EFFECT OF STRATEGY IMPLEMENTATION ON KNOWLEDGE TRANSFER BY PUBLIC SECONDARY SCHOOLS IN MURANG'A COUNTY

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DECLARATION

I hereby declare that this project is my original work and has not been presented for a degree or other award in any other university.

Sign ……………………………….   Date …………………………

Elijah Gitumbu Mwangi
D61/84298/2015

I approve that this research work was conducted by the above candidate under my supervision as the university supervisor.

Sign………………………………. Date ……………………………………

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DEDICATION

I dedicate this research project to my dear wife Esther, children Ivy, Nelius and Viscount and my parents who have been a great source of inspiration and for their selfless support during my study. I thank you for your continuous encouragement, love and prayers during my study. To my friends and colleagues; thank you for being there for me and immense emotional and kind support you offered me. Above all, I thank the almighty God for all the blessings He has endowed unto me.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The core objective of a school is to impact knowledge. Schools have been formulating strategic plan to provide structured means of achieving their primary objectives. The extent of success or failure in achieving the set objectives depends on the approach adopted by individual school in strategy implementation. The purpose of this study therefore was to investigate the impact of strategy implementation on knowledge transfer in public secondary schools in Murang'a County. Cross-sectional research design was the basis of this study. The sample studied was 30 secondary schools representing national, extra county, county and sub-county public secondary school in Murang'a County. This study used primary data as a means of data collection from identified schools implementing strategic plan. Data analysis was done using SPSS to come up with descriptive statistics and inferential statistics. The study findings show that majority of schools had launched strategic plan for implementation. Quite a number of schools had enough resources to implement their strategic plans. The study concludes communication and cascading the strategy, allocation of resources, top level management support, relevant task process and operationalization of designed functions have a significant positive effect on knowledge transfer. The academic performance, school discipline, improved infrastructure development are some of the indicators positively influenced by strategy implementation. This study recommends that students, parents and other stakeholders should be involved in the implementation of the strategic plan and that the school administration should create a culture that supports strategic plan implementation. Parents should be enlightened on the importance of strategic plan and inclusion in the implementation.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The extent to which organizations realize their set goals is determined by how they implement their formulated strategies. According to Yabs (2007) organizations formulate strategies with an aim of realizing their set goals and objectives. Organization goals and objectives are well articulated in the organization strategic plan. Further, Lynch (2009) provides that strategy implementation is a process where strategies developed in the strategic plan is acted upon by the responsible actors and results reflected in the realized set goals and objectives of an organization. This is realized when an organization follow the laid down implementation plan, the set budget, and timeframe set.

Several theories have been developed that confirms the need for strategy implementation by firms for them to realize set goals and objectives. Amongst this theory is resource based theory that provides that an organization in possession of strategic resources has a higher opportunity to develop competitive advantage over its competitors. A strategic resource is an asset that is valuable, rare, difficult to imitate, and not substitutable Barney (1991). Another theory is contingency theory which emphasizes the importance of both the leader's personality and the situation in which that leader operates. The main premise in contingency theory is concept of situation which can be categorized as either leader-member relations, task structure or the power structure. An individual or a group has to deal with a set of values and attitudes (situation) in any activity in a process and certainly the activity is planned and its results are appreciated (Hersey & Blanchard, 1996).

Institutional theory on the other hand is a theoretical framework for analyzing organizational phenomena in term of rules, practices and structures that set conditions on actions. This theory is of the view that an organization's legitimacy explains its survival. If everyone sees and recognizes a school for what it is, it flourishes; however, it fails regardless of success of its instructors if no one believes in it (Meyer, Scott & Deal, 1981). Organizations that adapts to the environment are viewed as legitimate and therefore the society deems it fit to exploit the available resources (Toma, Dubrow & Hartley, 2005).

Schools are established to impact knowledge, skills and appropriate values to the learners and enable them to compete in obtaining quality courses and colleges (Birgen, 2007). Kenyan education system helps the government to further its economic and social agenda by providing citizens with skilled and competent workforce, generation of a civilized society and promotion of active citizenship, (Basic Education Act, 2013, Constitution of Kenya, 2010). This study is aimed at finding out whether strategy implementation has an impact on schools' achieving their goals and objectives of knowledge transfer in public secondary schools in Murang'a County.

1.1.1 Strategy Implementation

Mintzberg (1994) defines strategy as a pattern in a stream of decisions. It's a plan, method, or series of manoeuvres or stratagems for obtaining a specific goal or result. A strategy is an integrated and coordinated set of commitment and actions designed by a firm to exploit the most significant competencies and competitive advantages. In choosing a strategy, a firm identifies the most competitive alternative as the means of making it realize strategic competitiveness (McGregor, 2009).

Noble (1999) defines strategy implementation as the communication, interpretation, adoption and enactment of strategic plan. It can also be said to be the sum total of all activities and choices that an organization employ in order to execute a strategic plan. The process of strategic planning is incomplete without means of fulfilment of actions defined. Strategic implementation also involves designing the relevant chains of command, reporting structure, resource allocation, tasks and process assigning to individuals or groups to manage strategy implementations (David, 2009).

In strategy implementation, organization objectives, policies and strategies are put into action. This is done through budgeting, setting the right programs, procedures and ensuring that tasks are assigned accordingly (Pearce & Robinson, 2011). Strategy implementations involves communication of measurable objectives and strategies, determination of main material tasks to be executed, assigning relevant tasks to departments, setting up coordination mechanisms, authority delegation, budgeting and resource allocations, policies and procedures formulations, goals clarifications, indicators assigning and reward system establishment for the staffs (Vaara & Whittington, 2012).

