

**RESPONSE STRATEGIES BY PRIVATE PRIMARY SCHOOLS IN NAIROBI
COUNTY TO QUOTA SYSTEM OF SELECTION OF APPLICANTS FOR
ADMISSION TO NATIONAL AND PROVINCIAL SCHOOLS**

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DECLARATION

STUDENT'S DECLARATION

I declare that this project is my original work and has never been submitted for a degree in any other university or college for examination/academic purposes.

Signature:

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SUPERVISOR'S DECLARATION

This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this work to my family and all those who supported me in the completion of this project.

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ACKNOWLEDGMENTS

I would like to thank God Almighty for His able guidance throughout my studies. My heartfelt appreciation also goes to my supervisor, Prof. K'Obonyo for his invaluable professional advice and guidance throughout this project, I am very grateful to you sir. To all Interviewees involved in the data collection process, I say thank you for your time and quality responses.

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ABBREVIATIONS

OERB: Oshwal Education and Relief Board

KPSA: Kenya Private Schools Association

KEPSA: Kenya Private Sector Association

CBK: Central Bank of Kenya

IT: Information Technology

KCPE: Kenya Certificate of Primary Education

SPSS: Statistical package for Social Sciences

ABSTRACT

The objective of the study was to determine the response strategies by private primary schools in Nairobi County to quota system of form one selection in national and provincial schools. The study adopted a descriptive research design. The target population of this study comprised of 288 private primary schools in Nairobi County. A representative sample of 87 private primary schools was selected using stratified sampling by dividing Nairobi into divisions after which simple random sampling was used to select schools to participate in the study from each strata. Nairobi was divided into eight divisions and forty-nine locations. The study used primary data which was collected using a questionnaire with both open and closed ended questions. This study employed descriptive statistics using Statistical package for Social Sciences (SPSS) to analyze the quantitative data obtained while content analysis was used as an analysis process for qualitative data. The findings were classified, tabulated and summarized using descriptive measures, percentages and frequency distribution tables. The study found that students from private schools who qualify for national schools did not secure a place in national schools and introduction of quota system affected the school's performance at KCPE. From the findings and conclusions, the study recommends that education should foster nationalism, patriotism and promote national unity, promote the social, economic, technological and industrial needs for national development, promote individuals development and fulfillment and promote sound moral and religious values by giving all pupils equal chance to learn in various institution without discrimination.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Under the current system, 60 percent of admissions in provincial schools are reserved for candidates from home districts, 35 percent of the slots reserved for candidates in the province and only five percent are available nationally. Students who sit for their exams in public schools are given 85.59 per cent slot while those in private schools have 14.41 per cent of the available opportunities in national and provincial schools. There are changes in private primary schools expectations, increased competition from public primary schools for spaces in National Schools. All these changes call for a response strategy to enhance equality and increase the level of their pupils enrolling in National schools. The environment in which organizations operate is constantly changing with different factors influencing them. Since the turn of the millennium, the general business environment has become more volatile, unpredictable and very competitive. Coping with the increasingly competitive environment has called on firms to rethink their marketing strategies (Pearce and Robinson, 2005).

Strategic responses are concerned with decisions and actions meant to achieve business objectives and purpose. The three areas of a company strategy that are important in identifying the responses of a firm to its environmental challenges (Lowes *et. al.*, 1994), include objective setting, the vision and mission of the company, competitive strategy where after considerations of the firm's competitive strengths and weaknesses vis-à-vis competition and customer needs, the company establishes a position of competitive

advantage. Ansoff and McDonnell (1990) noted that strategic responses involve changes in the firm's strategic behavior to assure success in transforming future environment.

Pearce and Robinson (1997) define strategic responses as the set of decisions and actions that result in the formalization and implementation of plans designed to achieve a firm's objectives. The environment in which organizations operate is constantly changing with different factors influencing the organizations. This is because organizations are open systems that operate in environment that carries with it a lot of challenges and therefore firms must rethink their strategies (Pearson and Robinson, 2005).

The survival and success of an organization occurs when the organization creates and maintains a match between its strategy and the environment and also between its internal capability and its strategy (Grant, 2002). Strategic response is the reaction of a firm or an organization to environmental changes/turbulence. According to Pearce and Robinson (2005), it is through strategic responses that a firm is able to position and relate itself to the environment to ensure its continued success and also secure itself from surprises brought about by the changing environment.

It is important to note that no two organizations face exactly the same external environment. Hence the analysis of the external environment must be tailored specifically for the organization for which strategy is to be formulated. The relationships, events, and conditions that make the unique environment of any organization are not static. Some of these environmental changes are so fundamental that they may affect long-term survival of an organization, while others are only temporary and may be ignored. The dynamic nature of the environment means that environmental assessment must be continuous

avers (Byars, Rue and Zahra, 1996). Organizations are not helpless in the face of environmental forces, but certainly some aspects of environmental changes are more amenable than others to control or influence.

1.1.1 Response Strategies

A response strategy is the search for a favorable competitive positioning in the industry in order to beat competition and remain relevant in the market. In most corporations there are several levels of strategy namely corporate level, business level and operational level. The “lowest” level of strategy is operational strategy and is very narrow in focus and deals with day-to-day operational activities such as scheduling criteria. Operational level strategies are informed by business level strategies which, in turn, are informed by corporate level strategies. Porter (1998) states that developing a competitive strategy are developing a broad formula on how a business is going to compete, what its goals will be and what policies would be needed to carry out these goals. According to Pearce and Robinson (2005) it is through strategic responses that a firm is able to position and relate itself to the environment to ensure its continued success and also secure itself from surprises brought about by the changing environment. Aosa (1992) noted that strategy is creating a fit between the internal and external conditions of a firm in order to solve a strategic problem.

Strategic responses adopted by companies reflect the firm’s internal strengths and the opportunities faced in the external environment. Strategy will also consider how best to deal with internal weakness and avoid external threats. Hill and Jones (2001) observes that internal new venturing is a strategy employed when a company has a set of valuable competencies in its existing business that can be leveraged to enter a new business area.

Science based companies use their technology to create market opportunities in related areas mainly through internal new venturing. A firm can also use this strategy to enter and compete in a new business area or an emerging market where there are no established players. There are two types of strategic responses i.e. operational response and strategic response. Strategic responses are experienced at two levels namely corporate and business response. According to Johnson and Scholes (2002) corporate level deals with overall scope and purpose of the organization and it decides on the business of the organization. The business level strategy determines how the organization competes in its market. Operational refer to the responses developed to aid the smooth operation in an organization. They are mainly developed to ensure high level of effectiveness and efficiency in the achievement of organizational vision, mission and objectives. They provide daily directions in the organization. These strategies are important because of their detailed outline of how operations are supposed to be conducted in an organization (Johnson and Scholes, 2002).

1.1.2 Private Primary Schools

Private schools in Kenya cater generally for the middle and upper classes as well as the ex-patriate community. Many are largely affiliated with distinct religious organizations such as Oshwal Academy which is owned and managed by the Oshwal Education and Relief Board (OERB) of the Oshwal community (Kenyan-Indians following Jainism) as well as various Catholic (Saint Mary's School Nairobi), Missionary (Rift Valley Academy) and Islamic (Aga Khan Academy) affiliated schools. These organizations are generally in charge of funding for the schools, and do not usually bias the curriculum or activities to reflect these ties, especially for non-adherent students.

Most private day schools in Kenya are located within Nairobi and Mombasa, with boarding schools generally located in the countryside or the outskirts of main towns. This is a clear parallel to the British tradition of upper and upper-middle class families sending their children to expensive boarding schools that offer extensive grounds and facilities. The schools themselves are similar in a sense to the tradition of British public schools, with a lot of private schools in Nairobi either being based on the public school form, e.g. Brookhouse School, or having once been British public schools under colonial rule, e.g. Saint Mary's School, Nairobi and Kenton College. Some private schools in Kenya are also affiliated to the Kenya Private Schools Association (KPSA), which is a self-regulatory association of private schools. Kenya Private Schools Association was established by private schools and officially registered in 1994. The association comprises of proprietors and managers of registered schools offering a curriculum of education approved by the Ministry of Education. Kenya Private Schools Association is a thematic organization of the umbrella body of the private sector (Kenya Private Sector Association-KEPSA). Through KEPSA, the private schools association is able to influence public policy on private sector provision of education in the country.

1.2 Research Problem

The importance of the strategic dimension of management arose due to several factors emanating from the changing external environment in which organizations operate. These include the changing political situations both locally and internationally, growth in economies and increased accountability to wider stake holders interests and customer expectations coupled with rapid advanced technology. Response strategies are the various measures that an organization employs in wake of threats in the environment it exists.

