation of the school's strategic plan.

The study recommends the MOE in conjunction with the policy makers, KNUT and KUPPET, to enact rules that motivate the teachers so that some of the challenges faced in the implementation of the school's strategic plan can be dealt with. It would also help in strengthening existing policies or easily create new ones to help with the running of an institution by ensuring every procedure is done the right way. This in the end will be of great benefit to the education sector in Kenya.

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APPENDIX 1: INTRODUCTION LETTER

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
MBA PROGRAMME

Telephone: 020-2059162
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

DATE 12/09/2014

TO WHOM IT MAY CONCERN

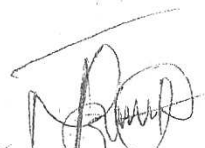The bearer of this letter ...Elsie Kwamboka Olema...

Registration No....D61/63065/2010...

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.

PATRICK NYABUTO
MBA ADMINISTRATOR
SCHOOL OF BUSINESS
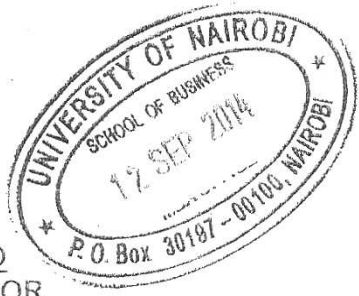
APPENDICES

APPENDIX 2: INTERVIEW GUIDE

This interview guide has been designed to collect data from interviewees on the implementation challenges of the strategic plan of Lang'ata Boys High school and the remedial steps taken to address the challenges. Data collected is exclusively for academic purposes only.

SECTION I: BACKGROUND OF THE RESPONDENT

1. How many years have you been at Lang'ata Boys High School as a staff?
2. What is your job title?
3. How many years have you been in that position?

SECTION II: STRATEGIC PLAN IMPLEMENTATION CHALLENGES

1. Is the organization's strategic plan clear and concise? If no, give reasons.
2. What approach can you describe the organization uses to adopt and implement strategy? Top down or Bottom up approach?
3. What has been the role of the principal in strategy implementation process?
4. Was there any consideration that the strategic plan as a new strategy would be accepted or a possibility of resistance from client and staff?
5. What was done to ensure acceptability of the strategic plan among its various stake holders and minimising possibility of resistance?
6. Are staff members involved in planning and implementing the strategic plan?
7. What are the major challenges in implementing the strategic plan in your own opinion?
8. What challenges is management expecting to experience in implementing change and adopting the same in line with the strategic plan?
9. What external challenges have you encountered? e.g (from TSC or MOE)
10. What are your suggestions and recommendations for better implementation?