Formulating and executing strategy is fundamental in managing business enterprise (Strickland & Gamble, 2012). During strategy implementations, consideration is given to critical issues among them resource allocation, policies development, annual goals and objectives formulation, alterations to the existing organizational structure, formulation of a conducive organization culture, reorganizing organization, reconsidering reward and incentive plans, change management, aligning managers to strategy, developing appropriate production operations schedules and formulation of an effective human resource function. Where strategies being implemented are likely to result into a firm moving in a new direction, management changes may be inevitable.

1.1.2 Knowledge Transfer

Knowledge is shared or communicated information (Allee, 1997). It can be inform of data, word, visuals, sounds and practical demonstrations. In knowledge transfer, ideas and experiences are passed from the source of knowledge to the recipient.

Knowledge transfer is the sharing of knowledge and the acquisition and application of this knowledge by recipient. The process of knowledge transfer involves the passing of knowledge between different units, divisions, organizations or individuals or groups (Szulanski, 1996; Argote et al., 2000). The aim of this study is to assess whether strategy implementation has an impact on organizations realizing their strategic goals and objectives. Knowledge transfer is a process that can be attested by the relevant stakeholders, in this case, the education ministry, the parents, school community, learners and other learning institutions. Knowledge transferred can be reflected in the academic excellence of the learners, competitiveness of the institution, discipline, culture and contentedness of the other stakeholders.

1.1.3 Secondary Schools in Kenya

The Basic Education Act, (2013) provides that the responsibility for overall governance and management of basic education in Kenya is vested with Cabinet secretary for Education. State Department of Basic Education, State Department of Vocational and Technical training, State Department of Universities and Teachers Service Commission together with their affiliated agencies and institutions forms the education ministry. The

State Department of Basic Education gets its mandate from the Executive Order No. 1/2016 of May 2016. Its responsibilities include management of Education Policy, Management of Education Standards, Management of National Examinations and Certification, Curriculum Development, Primary and Secondary Education Institutions Management among others.

The Cabinet secretary ensures effective and efficient management of Basic Education through established National and County Education Boards. The County Director of Education as the secretary to the County Education Board advises them on selection and appointment of Boards of Management, school Management Committees and Parent Associations as their agents in running and management of schools. The school principal is the secretary to Board of Management and is involved in the day-to-day management of the affairs of the school.

According to the Ministry of Education, Science and Technology, Basic Education Statistics booklet (2014), there are 8,734 secondary schools in Kenya. 7,686 are public secondary schools while 1,048 are private secondary schools. By 2014, the total enrolment in Kenya secondary was 2,331,700. The number of boys being 1,202,300 and girls being 1,107,600, (Ministry of Education, Science and Technology, 2014 Basic Education Statistics).

1.1.4 Secondary Schools in Murang'a County

Education is vital for human growth and development. Secondary schools in Murang'a County achieve this through their core functions of teaching and learning to make the society more enlightened thereby contributing to the overall development of human resources. The main objective in a secondary schools education is preparation of students with relevant skills and knowledge to enable them makes positive contributions to the development of society, enable them be patriotic, have self-respect, cooperation, self-reliance, sense of purpose, adaptability and self-discipline (Sifuna, 1990).

Pupils join secondary school from ages 14 years. The curriculum takes 4 years from form one to form four. Secondary schools prepare pupils to join institute of higher education

and vocational training. The best performing pupils are admitted to universities while the rest may join middle level colleges to pursue various studies (Basic education Act, 2013).

Schools can be categorized as either private or public school. Whereas the private school are established and operated by private individuals and faith based organizations, public schools are managed by board of management appointed by the government through district education board. They are also funded by the government through student's allocation of money to cater for the learning and school operations. On the recent past, secondary schools have grown in numbers after introduction of free education by the Kenyan Government. Various primary schools has a sister secondary school within its compound.

There are 322 secondary schools in Murang'a County categorized as follows, 3 national schools, 18 extra county schools, 32 county schools, 247 sub county schools and 22 private secondary school, (Murang'a County, 2016). National schools admit students with the highest scores from primary school Kenya Certificate of Primary Education, followed by extra county, county and least sub county schools.

Secondary school students transit into university or can pursue other vocational fields upon completion. The best performing pupils join universities while average performing pupils joining colleges; teachers training institutions, vocational training institutions, and professional training schools while others seek to join the available positions in the labour market.

1.1.5 Murang'a County Public Secondary Schools

There are 300 public secondary schools in Murang'a County with an estimated emolument of 150,000 students. The current set up of schools in Murang'a County is as follows, national schools, extra county, county or sub-county secondary schools. Further, public schools can either be day or boarding school. Public schools can be boys only, girls' only or mixed schools, (Murang'a County, 2016).

Following government directive that public institutions develop strategic plans, schools in Murang'a County followed the directive and majority have strategic plans. Several

studies have been undertaken in the country on strategic plan and secondary schools. The researcher identified majority of this study dwelt on the challenges encountered by secondary schools in strategy implementation, and did not come across any study that address the impact of knowledge transfer as a result of strategy implementation. This study therefore intends to explore this grey area of strategy implementation and impact on knowledge transfer in public schools in Murang'a County.

1.2 Research Problem

The core objective of schools is to impact knowledge. Schools have been formulating strategic plan to provide structured means of achieving their primary objectives. The extent of success or failure in achieving the set objectives depends on the approach adopted by individual school in strategy implementation. Public secondary schools are owned and regulated by the government through the Ministry of Education. While implementing the government directive, majority of public secondary schools in Murang'a County have formulated a strategic plan. This study is aimed at evaluating how strategy implementation in public secondary schools impacts on their core mandate of knowledge transfer.