Organizations have to adequately and promptly respond to these challenges in the environment for them to be successful. Ansoff (1998) brought out the need of organizations to match their strategies to the level of competitiveness in the operating environment. Organizations exist in complex and volatile commercial, economic, political, technological, cultural and social environments. The environmental changes occasioned by these factors are more complex for some organizations than others due to differences in economies of scale. For survival, an organization must maintain a strategic fit within the environment. The environment is indispensable and an organization has to respond to its dynamism, heterogeneity, instability and uncertainty (De Carolis, 2003).

Locally, studies on strategic responses to changes in the environment include: Isaboke (2001) investigated the responses of the oil companies in Kenya to the threats of the new entrants. Response included a combination of generic strategies and lobbying for a level playing ground. Kombo (1997) found that as a result of the ongoing economic reforms, firms in the motor industry adjusted their variables (pricing, marketing strategies and location) substantially so as to survive in a competitive environment. The firms in this industry introduced new technologies of product development, differentiated their products, segmented and targeted their customers more and improved customer services; Mutua (2004), did a survey of responses to changing environmental conditions which was a case study of University of Nairobi and concluded that institutions in the education sector consider strategic plans to be important; Mpungu (2005), carried out a research on strategic responses to changing environmental conditions whose focus was on AAR Health Services Ltd and found that financial constraints and lack of managerial empowerment has limited the capability to respond to the environmental changes;

Kashero (2008), studied the strategic responses to changing environment at Lloyd Masika and established that the company mainly employed diversification strategy and operational strategies clarifying the areas of strategic changes that may yield the greatest payoff; Maina (2008), did a research on the strategic responses to changing environmental conditions which centered its focus on Central Bank of Kenya (CBK) and found that the management concentrated on differentiation strategy and focus strategy.

To the date of this study, no known study had focused on the strategic responses adopted by Private Primary schools to counter changes in environment. This was despite the fact that the current changes brought about by the quota system of form one students which has had a great effect on the chance of schools sending their top pupils to National Schools. There is therefore need for strategic alignment to the environment in a unique way. It was on this background therefore that this study seeks to fill the existing research gap in this area of study by answering the following question, what are the response strategies by private schools to quota system of form one selection?

1.3 Research Objective

This study sought to determine the response strategies by private primary schools in Nairobi County to quota system of form one selection in national and provincial schools.

1.4 Value of the Study

This study would benefit the management of both private and public schools in understanding the strategic response that they need to put in place, both in the present and future that would ensure a balance in the quota system of form one selection.

The Government of Kenya especially the ministry of education and policy makers in the education sector would also find this study an invaluable source of information in formulating policies regarding quota system of form one selection. They would also gain from the documentation and analysis of the response strategies which would help them evaluate their current strategy and plan for the future.

The study would add to the existing body of knowledge on the strategic response to benefit academicians and aid further research on the concept. This would act as a source of reference for studies to be done on strategic response in Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented a review of the related literature on the subject under study presented by various researchers, scholars, analysts and authors. It also reviewed literature with respect to the research objective on response strategies by private primary schools. The specific areas covered here are concept of strategy implementation, and strategic responses.

2.2 The concept of strategy

Strategy according to Johnson and Scholes (2002) is the direction and scope of an organization over the long-term which achieves advantage for the organization through its configuration of resources within a changing environment and fulfills stakeholders' expectations. Strategy is certainly applicable when threats emanate from the more general environment, strategy analysts earn their stripes in circumstances in which rivals contest head to head. This is the fertile ground of strategy; the point-counterpoint of market competition. Strategy is about competition and the means by which an organization tries to gain a competitive advantage (Porter, 1998). Porter describes a category scheme consisting of three general types of strategies that are commonly used by businesses. The three generic strategies are as follows: strategic scope and strategic strength. Strategic scope is a demand-side dimension and looks at the size and composition of the market to be targeted. Porter simplifies the scheme to the three best strategies: cost leadership, differentiation, and market segmentation. Market segmentation is narrow in scope while both cost leadership and differentiation are relatively broad in market scope. According

to Boseman and Phatak (1989), if a firm wants to remain vibrant and successful in the long run, it must make impact assessment of the external environment, especially such relevant groups as customers, competitors, consumers, suppliers, creditors and the government and how they impact on its operations' success is dependent on productivity, customer satisfaction and competitor strength.

A strategy is a long term plan of action designed to achieve a particular goal, most often "winning" (Thompson et al, 2007). Strategy is differentiated from tactics or immediate actions with resources at hand by its nature of being extensively premeditated, and often practically rehearsed. Strategy is a deliberate search for a plan of action that will develop a business's competitive advantage and compound it. For any company, the search is an iterative process that begins with recognition of where you are now and what you have now. Your most dangerous competitors are those that are most like you. The differences between a firm and its competitors are the basis of its advantage. If a firm is in business and is self-supporting, then it already has some kind of advantage, no matter how small or subtle. The objective is to enlarge the scope of the advantage, which can only happen at some other firm's expense (Clayton, 1997).

Strategic management is an ongoing process that assesses the business and the industries in which the company is involved; assesses its competitors and sets goals and strategies to meet all existing and potential competitors; and then reassesses each strategy annually or quarterly to determine how it has been implemented and whether it has succeeded or needs replacement by a new strategy to meet changed circumstances, new technology, new competitors, a new economic environment., or a new social, financial, or political environment (Lamb, 1984). Strategic management is a combination of three main

processes namely; Strategy formulation; Strategy implementation and Strategy evaluation.

Strategy formulation involves strategy development which is a multidimensional process that must involve rational analysis and intuition, experience, and emotion. But, whether strategy formulation is formal or informal, whether strategies are deliberate or emergent, there can be little doubt as to the importance of systematic analysis as a vital input into the strategy process. Without analysis, the process of strategy formulation, particularly at the senior management level, is likely to be chaotic with no basis for comparing and evaluating alternatives. Moreover, critical decisions become susceptible to the whims and preferences of individual managers, to contemporary fads, and to wishful thinking (Henry, 1978).

Hrebiniak, (2005) argues that increasing, strategic planning processes are becoming part of companies knowledge management systems: as management becomes increasingly concerned with how companies create, store, transfer, and deploy knowledge assets, so strategic planning becomes an integral part of how deeply-embedded understanding of businesses and their environments become transferred between business units, divisional, and corporate levels and how the knowledge of many different managers and functional experts becomes integrated within strategy.

2.3 Strategic Responses

The environment in which organizations operate is constantly changing with different factors influencing the organizations. Since the turn of the millennium, the general business environment has become more volatile, unpredictable and very competitive. Coping with the increasingly competitive environment has called on firms to rethink their

marketing strategies (Pearce and Robinson, 2005). The days when firms could simply wait for clients to beat a path to their door are long gone. Organizations must realize that their services and products, regardless of how good they are, simply do not sell themselves (Kotler, 2000).

An organization can shift production from one base to another, in order to take advantage of the foreign exchange rate fluctuations and access the best factors of production (Porter, 1990). Similarly, the competitive flexibility of an organization arises from its ability to coordinate its global competitive moves. This helps the organization to have a large number of competitive points and a bigger strategic space to build appropriate offensive and defensive moves that may often include counter-parry, cross-subsidization and sequential competitive entries. A strategy is usually a dynamic strategy-making process and involves a complex pattern of actions and reactions. It can also be partially planned and partially unplanned (Pearce and Robinson, 2005).

2.3.1 Differentiation Strategy

Differentiation involves creating a product that is perceived as unique. The unique features or benefits should provide superior value for the customer if this strategy is to be successful. Because customers see the product as unrivaled and unequaled, the price elasticity of demand tends to be reduced and customers tend to be more brand loyal (Christopher, Peck and Towill, 2006). This can provide considerable insulation from competition. However there are usually additional costs associated with the differentiating product features and this could require a premium pricing strategy.

To maintain this strategy the firm should have: strong research and development skills; strong product engineering skills; strong creativity skills; good cooperation with

distribution channels; strong marketing skills; incentives based on subjective measures; be able to communicate the importance of the differentiating product characteristics; stress continuous improvement and innovation and attract highly skilled, creative people (Hayes and Pisano, 1996). In the primary school context, the private primary schools can use differentiation strategy by ensuring that their students score higher marks than Public primary school pupils in order to qualify for the spaces in the National schools (Hayes and Pisano (1996).

It is a normative framework developed for identifying efficient service strategies for the different institutional settings, especially those enabled by modern information and communication technologies (Apte and Vepsäläinen, 1993; Tinnilä and Vepsäläinen, 1995). When analyzing service processes, four types of delivery channels consisting of organizations and systems are distinguished: principal customer or owner, in which case service is procured within the organization, or “hierarchy” that needs it; agent or alliance, including experts, consultants, and representatives as parties cooperating in providing the service; service personnel such as sales office or manufacturer's service organization; and market network, or “market” with customers relying on self-service.