Several studies have been undertaken on strategy implementation. Bunning (2002) conducted a research on the effective strategic implementation in the public sector and observed that strategy implementation was hindered by the bureaucratic environments of public entities and insufficient resource allocated to the process. Kitili (2010) studied secondary schools in Machakos district with a view of establishing the strategic planning practices and came up with an observation that strategic plan have lowest contributions towards realization of school set academic targets. Mwita (2007) carried out a study on strategy implementation by public secondary schools in Nairobi Province and the challenges they faced during strategy implementation. He observed that there are several challenges that are encountered by managements in strategy implementations. Okwako (2013) carried out a research on public secondary schools in Rarienda district on their strategic planning practices and determination on the influence of strategic planning on performance. His study found out that most schools (74%) practice formal strategic planning and have positive correlation with performance.

Arising from the above, several studies were identified on strategy implementation and the challenges encountered by public secondary schools. However, the researcher did not come across a study specifically addressing strategy implementation on secondary schools in Murang'a County. Further, a study about strategy implementation and impact on knowledge transfer by public secondary schools in Murang'a County could not be traced. This is evident that there is a gap on this study area which the researcher intends to fill. This study, therefore, intend to explore the gap by seeking to an answer to the question, what is the impact of strategy implementation on knowledge transfer in public secondary schools in Murang'a County.

1.3 Research Objectives

The objectives of this study are,

i) To find out the strategy implementation practices in public secondary schools in Murang'a County and,

ii) Establish the impact of strategy implementation on knowledge transfer in public secondary schools in Murang'a County.

1.4 Value of the Study

This study provides information to the policy makers that help them in formulating the various policies amongst them, Ministry of Education, County Education Officers and County Quality Assurance Officer to effectively aid in the implementation, monitoring and evaluation of the schools programs in order to achieve better academic results.

Practitioners including the school board of management can consider some of the findings of this study in developing better policies for the management of schools, principals in better managing their schools and other stakeholders like constituency development fund in better financial resource allocation to the schools projects.

Since there is limited research on this field of strategy implementation and knowledge transfers. This study contributes towards building body of knowledge and affirming or otherwise contradicting existing theories.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Literature review is used to determine how other researchers have defined the study key concepts. This chapter critically compares various researchers' work and determines notable links with this study. It also discusses various theories relating to strategy implementation and knowledge transfer.

2.2 Theoretical Background

This study is based on the following theories. Resource based theory (Barney, 1991; Peteraf & Barney, 2003), the contingency theory (Fiedler, 1964), and institutional theory (DiMaggio & Powell, 1983; Meyer & Rowan, 1977; Scott, 1987).

2.2.1 Resource Based Theory

This theory holds that firms within an industry may be heterogeneous in respect of the amount of resources that they control and also that heterogeneous with some resources endowed by some firms cannot be copied, (Barney, 1991; Peteraf & Barney, 2003). Resources are what an institution owns.

For schools to be able to implement their strategies, they do require resources. Availability of firm's resources is an important consideration within resource based theory. Some of the resources within schools set up are land and buildings, movable assets, knowledge and intellect of staffs and school's reputation among others. Knowledge and intellect amongst school's faculty is a rare and strategic resource and schools that are able to identify right mix with tangible resources do achieve better transformation and are able to implement their strategies with ease.

Critiques of this theory argue that if every firm did similar analysis they will end up having the same conclusions. Barney (1986) therefore submits that for firms to have sustainable competitive advantage, they have to employs their resources prudently. According to Barney (1991) those firms that intend to achieve sustainable competitive advantage through super profits must employ valuable, rare, inimitable and non-

substitutable resources. These firms must pay a price to acquire those resources for them to have a positive economic profits and the market must exhibit imperfections and heterogeneity (Barney, 1986).

2.2.2 Contingency Theory

Contingency theory was developed in 1960 by Fredrick Fielder who carried out a study on the relationship (contingency) between the effectiveness of the leadership style and situation. He observed that leadership attributes and a situation upon which leadership is practiced greatly contributes towards success or failure of an institution. Contingency theory contextualize situation to be set of values and attributes an individual or a group has to encounter in achieving a goal (Hersey & Blanchard, 1969). This theory emphasize on leader's personality as an important attribute in leadership. The manner in which a group perceive their leader, tasks involved and the level of control exerted by the leader to the group determines how successful the leader-led arrangement extends.

Public schools are managed by board of management who delegates daily operation and implementation of policies to the principal and his deputy. The natural leadership style of the principal and the situations, either task focused, or relationship focused helps the management to understand their style. The leadership traits exhibited by the two bodies and the enthusiasm with which they exploit the environmental attributes of tasks to be performed, power bestowed on the management and relationships between the board of management and management do affect the extent to which strategies are implemented.

The main critique of contingency model is that it lacks flexibility. Fiedler believed that leadership styles are fixed and therefore situations can be handled effectively by changing a leader. There is no room for flexibility in leaders. The theory does not provide reasons as to why some leaders excels in certain situations while others do not. The least preferred co-worker scale validity is criticized in that it does not correlate well with other standard leadership measures. This theory fails to explain what should be done about leader/situation mismatch in the workplace (Northouse, 2007).

2.2.3 Institutional Theory

It has been asserted by institutional theorists that the institution environment do influence on greater ways an organizational development of formal structures than the market pressure. "A school flourishes if everyone agrees it is a school: it fails if no one believes that it is a school regardless of its success in instruction" (Meyer, Scott & Deal, 1981). This theory explains how the choice taken by organization in managing its environment portrays amongst its peers. Organizations that adapts to the environment are viewed as legitimate and therefore the society deems it fit to exploit the available resources (Toma, Dubrow & Hartley, 2005).