There are also four types of customer needs to be satisfied by the services, determined in terms of frequency and timeliness of transactions, level of uncertainty, complexity of information involved, and the types of resources used. On the scale from complex to simple there are: contingent relationships, which involve discretion over several options; customized delivery; standard contracts; and mass transactions defined with absolute clauses on actions (Apte and Vepsäläinen, 1993). In the framework, efficiency refers to the ability to deliver the desired service at the lowest total cost, or the sum of production

and transaction costs for both the service provider and customers. According to this cost trade-off, any service provided should be located close to the main diagonal to be efficient.

2.3.2 Restructuring Strategy

Organizational restructuring, the most common form of change, refers to the dramatic internal changes and re-organizations of a firm's structure. Pearce and Michael (2006) defined organizational restructuring as a set of activities, undertaken on the part of the management of an organization, designed to improve organizational efficiency, productivity, and or competitiveness. They further described four key elements to organizational downsizing. First, it is an intentional endeavor. Second, it usually involves reduction of personnel. Third, it affects work processes and finally, it focuses on improving the efficiency or effectiveness of the organization.

Sometimes planned restructuring efforts involve attempts to get people and groups within organizations to work together more effectively (e.g., Connolly, 2000). When this is the aim, the change agent often attempts to increase formal structural connections between people and groups under the assumption that information will flow more freely, barriers and conflict between work functions will break down, and innovative activities will diffuse more effectively in a dense network (Denis and Kruse, 2000). At the same time, however, organization members who stand to lose influence and/or structural autonomy if barriers are broken down may work against efforts to increase formal connections in ways that weaken their influence.

Wilson and Rosenfeld (1990) defined organization structure as the established pattern of relationships between component parts of an organization outlining communication, control and authority patterns. Thus, structure distinguishes the parts of the organization and delineates the relationship between them; one of the major activities of restructuring is business process reengineering. Hammer (1996), notes that companies can dramatically improve their efficiency and quality by focusing on customers and the process that create value for them. Processes have come to be more important than their products and are in fact defining the market places in which the companies compete. Outsourcing for instance, would enable an organization to concentrate on its core businesses, while benefiting from the cost efficiencies of those companies that specialize on the strategies activity firms can design their strategies based on their processes, for instance, through intensification where processes are mapped and improved to enhance customer service, or through extension where strong processes enable entry to new markets.

Senior (1997) observes that there are various catalysts for organizational changes such as restructuring. Their triggers may include the purchase of new IT equipment or system, business process reengineering through process intensification/extension, the redesign of a group of Jobs, staff right sizing and subsequent staff cutbacks, as well as staff redundancies. With regard to the number of levels in the structure of the organization, often referred to as the scalar chain, Drucker (1999) suggests that there should be as few as possible. Too many levels make it difficult to understand the objectives and to communicate both up and down the hierarchy. Thompson (1997) states that radical business process reengineering implies that a firm completely rethinks how certain tasks

are carried out and the searches for new ways through which performance can be improved.

The social factors that affect a firm involves the beliefs, values attitudes, opinions and lifestyles of persons in the firms external environment, as developed from cultural, ecological, demographic, religious, educational, and ethnic conditioning, Pearce and Robinson (2007). As social attitudes changes so too does the demand of various types of products. Like other forces in the external environment, social factors are dynamic with constant change resulting from efforts of individuals to satisfy their desires and needs by controlling and adapting to environmental factors. For managers, informed judgment of the impact of changes in social cultural factors is paramount.

As Ansoff and McDonnell (1990) argued, business firms are in a constant two way interaction with the environment. They receive an assortment of resources from the environment and after a transformation, deliver them back to the environment in the form of goods and services. The connection of the external environment and the organization is that of input – throughout – output process where inputs are received from the environment and released back into the same environment after being processed by the organization. What is released back can only be consumed by the organization if it fits the environment requirements and needs (Porter, 1985).

2.3.3 Diversification Strategy

Diversification is defined as growth and expansion of firms entering related fields and new businesses (Hitt *et al.* 2004). On the other hand, Guillen (2000), a specialist in business administration, defined diversification as “increased diversity on a whole line of

products to sell through business activities of firms.” In this definition, the line of products and criteria on diversity should be clarified in order to facilitate the discussion.

Diversification is a form of corporate strategy for a company. It seeks to increase profitability through greater sales volume obtained from new products and new markets.

Diversification can occur either at the business unit level or at the corporate level. At the business unit level, it is most likely to expand into a new segment of an industry which the business is already in. At the corporate level, it is generally and it is also very interesting entering a promising business outside of the scope of the existing business unit (Khanna and Palepu, 2000).

The diversification strategy of a company is a corporate strategy intended to increase profits by increasing sales volume. This increase in sales volume is brought about by launching new products and identifying new market segments. Diversification strategy can be implemented at the business unit level as well as the corporate level. In case of business unit level, the strategy can be implemented for the expansion of the company by coming up with a new segment, related to the existing business. In case of corporate level, however, the target area is a new business, which is not related to the existing business unit (Guillen, 2000). Some of the most prominent diversification strategy examples include a company specializing in pencil production opting for production of erasers or a company specializing in alcoholic beverages entering the airlines sector.

According to Yiu, Bruton, Lu, (2005), there are two dimensions of rationale for diversification. The first one relates to the nature of the strategic objective: diversification may be defensive or offensive. Defensive reasons may be spreading the risk of market contraction, or being forced to diversify when current product or current market

orientation seems to provide no further opportunities for growth. Offensive reasons may be conquering new positions, taking opportunities that promise greater profitability than expansion opportunities, or using retained cash that exceeds total expansion needs.

The second dimension involves the expected outcomes of diversification: management may expect great economic value (growth, profitability) or first and foremost great coherence and complementary to their current activities (exploitation of know-how, more efficient use of available resources and capacities). In addition, companies may also explore diversification just to get a valuable comparison between this strategy and expansion (Ghatak and Kali, 2001).

Porter (1998) views operational responses as part of a planning process that coordinates operational goals with those of the larger organization. Hence operational issues are mostly concerned with certain broad policies and policies for utilizing the resources of a firm to the best support of its long term competitive strategy. Porter (1998) states that the goals of a competitive strategy for a business went in an industry is to find a position in the industry where the company can best defend itself against the five competitive forces – entry, threat of substitution, bargaining power of buyers, bargaining power of suppliers and rivalry among current competitors. These five forces constitute the industry structure and it is from industry analysis that the firm determines its competitive strategy. He identified three potentially successful generic strategy approaches to outperforming other firms in an industry. There are overall cost leadership, differentiation and focus, in formulating its strategic response to changes in its environment, a firm must have a first decided on a core idea of generic strategy about how it can best compete in the market place.

Competitive strategy includes actions or attempts by a firm to attract customers, retain them, withstand competitive pressures and strengthen its market positions and is aimed at gaining competitive advantage. Porter expressed the key aspects of firm's competitive strategies in what he referred to as the "wheel of competitive strategies". The company's corporate strategy should help in the process of establishing a distinctive competence and competitive advantage at the business level. There is a very important link between corporate-level and business level. According to Johnson and Scholes (2002), corporate level responses is the first level of strategy at the top of the organization, which is concerned with the overall purpose and scope of the organization to meet the expectations of owners or major stakeholders and add value to different parts of the enterprise.

2.3.4 Market Positioning

In a marketplace, a position reflects how consumers perceive the product's/service's or organization's performance on specific attributes relative to that of the competitors (Kotler, 1994). Also, positioning is a competitive marketing tool that goes beyond image-making. Positioning appears to have evolved from market segmentation, targeting and market structure changes during the 1960s and the early 1970s (Sekhar, 1989).

According to Ries and Trout, (1986), market positioning is an attempt to distinguish an organisation from its competitors along real dimensions in order to be the most preferred firm for a certain market segment. It is an attempt to have a clear or unique position in the marketplace. Also, positioning is a competitive marketing tool that goes beyond image-making. Market positioning is a process of establishing and maintaining a distinctive

place and image in the market for an organization and/or its individual product offerings so that the target market/prospect understands and appreciates what the organization stands for in relation to its competitors (Ries and Trout, 1986). Arnott (1992) formally defines marketing positioning as the deliberate, proactive, iterative process of defining, measuring, modifying, and monitoring consumer perceptions of a marketable object. The process of marketing positioning is iterative and requires deliberate and proactive involvement of the marketer. Arnott's (1992) comments can be explained in terms of consumer and managerial/organizational perspectives

Review of the literature uncovers several comments and definitions of marketing positioning. However, Arnott's (1992) definition appears to be conceptual, strategic and operational in nature. He notes that marketing positioning is concerned with management's attempt to modify the tangible characteristics and the intangible perceptions of a marketable offering in relation to the competition. In other words, the process of marketing positioning can be described as iterative, it necessitates deliberate and proactive actions. It involves decisions at conceptual, strategic and operational levels and should reflect the triumvirate deliberations of the company, its competitors and its target market/customers (Arnott and Easingwood, 1994).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology included a research design, population and sample, data collection procedures, data analysis procedures and measurement of variables. This chapter would therefore describe the proposed research design, the target population, sampling design, data collection instruments and data processing and analysis.

3.2 Research Design

The study adopted a descriptive research design. According to Cooper and Schindler (2003), a descriptive research design is concerned with finding out the what, where and how of a phenomenon. This method had been chosen because it best provided information which would otherwise take long to collect if it was collected through observation. Further, the design was suitable for collecting data across many organizations at one point in time.

3.3 Population of Study

The target population of this study comprised of all private primary schools in Nairobi County. As at 31st December 2011, 288 primary schools sat for Kenya Certificate of Examinations (KCPE) in Nairobi County. Therefore, the target population was 288 primary schools.

3.4 Sample Design

A representative sample of 87 private primary schools, 30% of the 288 primary schools was selected using stratified sampling by dividing Nairobi into divisions after which

simple random sampling was used to select schools to participate in the study from each strata. Nairobi was divided into eight divisions and forty-nine locations as shown in the table 3.1 below. A simple random sample gave each member of the population an equal chance of being chosen by numbering each element in the sampling frame and then used random numbers to select the required sample. Random numbers was obtained using a calculator, spreadsheet, printed tables of random numbers, or by tossing coins or rolling dice.

According to Mugenda and Mugenda (2003) 10-30% of the population is representative enough for generalization, especially if the population is homogeneous. Since the private primary schools in Nairobi were facing similar challenges as far as the quota system was concerned, it was assumed that they were homogeneous.

3.5 Data Collection

The study used primary data. Primary data was collected using a questionnaire. It included open and closed ended questions for ease of administration. To enhance quality of data, Likert type questions were provided whereby respondents indicated the extent to which the statements representing variables applied to the respondent. A five point likert scale was used.

The structured questions were used in an effort to conserve time and money as well as to facilitate easier analysis as they were in immediate usable form; while the unstructured questions were used so as to encourage the respondent to give an in-depth and felt response without feeling held back in revealing of any information. The questionnaire were administered through drop and pick later method. The questionnaire consisted of

three parts. Part A collected biographic data; part B targeted competitive strategies; while part C tapped data on performance.

Table 3.1: Sample Design

Division	Number of Schools to be sampled
Central	7
Dagoretti	13
Embakasi	12
Kasarani	11
Kibera	14
Makadara	10
Pumwani	9
Westlands	11
Total	87

Source: Research Data, 2012

3.6 Data Analysis and Presentation

This study employed descriptive statistics to analyze the data obtained. For quantitative data, editing was done to ensure that the data was free from inconsistencies and incompleteness. After editing the data was coded by developing a code sheet that was pretested to verify the coded data. For qualitative data, content analysis was used as an analysis process.

To help generalize the findings the collected data was grouped using percentages and measures of central tendency including standard deviations. The data was entered into Statistical package for Social Sciences (SPSS). The findings were classified, tabulated and summarized using descriptive measures, percentages and frequency distribution tables.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presented analysis and findings of the study as set out in the research methodology. The results were presented on the response strategies by private primary schools in Nairobi County to quota system of form one selection in national and provincial schools. The data was gathered exclusively using a questionnaire designed in line with the objectives of the study.

4.1.1 Response Rate

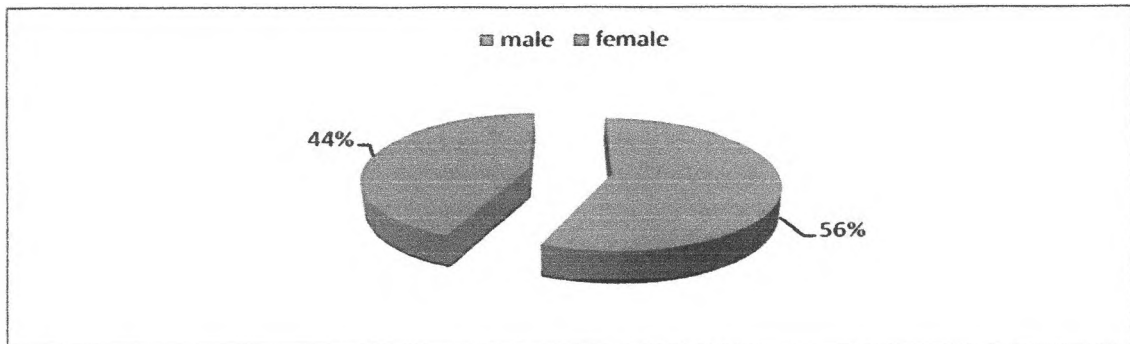
The study targeted a sample of 87 schools out which 62 filled in and returned the questionnaires giving a response rate of 71%. This commendable response rate was made a reality after the researcher made personal visits to remind the respondent to fill-in and return the questionnaires. This response rate was excellent and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

4.2 Demographic Information

4.2.1 Gender of the Respondents

The study sought to establish the gender of the respondents. From the findings, 56% of the respondents were male while 44% were female as shown in figure 4.1 below.

Figure 4.1: Gender of the Respondents

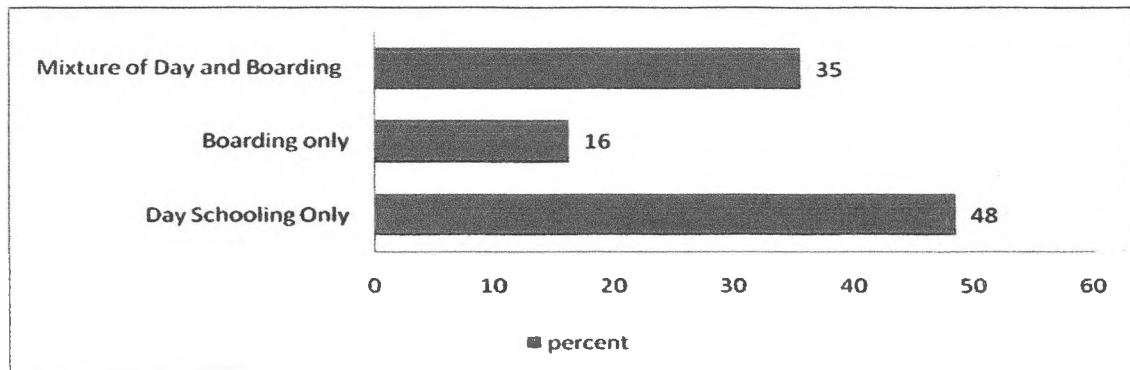


Source: Author

4.2.2 Type of school

The study established that most of the learning institutions were day schools only at 48% followed by 35% who were both mixture of day and boarding while 16% were boarding schools only as illustrated in figure 4.2 below.

Figure 4.2: Type of Learning Institution



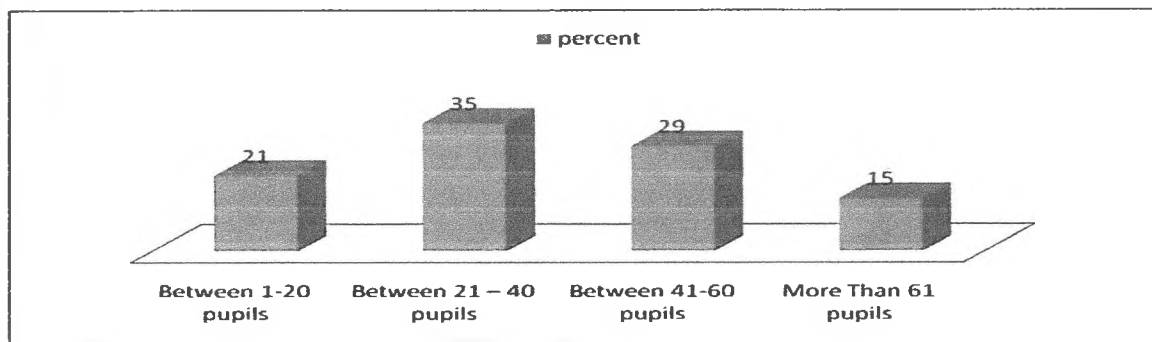
Source: Author

4.2.3 Number of KCPE candidates in 2011

The study also sought to determine the number of pupil who registered and sat for KCPE in 2011. According to the findings, majority (35%) of the schools had between 21-40 pupils who registered and sat for KCPE in 2011, 29% had between 41-60 pupils, 21%

had between 1-20 pupils while 15% had more than 61 pupils as shown in figure 4.3 below.

Figure 4.3: Number of Pupil Who Registered and Sat for KCPE in 2011



Source: Author

4.2.4 Years of work

On years of service/working period, the findings revealed that 42% of the respondents had worked in the school for a period of 5-10 years, 29% had worked from 0-5 years while 16% and 13% had worked for a period of 10-15 years and above 15 years respectively as summarized in table 4.2 below.