The environment through which schools operates from is influenced by both internal and external factors. Internally, the school should have capacity to attract and retain well performing faculty and adequate infrastructure while externally; the stakeholders with whom they are interacting with must be supportive for the school to thrive. Secondary schools run in an organizational environment where external stakeholders dictate they should be operated. The external stakeholders include the education ministry, the teachers' employer, parents, competing schools and other financiers. The reward the school receives for acting according to the environment dictates are improved performance, access to funding, adequate teaching staff, adequate infrastructure and motivated students. Where pressure is exerted by the stakeholders, the school management to implement its goal and objectives that align with the stakeholders expectations.

Despite Institutional theory dominance, it has been criticized in that it recommends a "presumed unidirectional coercive effect of law and regulations" (Morphew & Huisman, 2002) that may vary institutional diversity. Oliver (1998) argues that since some aspects of institution may prove more or less resistant to pressure, they need to have a great deal of freedom in determining their internal activities and structures.

2.3 Strategy Implementation and Knowledge Transfer

The existing literature is limited on strategy implementation in public secondary schools and there's void in connecting strategy implementation and knowledge transfer. The main consideration when studying strategy implementation is the approach that each firm uses to implement its strategy (Long & Franklin, 2004).

Strategy implementation is an output of strategic plan. During strategy implementation, a firm designs the relevant tools that will enable fulfill set strategies and achieve its goals and objectives. In schools, the following are given key considerations in strategy implementations, adequate resource allocation, right organizational structure, top level management support, communicating and cascading the strategy, assigning relevant task and process to stakeholders and operationalization of designed functions and activities. These are the independent variable in strategy implementation.

Knowledge transfer is the activity of sharing the knowledge, its acquisition and its application by recipient. The process involves the conveying knowledge to different units, divisions, organizations, individuals or groups (Szulanski, 1996; Argote et al., 2000). Adequacy of Knowledge transfer in schools can be assessed from improved academic performance, good discipline, right culture, improved infrastructure development, financial stability and high stakeholder's satisfaction. This will form dependent variables in this study.

Many organizations can attest to the following resources; financial, physical, technological and human resource. Resource based view considers knowledge, skills and experience of human resource as key firms resource (Thompson & Strickland, 2005). Resources are vital for strategy implementation. Strategic planning envisages that a firm will immerse adequate resources to be able to implement set strategies and have them done on the time set. A firm must be prepared to commit adequate resources in terms of funds, right human skills with relevant competency; staff time and required technology to achieve the set strategies and enable it realize its objectives (Olsen, 2005).

Structure cannot be overlooked in strategy implementation. Structure largely influences the way a firm formulates its policies and procedures, how duties are allocated, how

authority is distributed, how events and reporting lines are distributes and coordinated (Kaplan & Norton, 2005). Proper structures in an organization precipitate great improvement in an organization performance as a result of better configured chain of command (Waterman et al., 1980). Structure also dictates how resources will be allocated in a firm. Where structure is along functional business lines, resources will be allocated by functional areas. Pearce and Robinson (2002) argue that for proper coordination between independent parts of an organization and ensure its effectiveness, structure should provide for the right division of tasks, efficiency and clarity of purpose. The right mix between specialization and integration should be met and also provision of formal means of decentralization and centralization that is consistent with the organizational control needs and set strategies.

The commitment and support of top level management is vital in strategy implementation. Despite involvement of all stakeholders during strategy development, expression of goodwill by the top executives of an institution built confidence and ensures smooth implementation process. Lack of senior executive's commitment may lead to a situation where participants feel fooled and misled (Healthfield, 2009). Raps (2004) noted that the commitment to the strategic direction is a necessity for strategy implementation and therefore top managers must demonstrate their dedication to the effort. Ahoy (1998) provides that genuine commitment by leaders can be demonstrated by adherence to the full and thorough process of strategy formulation and providing mechanism of strategy implementations by committing the necessary resources to the process. Top executives commitment to the process brings harmony to the firm during strategy implementation. They provide direction to their subordinates and endure their cooperation to the process. Organizations should strive to have their top executives committed to the strategy implementation process (Grundy, 2004).

Strategies need be communicated to the right people to connect them to what is happening in the organization and make them understand the big picture. The management needs to cascade the strategies throughout the organization and get the practical component of what is expected from team players. The managers translate the elements of the strategy for the organization to their own functional areas. The functional

units do design the necessary plans that improve the likelihood of strategy implementations and this makes a great difference in the organization.

The organization need to design and develop the relevant tasks and strategy encouraging policies to aid in constant strategy implementation. This involves establishment of a performance tracking and monitoring system which must define the indicators for measuring the performance for every employee or department, development of a recognition and reward structure which is clear and has direct link to the accomplishment of results, establishment of an information feedback system and design means of communicating this policies and programs to entire organization.

Organization must also develop the right action plan detailing the functions and activities to be operationalized through the use of firms' strategic leadership, utilizing participatory management and adoption of the right leadership style. The process involves continuous engagement of personnel by providing trainings and reorientations, enforcement of appropriate control measures in the performance of tasks and evaluating performance at every level to identify any gaps that may be adjusted and corrective action taken.

In conclusion, implementing strategy is a rigorous and demanding phase in strategic planning process because it requires the most input in the organization. However, if done right, it results in achievement of objectives and success of the organization.

2.4 Summary of Literature Review and Knowledge Gap

It is clear from the above reviewed studies that there are limited studies that has examined strategy implementation in public schools, and which actually define and measure knowledge transfer in public secondary school. Much of the older literature dwelt on strategy implementation practice and challenges and not the broader concept of knowledge transfer. Nairobi, Machakos, Rarienda County in Kenya and other countries have been the focus of previous studies reviewed by the researcher. There remains a rather minimal or no contextual and theoretical focus on secondary schools in Murang'a County and strategy implementation on knowledge transfer.

The table below summarizes the contextual differences between the previous studies and how this study will address them.