Table 4.2: Years of Service/Working Period

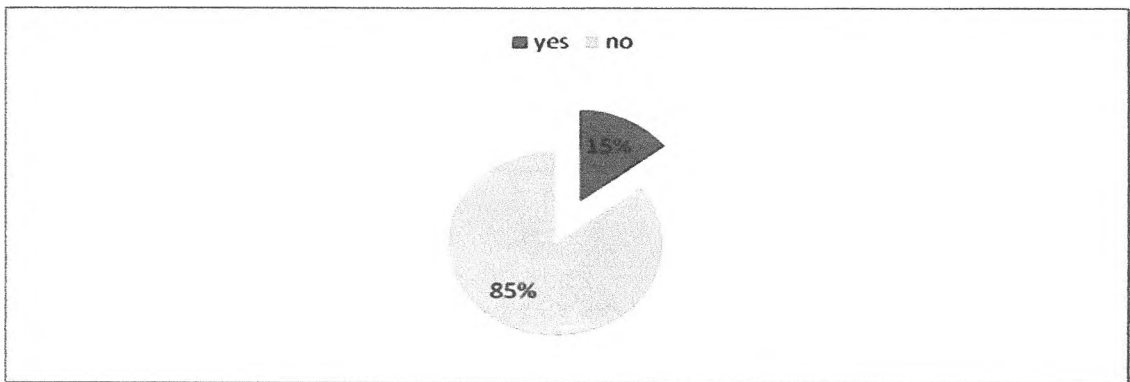
	Frequency	Percent
5-10 yrs	26	42
0-5 yrs	18	29
10-15 yrs	10	16
15 yrs and above	8	13
Total	62	100

Source: Author

4.3 Qualification for National schools

On whether all the students who qualified for national schools had secured a place in national schools, the study established that most (85%) of the respondents indicated that students who qualified for national schools didn't secure a place in national schools while 15% agreed that students who qualified for national schools had secured a place in national schools as illustrated in figure 4.4 below.

Figure 4.4: Whether Students Who Qualified Secured a Place in National Schools



Source: Author

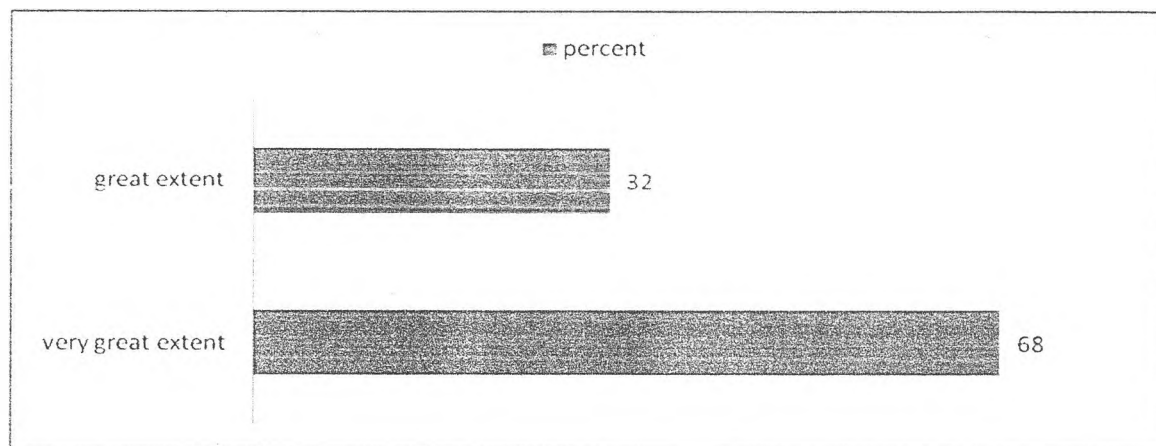
The study further sought to find out how the school assisted such pupils in getting a secondary school at National level. The respondents indicated that the schools facilitate enrolment of their pupils and advise parents to take their pupils to private secondary schools at both national and provincial level.

4.3.1 Student Enrolment to from private school to National School

On the extent to which the quota system had affected student enrollment from private primary schools to National schools, 68% of the respondents noted that quota system had affected student enrollment from private primary schools to National schools to a very

great extent whereas 32% said it affected student enrollment from private primary schools to National schools to a great extent as shown in figure 4.5 below.

Figure 4.5: Effect of Quota System on Enrollment of students from private schools in National Schools



Source: Author

The correspondents were asked to indicate any other problems apart from low enrolment of pupils from private primary schools to National and Provincial Schools that faced the school as a result of the Quota system of form one selection. They indicated that their school had suffered loss and others reduced profit due to low intake of pupils thus had to incur extra expenses to manage and maintain the school. There were also mass transfers of pupils when they reach class 6 and 7 so as to register in the public schools for their KCPE.

4.4 Response strategies by Private Primary Schools

The Respondents were requested to indicate the extent to which their school employed ways to counter the effects of the quota system, it was found that schools sought to be different or unique from other schools in terms of attributes that were attractive to

parents/students to a very great extent with a mean of 4.567; having a unique management structure for the school to a great extent at a mean of 4.321; investing in other non-school businesses to cushion the school financially to a very great extent with a mean of 4.519; strategically locating the school to appeal to the parents and pupils to a very great extent at a mean of 4.648; Charging competitive fees was rated to a very great extent as indicated by a mean of 4.670; and lobbying the government of Kenya to change the policy to a great extent with a mean of 4.293 These findings are summarized in table 4.3 below.

Table 4.3: Ways to Counter the Effects of the Quota System

	Mean	Std. deviation
Being different or unique from other schools in terms of attributes that are attractive to parents/students	4.567	0.5572
Having a unique management structure for the school	4.321	1.1243
Investing in other non-school businesses to cushion the school financially	4.519	0.3781
Strategically locating the school to appeal to the parents and pupils	4.648	0.7222
Charging competitive fees	4.670	0.4653
Lobbying the government of Kenya to change the policy	4.293	1.2056

Source: Author

The study sought to establish the response strategies by private primary schools to quota system. From the findings, the research established that the private primary schools had put in place various strategies to respond to the challenges of the quota system. First, some private schools indicated that they had entered into partnerships with several well performing private secondary schools to admit their qualifying candidates who missed

out on admission to government national and provincial secondary school. The respondents indicated that this helped reduce the level of dissatisfaction among parents.

Another strategy used by private primary schools to the quota system included the establishment of more private secondary schools to admit the students completing Kenya Certificate of Primary Education. The respondents indicated that this offered the parents looking for quality education for their children a chance to take their children to good performance that would promise better performance.

The respondents also indicated that they had initiated talks with the Government of Kenya for the abolishment of the quota system and instead award admissions based on performance in KCPE examination. However, the respondents indicated that the Government together with Parents' Association in governments schools was reluctant as they felt the quota system ensured fair admission into secondary schools especially for candidates from marginalized areas.

Another strategy used by the private primary schools included the betterment of the quality of education they offered. They argued that this would set them apart from their public primary schools counterparts. With this high quality, the respondents indicated that parents would be compelled to continue taking their children to private schools for better learning experience.

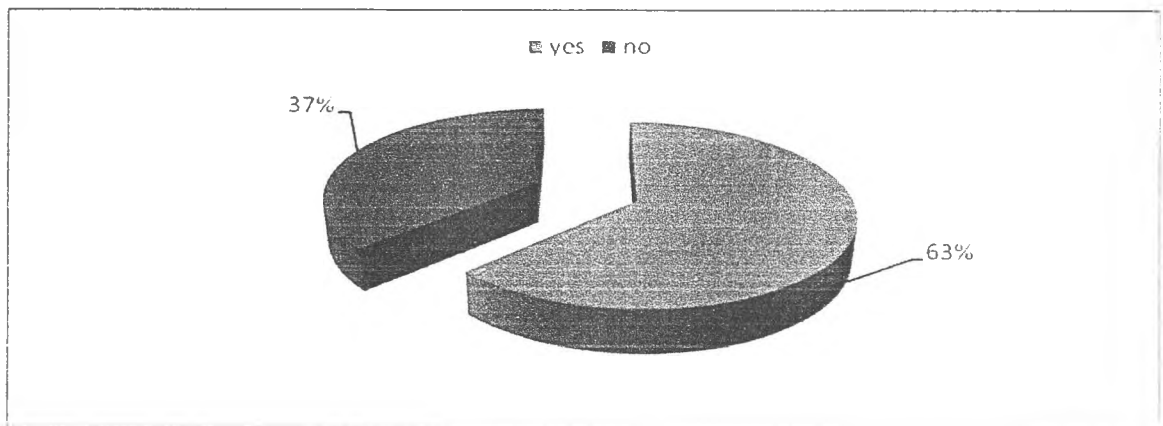
The respondents indicated that some private primary schools had responded to the quota system by adopting diversification strategies. Some investors in private primary schools have resorted to investing in other non-school businesses to cushion the school

financially. This would ensure continued healthy financial position even when the private primary schools business experiences low times.