Table 2.1: Summary of Knowledge Gaps

	Study Objective	**Study Findings**	**Methodology**	**The gaps this study will address**
Kitili,(2010) Extent of strategic plan practice in secondary schools in Machakos District.	This study investigated the extent to which strategic planning is practiced in secondary schools in Machakos district	The study findings was that more than half of schools studied lacked strategic plan and in case they had one, there was no proof of official launch.	This researcher used the survey design. The target was all secondary schools in Machakos district. The study used questionnaires to collect data	This study focus on secondary schools of Murang'a County as Kitili study had a focus on Machakos District. This study context is on strategy implementation and knowledge transfer This study methodology is cross-sectional descriptive survey Primary data collected from all public secondary schools with strategic plan in Murang'a Data analyzed using both inferential and descriptive statistics
Mathore, (2016), Effect of strategy implementation on DTB, Kenya performance	The study sought to establish impacts of key strategic implementation on performance of DTB and to recognize the challenges experienced by DTB in actualizing strategies.	The study found out that there is a positive relationship between strategic implementation and performance at DTB The study found out that: members from various levels of the bank have unique understanding of the implementation procedure.	The researcher used case study The number of respondents was 5. Primary data was collected by use of an interview guide The collected information was analyzed by use of content analysis.	This study focus on secondary schools of Murang'a County as Mathore study had a focus on Diamond Trust Bank. This study context is on strategy implementation and knowledge transfer while Mathore study focused on challenges experienced during strategy implementation

| Okwako, (2013), Strategic planning and performance of public secondary schools in Rarienda district, Kenya. | The researcher tried to find out strategic planning practices in public secondary schools in Rarieda district and to determine the influence of strategic planning on performance | The researcher found out that most schools practice formal strategic planning ad that planning is positively correlated to performance. He also found out that management does not undertake thorough environmental scanning and that stakeholders are not largely involved in strategic plan formulation. | The study used cross-sectional descriptive survey Study collected primary data from 27 public secondary schools in Rarieda district Primary data collected using structured (closed – ended) questionnaires The data was analyzed using both inferential and descriptive statistics. | This study concentrates on public secondary schools in Murang'a county. The primary data is collected from all public secondary schools with strategic plan There has been significant environmental changes between time during which Okwako study was carried out in terms of 5 years lapse and context of provincial administration which has been abolished and replaced with counties. |

2.5 Conceptual Framework

The conceptual model in this section aims at illustrating the relationship between strategy implementation and impact on knowledge transfer. The independent variables on this study are adequate resource allocation, right organizational structure, top level management support, communicating and cascading the strategy, assigning relevant task and process to stakeholders and operationalization of designed functions and activities. Proper implementation of strategy will have an impact on the knowledge transfer. To assess the impact on knowledge transfer, this study evaluated the following dependent variables, improved academic performance, good discipline, right culture, improved infrastructure development, financial stability and high stakeholder's satisfaction.

Figure 2.1: Conceptual Model

STRATEGY IMPLEMENTATION	KNOWLEDGE TRANSFER
• Adequate resource allocation • Right organizational structure • Communicating and cascading the strategy • Assigning relevant task and process to stakeholders • Operationalization of designed functions and activities	• Improved academic performance • Good discipline • Improved infrastructure development • High stakeholders satisfaction

Independent Variable   **Dependent Variable**

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CHAPTER THREE

RESEARCH METHODOLOGY

</div>

3.1 Introduction

The chapter summarizes the research design adopted in this study, population of study, process of sample identification, procedure of sampling, data collection, and data instruments and data analysis procedures. Kothari (2004) defines research methodology as the systematic, theoretical analysis of the procedures that shall be applied to a field of study.

3.2 Research Design

This is a plan detailing how the studied research problem shall be resolved. It is a plan, a roadmap and blueprint strategy of investigations that has been conceived so as to gather answers to a research question, (Kothari, 2004).

Common research designs are longitudinal design, cross – sectional and case study. Longitudinal design trails the same sample over time and continuously records observations enabling the researcher to track changes over time and to relate the changes with variables in order to explain reasons for changes occurrence. Cross-sectional research study captures a population being studied in a single point in time. It does not have time dimensions. Case study is an empirical inquiry that investigates a phenomenon within its real-life context. They are based on in-depth investigations of a single individual, group or event to explore the cause of underlying principal. This study was based on cross-sectional research design.

Further research, can either be descriptive or experimental. In descriptive study, information is collected without changing the environment whereas experimental study has to have manipulation and control of phenomena and result observed. Descriptive study can have a onetime interaction with the group or follow individuals over time.

This study employed cross- sectional descriptive survey method. Sounder, Lewis and Cooper (2007) affirms that this method portrays facts concerning variables being investigated as they exist at the time of study and the trends that are emerging. This is

because the timing of study is one point in time and similar variables shall be considered across all respondents. Descriptive survey method is used because the research question is structured and specific and shall facilitate an all-encompassing data from the respondents.

3.3 Population of the Study

There are about 300 public secondary schools categorized as boarding and day, mixed school, girls only and boys only. They are also categorized as either national, extra county, county or sub county school. This study has sampled 30 secondary schools representing national, extra county, county and sub-county public secondary school in Murang'a County.

3.4 Data Collection

Data can either be collected from primary source or secondary source. Secondary data involves use of data that had earlier being collected and passed through statistical processes, (Lavrakas, 2008). Primary data is data that has original information and has first class experience. Questionnaire is a method used to collect standardised data from large number of people. A set of questions are used in questionnaire for obtaining statistically useful information from an individual. A questionnaire can get to the respondent through mail, telephone, face to face interviews, as a handout or web based.

Whereas open ended questions allows participant to answer question in their own words, closed-ended questions include a list of predetermined answers for the participants to choose from. This study used primary data as a means of data collection from identified schools implementing strategic plan. Closed– ended questionnaire were issued to the principal or deputy because they are in charge of strategy implementation. The questionnaires were dropped and picked later.

3.5 Data Analysis

Shamoo and Resnik (2003) describe data analysis as the process of systematically applying statistical techniques to describe and illustrate data. Research approach can either be quantitative which is based on the methods used being natural science, aims to

assess and measure or qualitative where the research are based on methods which are humanistic. Quantitative data analysis is best used where the responses are similar, where there are differences and if there is a relationship between things being studies.

After collecting data, analysis is necessary to enable researcher make sense of data. This is achieved through organizing data, summarizing and carrying out exploratory analysis (Mugenda & Mugenda, 2007). The meaning of data analyzed is done through tables, graphical displays and summary statistics.

The study deals with quantitative data and therefore, inferential and descriptive statistics is used to analyze it.

The data collected helped in establishing relationship between an independent variable (strategy implementation practices) against dependent variable (impact on knowledge transfer), correlation and regression is used. Regression determines an equation that explains how variables are related, while correlation shows co-movement of variables.

The following regression equation is used;

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where: a is the constant term, β_1, β_2, β_3, β_4 and β_1 are co-efficients of X_1, X_2, X_3 , X_4, X_5, which are the indicators of strategy implementation. X_1 is the resource allocation, X_2 is top level management support, X_3 is communication and cascading the strategy, X_4 is relevant task and process, X_5 is operationalization of designed functions and activities. Y- is the dependent variable. The dependent variable has a number of indicators namely; Y1- improved academic performance, Y2- good discipline and right culture, Y3 -, improved infrastructure development, Y4 –high stakeholder's satisfaction.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter summarizes analysis and discuss research findings of the study as outlined in the research methodology and research objectives. The study objectives were; to find out the strategy implementation practices in public secondary schools in Murang'a County and, to establish the impact of strategy implementation on knowledge transfer in public secondary schools in Murang'a County.

4.2 Response Rate

According to Gall et al., (2007) response rate helps in examining whether the number is satisfactory for information handling to proceed. The study targeted 30 public secondary schools in Murang'a County.

Table 4.1: Response Rate for Respondents

Respondents	F	Response Rate (%)
Actual response	26	86.7
Non response	4	13.3
Total	30	100

Actual response rate was 86.7% and a non-response of 13.3%. Mugenda and Mugenda (2013) provide that a response rate of more than 70% is perfect for data analysis.

4.3 Background Information on Schools

The study required the respondents to indicate the status of the school, size of school enrolment and the age of the school.

4.3.1 Status of the School

The study aimed at clarifying the status of the public secondary school in Murang'a County. There were four options that is national, Extra County, County or Sub County. The findings are shown in Figure 4.1.

Figure 4.1: Status of the School
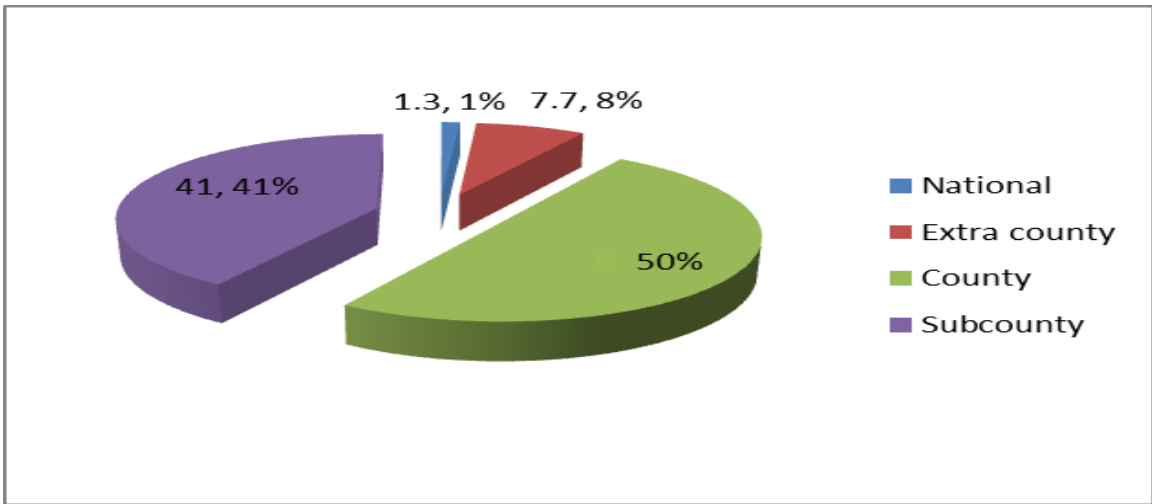
Source: Primary Data

The figure above illustrates that 50% of county schools were the majority, followed by 41.4% sub-county, 7.7% being extra county schools and national schools at 1.3%. This therefore shows that there was inclusiveness of all types of schools in Murang'a County and thus varied results were expected.

4.3.2 School Enrolment

The study sought to establish the size of school enrolment in Murang'a County. The result is as shown in Figure 4.2.