4.5 Performance of private primary schools at KCPE

The study required the respondents to indicate whether the introduction of quota system affected their school's performance at KCPE. From the findings, 63% agreed that introduction of quota system affected the school's performance at KCPE while 37% disagreed as shown in figure 4.6 below.

Figure 4.6: Effect of Quota System on School's Performance at KCPE



Source: Author

The respondents also indicated that the school performance had deteriorated slightly since majority of the bright pupils transfer to public schools when they reach class 7 so as to secure a chance in the national schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of key data findings, conclusion drawn from the findings highlighted and recommendation made thereof. The conclusions and recommendations drawn intended to address research objective on response strategies by private primary schools in Nairobi County to quota system of form one selection in national and provincial schools.

5.2 Summary of the Findings

On competitive Strategies to Quota System, 85% of the respondents indicated that students who qualified for national schools didn't secure a place in national schools. The respondents indicated that the schools facilitate enrolment of their pupils and advise parents to take their pupils to private secondary levels at both national and provincial level. 68% of the respondents also noted that quota system had affected the number of student enrollment from private primary schools to National schools to a very great extent

Apart from low enrolment of pupils from private primary schools to National and Provincial Schools that faced the school as a result of the Quota system of form one selection, the respondents indicated that the school had suffered loss while others had reduction in profit due to low intake of pupils thus had to incur extra expenses to manage and maintain the school. There were also mass transfers of pupils when they reached class 6 and 7 from private to public schools for their KCPE.

On the extent to which the school employed the following ways in countering the effects of the quota system, the study found that schools sought to be different or unique from other schools in terms of attributes that were attractive to parents/students to a very great extent; having a unique management structure for the school to a great extent; investing in other non-school businesses to cushion the school financially to a very great extent; strategically locating the school to appeal to the parents and pupils to a very great extent; Charging competitive fees to a very great extent; and lobbying the government of Kenya to change the policy to a great extent.

63% agreed that introduction of quota system affected their school's performance at KCPE. The respondents also indicated that their schools performance had deteriorated slightly since majority of the bright pupils transfer to public schools when they reach class 7 so as to secure a chance in the national schools.

5.3 Conclusions

From the findings, the study concludes that many students from private schools who qualify for national schools do not secure a place in national schools. Quota system greatly affects the number of student enrollment from private primary schools to National schools. School suffered loss while others had reduction in profit due to low intake of pupils thus had to incur extra expenses to manage and maintain the school. There were mass also transfers of pupils when they reach class 6 and 7 so as to register in the public schools for their KCPE.

Private schools seek to be different or unique from other schools in terms of attributes that were attractive to parents/students; having a unique management structure for the

school; investing in other non-school businesses to cushion the school financially; strategically locating the school to appeal to the parents and pupils; Charging competitive fees to a very great extent; and lobbying the government of Kenya to change the policy. Introduction of quota system affects the school's performance at KCPE. School performance has deteriorated a bit since majority of the bright pupils transfer to public schools when they reach class 7 so as to secure a chance in the national schools.

5.4 Recommendations

From the findings and conclusions, the study recommends that education should be made to foster nationalism, patriotism and national unity, promote the social, economic, technological and industrial needs for national development, promote individuals development and fulfillment and promote sound moral and religious values by giving all pupils equal chance to learn in various institutions without discrimination

Education system should promote social equality and responsibility, respect for, and development of Kenya's rich and varied culture, international consciousness and foster positive attitude towards other nations and to promote positive attitudes towards good health and environmental protection. Education should enable learners to interact with each other and learn to tolerate and appreciate the differences in their cultures. The quota system should be discarded since it does not foster national cohesion, integration and diversity and goes contrary to the wishes and aspirations of the people and the nation of Kenya.

This study should benefit the management of both private and public schools in understanding the strategic response that they need to put in place, both in the present and future that would ensure a balance in the quota system of form one selection.

The Government of Kenya especially the ministry of education and policy makers in the education sector should also find this study an invaluable source of information in formulating policies regarding quota system of form one selection. They would also gain from the documentation and analysis of the response strategies which should help them evaluate their current strategy and plan for the future.

The study should add to the existing body of knowledge on the strategic response to benefit academicians and aid further research on the concept. This would act as a source of reference for studies to be done on strategic response in Kenya.

5.5 Limitations of the Study

The respondents were reluctant in giving information fearing that the information asked would be used to intimidate them or paint a negative image about them or the company. The researcher handled this problem by carrying an introduction letter from the University and assured the respondents that the information they gave would be treated with confidentiality and was used purely for academic purposes.

The study faced both time and financial limitations. The duration that the study was to be conducted was limited hence exhaustive and extremely comprehensive research could not be carried. The researcher, however, minimized these by conducting the survey at the Institution's headquarter since it was where strategies are made and rolled out to other office that operate on the blue print.

5.6 Area for Further Research

The study recommends that a similar study to be done on response strategies by both private and public primary schools in Kenya to quota system of form one selection in national and provincial schools for the purposes of benchmarking. This would allow for generalization of the study findings.

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APPENDICES

Appendix 1: Questionnaire

PART A: BIOGRAPHIC DATA

1. Gender

Male Female

2. Name of your School

(optional).....

3. Type of learning institution

Day Schooling Only

Boarding only

Mixture of Day and Boarding

4. What is the Number of pupil who registered and Sat for KCPE in 2011?

Between 1-20 pupils

Between 21 – 40 pupils

Between 41-60 pupils

More Than 61 pupils

5. Years of service/working period (Tick as applicable)

a) 0-5 yrs

b) 5-10 yrs

c) 10-15 yrs

d) 15 yrs and above

PART B: COMPETITIVE STRATEGIES TO QUOTA SYSTEM

6. Did all your students who qualified for national schools secure a place in national schools?

Yes [] No []

If the answer is No, how did you assist such pupils in getting a secondary school at National level?

.....
.....
.....

7. To what extent does the quota system affect the number of student enrollment from private primary schools to National schools?

- To a very great extent []
- To a great extent []
- To a moderate extent []
- To a little extent []
- To no extent []

8. Are there any other problems apart from low enrolment of pupils from private primary schools to National and Provincial Schools that face your school as a result of the Quota system of form one selection? Explain your answer.

.....
.....
.....

9. Explain how your school has responded to these challenges that come as a result of changes such as the introduction of the quota system of form one selection?

.....

.....

.....

.....

10. Outline some of the ways in which your school is countering challenges from the quota system?

.....

.....

.....

.....

11. To what extent does your school employ the following ways in countering the effects of the quota system? Use a likert scale of 1-5 where 5= To a very great extent, 4=To a great extent, 3=To a moderate extent , 2=To a little extent and 1=To no extent.

Area	Very great extent	Great extent	Moderate extent	Low extent	Not at all
Being different or unique from other schools in terms if attributes that are attractive to parents/students					
Having a unique management structure for the school					
Investing in other non-school businesses to cushion the school financially					
Strategically locating the school to appeal to the parents and pupils					
Charging competitive fees					
Lobbying the government of Kenya to change the policy					

12. How has the quota system affected the enrolment in your school?

.....
.....
.....

PART C: PERFORMANCE AT KCPE

13. Has the introduction of quota system affected your school's performance at KCPE?

Yes [] No []

If the answer is yes, how has performance been affected?

.....
.....
.....

14. What is your school doing to reduce the effects of quota system on the performance of your school at KCPE?

.....
.....
.....