Figure 4.2: Size of School Enrolment
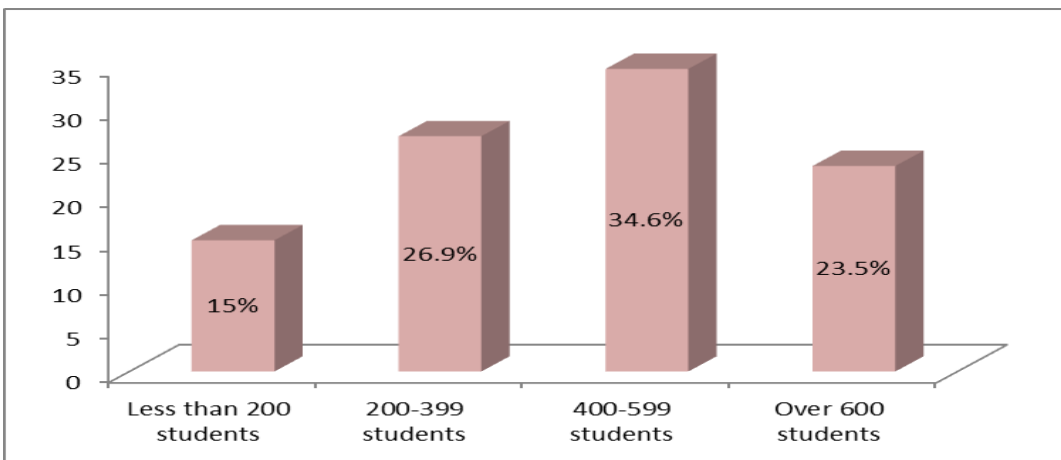
Source: Primary Data

The study established that majority of the schools 34.6% had an enrolment of between 400-599 students followed by 26.9% for enrolment of 200-399 while 23.5% had an enrolment of over 600 students. The remaining 15% had an enrolment of less than 200 students. This implies that the enrolment in schools in Murang'a County is high.

4.3.3 Age of School

The study further required the respondents to indicate their age of their respective schools. The findings are shown in Figure 4.3.

Figure 4.3: Age of School
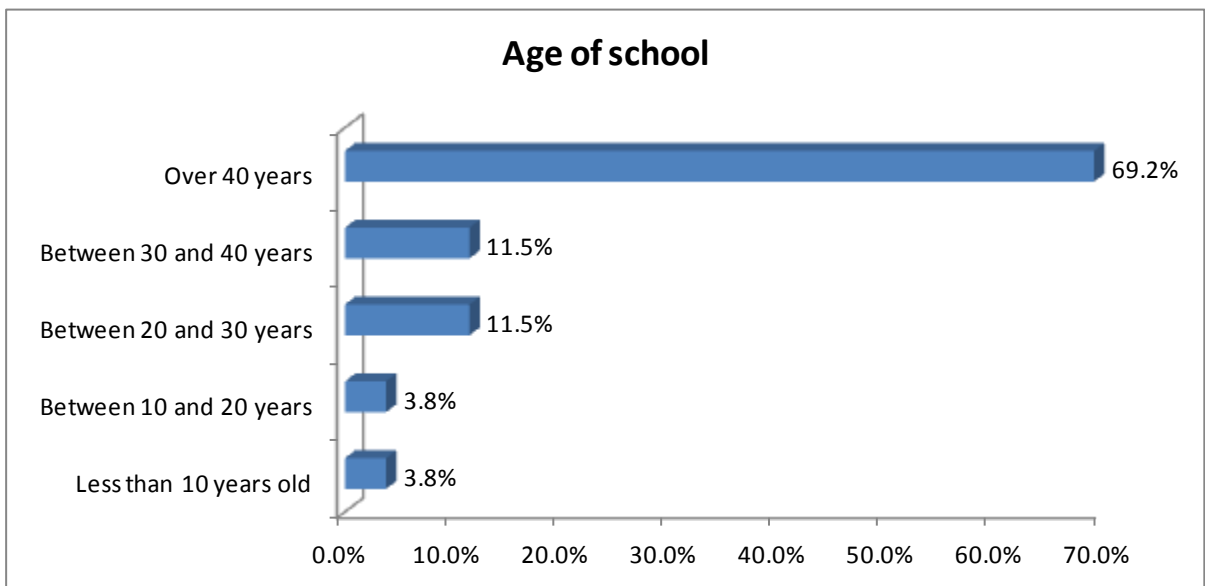
 Source: Primary Data

Most of the respondents' (69.2%) indicated that their schools were over 40 years old, 11.5% each% indicated that their schools were between 20-30 years and between 30-40 years old, 3.8% each were between 10-20 years and less than 10 years old. This implies that most of the schools in Murang'a County are over 40 years old.

4.4 Strategy Implementation Practices Adopted by the Schools

The researcher asked the respondents a number of questions on strategy implementation practices. This was meant to establish the various ways public secondary schools in Murang'a County implements their strategies. Resource allocations, communications,

support of top level management, availability of relevant tasks and process and operationalization of designed functions and activities. To understand them better, the following areas were also probed.

4.4.1 Years Covered by Strategic Plan

The researcher also requested the respondents to indicate years covered by their strategic plan. Figure 4.4 shows the findings of the result.

Figure 4.4: Years Covered by Strategic Plan
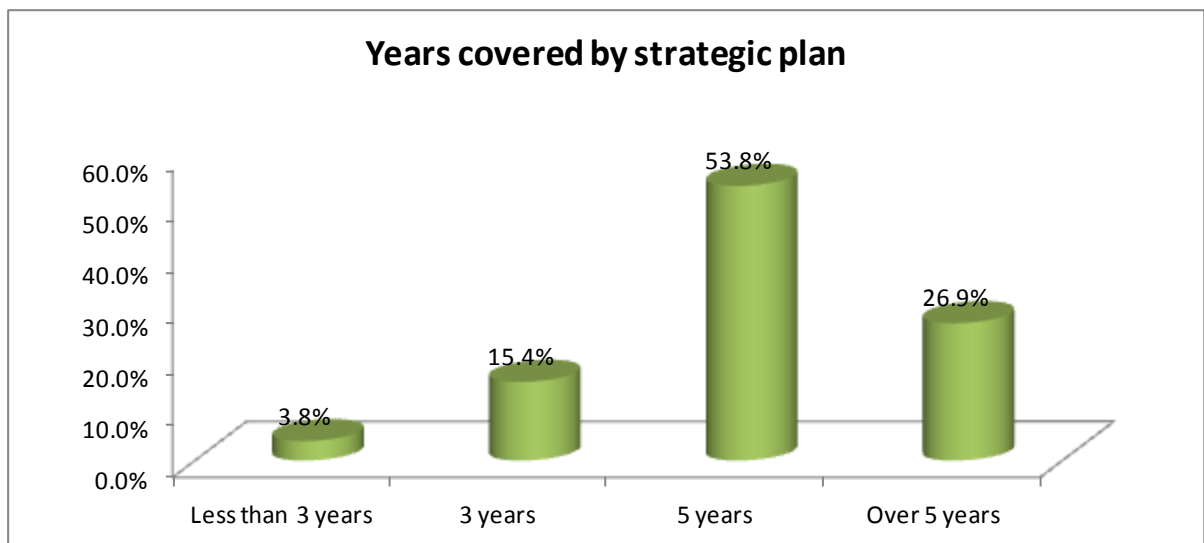
 Source: Primary Data