Appendix 2: List of Private Schools in Nairobi

- 1) A.I.P.C.A Ngei II Academy
- 2) Aga Khan Primary School
- 3) Agbon Academy
- 4) Akiba School
- 5) Alimus Learn Field Academy
- 6) Amicus Road primary school
- 7) Arya Primary School, Ngara
- 8) Arya Vedic School
- 9) Baraka Primary School – Kariobangi
- 10) Baseroot Academy
- 11) Bellevue School
- 12) Benrly Junior Academy
- 13) Betheny Academy
- 14) Bishop John Mahiaini junior School
- 15) Blue Sky Academy
- 16) Blue View Academy
- 17) Boma – Park School
- 18) Boma Rescue Centre
- 19) Brainstorn Academy
- 20) Brookshine School
- 21) Buru Buru Baptist Church School
- 22) ByGrace School

- 23) Carmelvale Catholic Primary School
- 24) Cathsam School
- 25) Cedar Grove Junior Academy – Uthiru
- 26) Cedar Progressive Academy
- 27) Chrisco Educational Centre
- 28) Christian Foundation of Kenya School
- 29) Church Army Academy
- 30) Clanne Academy
- 31) Compuera Academy
- 32) Consolata School, Nairobi
- 33) Cornerstone Academy
- 34) Dawnstar Educational Centre
- 35) Dayspring Junior School
- 36) Devine Mercy Catholic School
- 37) Dickma Academy
- 38) Dominique Junior Academy
- 39) Donna Hills Educational Centre
- 40) Eastend Junior Academy
- 41) Elkay School
- 42) Epren Academy
- 43) ESME World Class School
- 44) Esteem Academy
- 45) Excel Academy

- 46) Exeter Academic Complex
- 47) Fadhili Junior School
- 48) Faith Junior Academy
- 49) Fig Junior Academy
- 50) Forest View Academy
- 51) Fountain Junior Academy
- 52) Gacio Junior Academy
- 53) Gakiki Academy
- 54) Glad-Toto Primary School
- 55) Global Academy
- 56) Good Day Preparatory School
- 57) Good Testimony Junior School
- 58) Gospel Assembly Christian Church Academy
- 59) Green Pastures Academy
- 60) Green Pastures School ... Nairobi
- 61) Greenyard Junior School ... Ngong
- 62) Haveline Junior Academy ... Nairobi
- 63) Havest View Academy ... Nairobi
- 64) Hekima Primary School ... Nairobi
- 65) Help The Children Academy ... Nairobi
- 66) Highway education complex kindergarten and primary school- South B
- 67) Highway Educational Complex ... Nairobi
- 68) Hill Top Boarding Primary School ... Nairobi

- 69) Horizon Academy ... Nairobi
- 70) Horizons Learner's School ... Nairobi
- 71) Idel Academy ... Nairobi
- 72) Infill Academy ... Nairobi
- 73) Iqra Junior School ... Mombasa
- 74) Ivy's School ... Nairobi
- 75) Jabett Junior School ... Nairobi
- 76) Jackan Junior School ... Nairobi
- 77) Jagiet Academy ... Nairobi
- 78) Jamerodge Junior Academy ... Nairobi
- 79) Jeremic Adventist Academy ... Nairobi
- 80) Joa LP School ... Nairobi
- 81) Joester Academy ... Nairobi
- 82) Jonathan Gloag Academy ... Nairobi
- 83) Jonlesta Academy ... Nairobi
- 84) Jonlesta Primary School
- 85) Josannah Primary School ... Nairobi
- 86) Jowi Academy ... Nairobi
- 87) Joy Life Academy ... Nairobi
- 88) Joy Villa School ... Nairobi
- 89) Juter Academy ... Nairobi
- 90) Kabete Junior Academy ... Nairobi
- 91) Kabete Vet.Labs Primary School ... Nairobi

- 92) Kahawa Baptist Academy ... Nairobi
- 93) Karengata Academy ... Nairobi
- 94) Karura SDA School ... Nairobi
- 95) Kasarani Preparatory School ... Nairobi
- 96) Kestrel Manor School ... Nairobi
- 97) Khasa Racecourse Road Primary School ... Nairobi
- 98) Kiambu St.Judes School ... Nairobi
- 99) Kianda School ... Nairobi
- 100) Kimana Centre Academy ... Nairobi
- 101) King's School ... Nairobi
- 102) Kipawa Junior School ... Nairobi
- 103) Kirago Waichachi Primary School ... Nairobi
- 104) Kiwani Academy ... Nairobi
- 105) Komarock Road Primary School ... Nairobi
- 106) Laiser Hill Academy ... Nairobi
- 107) Laura Academy ... Nairobi
- 108) Laureate Preparatory School ... Nairobi
- 109) Le Pic Junior School ... Nairobi
- 110) Light Academy ... Nairobi
- 111) Lily Academy ... Nairobi
- 112) Lily of the Valley School ... Nairobi
- 113) Little Prince Primary School – Ayany Estate
- 114) Little Star Educational Centre ... Nairobi

- 115) Little Woods School ... Nairobi
- 116) Logos Primary School ... Nairobi
- 117) Loreto Convent ... Nairobi
- 118) Lucina School ... Nairobi
- 119) Lucy Junior Academy ... Nairobi
- 120) Luna Academy ... Nairobi
- 121) Lyann Academy ... Nairobi
- 122) M.M Chandaria Primary School ... Nairobi
- 123) Macwilliams Academy ... Nairobi
- 124) Magadi Road School ... Nairobi
- 125) Maggy's Kindergarten and Primary School
- 126) Magumu Satellite Academy ... Kinari
- 127) Mainflow Preparatory School ... Ngong
- 128) Makini School ... Nairobi
- 129) MakiniNgong Road Academy
- 130) Malezi Preparatory School ... Nairobi
- 131) Maono School Centre Primary School
- 132) Mary Happy School ... Nairobi
- 133) Mary Immaculate ... Nairobi
- 134) Mary Junior Academy ... Nairobi
- 135) Masai Boys Primary School ... Nairobi
- 136) Masai Girls Primary School ... Nairobi
- 137) Maxwell Adventist Preparatory School ... Nairobi

- 138) Mikisa Academy ... Nairobi
- 139) Millyjos Junior Academy ... Nairobi
- 140) Mirema School ... Nairobi
- 141) Moi Educational Centre ... Nairobi
- 142) Morrison Primary School – Bahati Estate
- 143) Mount Angel School ... Nairobi
- 144) Mount Laverna Academy ... Nairobi
- 145) Mountain View School ... Nairobi
- 146) Moyyo Academy ... Nairobi
- 147) Mugumo-ini-Junior Academy ... Nairobi
- 148) Muslim Academy ... Nairobi
- 149) Muthiga Academy ... Nairobi
- 150) Nairobi Academy ... Nairobi
- 151) Nairobi Light Academy Primary School ... Nairobi
- 152) Nairobi Muslim School ... Nairobi
- 153) Nairobi Pentecostal Church Academy ... Nairobi
- 154) Nairobi South School ... Nairobi
- 155) Ncooro Academy ... Nairobi
- 156) Nectaline Academy ... Nairobi
- 157) New Light Junior Academy ... Nairobi
- 158) Newlight Komarock
- 159) Ngei P.A.G.Primary School ... Nairobi
- 160) Njokim Junior Academy ... Nairobi

- 161) Northgate Preparatory School ... Mombasa
- 162) Nuru Preparatory ... Nairobi
- 163) Nyawai Primary School
- 164) Nyawi Academy ... Nairobi
- 165) Oshwal Jain Primary School ... Nairobi
- 166) P.C.E.A. Dandora Community Primary School ... Nairobi
- 167) P.C.E.A. Eastleigh Community Centre Primary School ... Nairobi
- 168) P.C.E.A. Kahawa West Christian Academy ... Nairobi
- 169) Paramount Academy ... Nairobi
- 170) Peace Junior Academy ... Nairobi
- 171) Plainsview Educational Point ... Nairobi
- 172) Potters House Kindergarten & School ... Nairobi
- 173) Premese Greenhill Academy ... Nairobi
- 174) Premier Academy ... Nairobi
- 175) Prestige Elite Junior Academy ... Nairobi
- 176) Prime Junior School ... Nairobi
- 177) Prudent Junior Academy ... Nairobi
- 178) R.L. Mwangi Memorial School ... Nairobi
- 179) Raila Educational Centre ... Nairobi
- 180) Rayrose School ... Nairobi
- 181) Riara Primary School ... Nairobi
- 182) Riara Springs Academy ... Nairobi
- 183) Riruta Central Primary School ... Nairobi

- 184) Riruta Jubilee Academy ... Nairobi
- 185) Riruta Satellite Academy ... Nairobi
- 186) River Road Junior School ... Nairobi
- 187) River Side Academy ... Nairobi
- 188) Rockfields Junior School ... Nairobi
- 189) Rocks Junior School ... Nairobi
- 190) Rockville Junior Academy ... Nairobi
- 191) Roreen Junior Academy ... Nairobi
- 192) Rose of Sharon Academy ... Nairobi
- 193) Roysambu Junior Academy ... Nairobi
- 194) Ruaraka Academy ... Nairobi
- 195) Rudan Junior Academy ... Nairobi
- 196) Rudolf Steiner School ... Nairobi
- 197) Santapris Junior Academy ... Nairobi
- 198) Satellite Junior Academy ... Nairobi
- 199) Savannah Academy ... Nairobi
- 200) Serare School ... Nairobi
- 201) Shalom Academy ... Nairobi
- 202) Shepherds Junior School ... Nairobi
- 203) Shilida Academy ... Nairobi
- 204) Silvergate Academy ... Nairobi
- 205) SOS Hermann Gmeiner Primary School ... Nairobi
- 206) South Hill Academy ... Nairobi

- 207) Soweto Academy ... Nairobi
- 208) Spring Hill Primary School ... Kikuyu
- 209) Spring Valley Junior School ... Nairobi
- 210) SSD Primary School ... Nairobi
- 211) St Hannah's Preparatory School ... Nairobi
- 212) St Hannah's Preparatory School ... Nairobi
- 213) St Hannah's Preparatory School ... Nairobi
- 214) St. Agnes Junior Academy ... Nairobi
- 215) St. Hannah's Nursery and Primary School ... Karen
- 216) St. Marys Sportsview Academy ... Nairobi
- 217) St. Agnes Junior Academy ... Nairobi
- 218) St. Ann's Girls Primary School ... Nairobi
- 219) St. Ann's Junior Academy ... Nairobi
- 220) St. Argwings Day School ... Nairobi
- 221) St. Benedist Academy ... Nairobi
- 222) St. Edwig's Academy ... Nairobi
- 223) St. Elizabeth Academy ... Nairobi
- 224) St. Emma's Academy ... Nairobi
- 225) St. Enock's Academy ... Mombasa
- 226) St. Eric Academy ... Nairobi
- 227) St. Eunice Academy ... Nairobi
- 228) St. Eunice Preparatory School ... Nairobi
- 229) St. Hannah's Preparatory School ... Nairobi

- 230) St.Hellen Imani School ... Nairobi
- 231) St.Joans Primary School ... Nairobi
- 232) St.Joseph Ngong Catholic Academy ... Karen
- 233) St.Joseph Nursery &Primary School ... Nairobi
- 234) St.Juliet Primary School ... Nairobi
- 235) St.Kelvin Hill Academy ... Mombasa
- 236) St.Margaret's Nursery&Primary School ... Nairobi
- 237) St.Mary's Academy ... Nairobi
- 238) St.Mary's Junior Academy ... Nairobi
- 239) St.Mary's Ruaraka School ... Nairobi
- 240) St.Mary's Ruaraka School ... Nairobi
- 241) St.Mary's School ... Nairobi
- 242) St.Michaels Hill School ... Nairobi
- 243) St.Nicholas' Primary ... Nairobi
- 244) St.Pucomo Mission Complex School ... Nairobi
- 245) St.Scholastica's Academy ... Nairobi
- 246) Star Sheikh Girls Academy ... Nairobi
- 247) Stema Academy ... Nairobi
- 248) Sunflower Academy ... Nairobi
- 249) Sunrise Primary School ... Nairobi
- 250) Sunview Academy ... Nairobi
- 251) Talent Academy ... Nairobi
- 252) Tassia School ... Nairobi

- 253) Tembo Court School ... Nairobi
- 254) The Aga Khan Junior Academy ... Nairobi
- 255) The D.C.Kings School ... Nairobi
- 256) The Excellence Centre High School ... Dagoretti
- 257) The Fountain School ... Nairobi
- 258) The Green Garden School ... Kikuyu
- 259) The Marion Preparatory School ... Nairobi
- 260) The Parents Hope Academy ... Mombasa
- 261) The School House ... Nairobi
- 262) The Silversands Academy ... Malindi
- 263) Thika Road Academy ... Nairobi
- 264) Thika Road Christian School ... Nairobi
- 265) Thomas Burke Primary School ... Nairobi
- 266) Thom Tree School ... Nairobi
- 267) Three Bells Primary School ... Nairobi
- 268) Three Stars Academy ... Nairobi
- 269) Tiba Junior Academy ... Nairobi
- 270) Total Care Academy ... Nairobi
- 271) Tristar Academy Complex ... Nairobi
- 272) Trusted Care Primary School ... Nairobi
- 273) Tumaini Junior Academy ... Nairobi
- 274) Twin Birds Academy ... Nairobi
- 275) Twinsa School ... Nairobi

- 276) Uchumi Academy ... Nairobi
- 277) Vantage Elementary School ... Nairobi
- 278) Vickmery Junior School ... Nairobi
- 279) Victory Centre Academy ... Nairobi
- 280) Vineyard School ... Nairobi
- 281) Wama Junior School ... Nairobi
- 282) Wanja and Kim Comprehensive School ... Nairobi
- 283) Welkim Senior Academy ... Nairobi
- 284) Westpark Study Centre ... Nairobi
- 285) White Cottage School ... Nairobi
- 286) Winka Academy ... Nairobi
- 287) Wisdom Link Academy ... Nairobi
- 288) Woodland School ... Nairobi

Appendix 3: Sample size

Table 3.4: Sample Size

Study Subjects	Population	Sample Proportion	Sample Size
Private Primary Schools In Nairobi	288	30%	87

Source: (Author, 2012)

Appendix 4: List of Sampled Private Schools in Nairobi

- | | |
|---|---|
| 1) Baraka Primary School –
Kariobangi | 16) Gospel Assembly Christian
Church Academy |
| 2) Highway education complex
kindergarten and primary school-
South B | 17) Green Pastures Academy |
| 3) Little Prince Primary School –
Ayany Estate | 18) Green Pastures School ...
Nairobi |
| 4) Morrison Primary School –
Bahati Estate | 19) Greenyard Junior School ...
Ngong |
| 5) Newlight Komarock | 20) Haveline Junior Academy ...
Nairobi |
| 6) Makini Ngong Road Academy | 21) Havest View Academy ...
Nairobi |
| 7) A.I.P.C.A Ngei II Academy | 22) Hekima Primary School ...
Nairobi |
| 8) Aga Khan Primary School | 23) Help The Children Academy |
| 9) Agbon Academy | 24) Highway Educational Complex |
| 10) Alimus Learn Field Academy | 25) Hill Top Boarding Primary
School |
| 11) Amicus Road primary school | 26) Horizons Learner’s School |
| 12) Arya Primary School, Ngara | 27) Iqra Junior School |
| 13) Buru Buru Baptist Church
School | 28) Jabett Junior School |
| 14) Good Day Preparatory School | 29) Jackan Junior School |
| 15) Good Testimony Junior School | |

- 30) Jagiet Academy ... Nairobi
- 31) Jamerodge Junior Academy
... Nairobi
- 32) Jeremic Adventist Academy
... Nairobi
- 33) Joa LP School ... Nairobi
- 34) Joester Academy ... Nairobi
- 35) Jonathan Gloag Academy ...
Nairobi
- 36) Jonlesta Academy ... Nairobi
- 37) Josanah Primary School ...
Nairobi
- 38) Jowi Academy ... Nairobi
- 39) Joy Life Academy ... Nairobi
- 40) Joy Villa School ... Nairobi
- 41) St.Kelvin Hill Academy ...
Mombasa
- 42) St.Margaret's Nursery & Primary
School ... Nairobi
- 43) St.Mary's Academy ...
Nairobi
- 44) St.Mary's Junior Academy ...
Nairobi
- 45) St.Mary's Ruaraka School ...
Nairobi
- 46) St.Mary's Ruaraka School ...
Nairobi
- 47) St.Mary's School ... Nairobi
- 48) St.Michaels Hill School ...
Nairobi
- 49) St.Nicholas' Primary ...
Nairobi
- 50) St.Pucomo Mission Complex
School ... Nairobi
- 51) St.Scholastica's Academy ...
Nairobi
- 52) Star Sheikh Girls Academy ...
Nairobi
- 53) Stema Academy ... Nairobi
- 54) Sunflower Academy ...
Nairobi
- 55) Sunrise Primary School ...
Nairobi
- 56) Sunview Academy ...
Nairobi
- 57) Talent Academy ... Nairobi

58) Tassia School ... Nairobi

59) Tembo Court School ...
Nairobi

60) The Aga Khan Junior Academy
... Nairobi

61) The D. C. Kings School ...
Nairobi

62) The Excellence Centre High
School ... Dagoretti

63) The Fountain School ...
Nairobi

64) The Green Garden School ...
Kikuyu

65) The Marion Preparatory School
... Nairobi

66) The Parents Hope Academy
... Mombasa

67) The School House ... Nairobi

68) The Silversands Academy ...
Malindi

69) Thika Road Academy ...
Nairobi

70) Thika Road Christian School
... Nairobi

71) Thomas Burke Primary School
... Nairobi

72) Thom Tree School ...
Nairobi

73) Three Bells Primary School
... Nairobi

74) Three Stars Academy ...
Nairobi

75) Tiba Junior Academy ...
Nairobi

76) Total Care Academy ...
Nairobi

77) Tristar Academy Complex ...
Nairobi

78) Trusted Care Primary School
... Nairobi

79) Tumaini Junior Academy ...
Nairobi

80) Twin Birds Academy
... Nairobi

81) Light Academy ... Nairobi

82)Twinsa School ... Nairobi

83)Uchumi Academy ... Nairobi

84)Vantage Elementary School

... Nairobi

85)Vickmery Junior School ...

Nairobi

86)Victory Centre Academy ...

Nairobi

87)Vineyard School ... Nairobi