Majority of the schools (53.8%) had a strategic plan covering 5 years followed by 26.9% with a strategic plan of over 5 years, 15.4% of 3 years while the remaining 3.8% had a less than 3 years strategic plan. This shows that most schools in public secondary schools in Murang'a County had a 5 years strategic plan.

4.4.2 Launch of Strategic Plan for Implementation

The respondents were required to indicate whether the school had launched a strategic

Table 4.2: Launch of Strategic Plan for Implementation

	F	(%)
Yes	20	76.9
No	6	23.1
Total	26	100

Source: Primary Data

Table 4.2 above shows that 76.9% of the schools had launched strategic plan for implementation while only 11.5% of the schools had not. They indicated that school culture and visionary leadership had contributed to effective strategic plan formulation in their school at a great extent. Davies (2011) affirms that school heads ought to be worried about not simply dealing with the now but rather setting up an edge work of where the they should be later on, and setting a course for their schools.

4.4.3 Adequate Resource Allocation

The respondents were required to indicate whether their school allocated adequate resources for strategy implementation. Their response is shown in Table 4.3.

Table 4.3: Adequate Resource Allocation

	F	(%)
Yes	20	66.7
No	6	33.3
Total	26	100

Source: Primary Data

The results show that quite a number of schools (66.7%) had allocated adequate resources for strategy implementation. The remaining 33.3% of the schools had not allocated enough resources for the same. The respondents indicated that the resources were allocated on the basis of priority of the strategies. The schools prioritised the projects that would have a greater positive impact to the school and the society as a whole. The principals said that allocation of financial resources had contributed to a very great extent to strategic implementation.

24

Respondents whose resources were available cited financial, physical, human resource and technological as having been availed for strategy implementation. Those with negative feedback had indicated that the personnel were not adequately trained on strategy implementation and financial and physical resources had not been adequately allocated. Wheelen & Hunger (2008) asserts that resources are organizations assets and are the basic building blocks of an organization.

4.4.4 Top Level Management Support

The respondents were required to indicate whether the school had a strategy implementation committee. The findings are shown in Table 4.4.

Table 4.4: Top Level Management Support

	F	(%)
Yes	16	61.5
No	10	38.5
Total	26	100

Source: Primary Data

Many schools had a strategy implementation committee as indicated by 61.5% while the rest (38.5%) did not have a strategy implementation committee. Many respondents indicated that their committee comprised of the principals, selected departmental heads, board of management and the parent teacher association (PTA) member. Other indicated they involved an official from the ministry of education from their county. Those who had negative feedback indicated that after the strategies were formulated, there was no follow up on implementations. This explains the top level management willingness and their goodwill in ensuring strategies are implemented.

Bari (2009) observes that lack of strategic leadership in an organization would influence implementation of strategy because the top level management decisions affect other critical factors such as resource allocation and culture among others. Okumus (2003) agrees with this view with his argument that leadership is crucial in manipulating the internal state of the organization that creates an environment that is receptive to change.

4.4.5 Communicating and Cascading the Strategy

The respondents were asked to indicate the extent to which strategy implementation was communicated to the school stakeholders who includes the board of management, county education board, parents, teachers and students. According to Kandie (2004), and Robinson and Pearce (2004), viable key arrangement implementation require clear channels of communication instilled into the way of life of the organization. Cascading of the actions to the teams ensures teamwork during strategy implementations.

Table 4.5: Communicating and Cascading the Strategy

	Mean	Std. Dev
School board of management	4.52	0.304
County education board	4.56	0.239
Parents	3.23	0.438
Teachers	4.04	0.543
Students	2.22	0.022
Other stakeholders	1.32	0.049

Source: Primary Data

Majority of the respondents indicated an extreme extent of communication of strategy implementation to the county education board (mean=4.56, SD=0.239) and school board of management (mean=4.52 SD=0.304). Strategy implementation were communicated to a great extent to the teachers (mean=4.04, SD=0.543). Strategy implementation was communicated to a moderate extent to parents (mean=3.23, SD=0.438), little extent to students (mean=2.22, SD=0.022) and to no extent to other stakeholders (mean=1.32, SD=0.049). This implies that communication on strategy implementation is mainly to county education board followed by school board of management. This is because they have legal obligations to get information from schools on strategy implementations among others. Teachers, parents, students and other stakeholders are rarely involved in strategy implementation. Their involvement is only on the aspects that requires their input. As per Kaplan and Norton (2001) the vital administration forms communication,

business arranging and criticism are forms that should be dealt with amid the key time frame.

4.4.6 Relevant Task and Process

The respondents were required to indicate how strategy implementation was monitored. The results are indicated in Table 4.6.

Table 4.6: Relevant Task and Process

	F	(%)
Monthly	0	0
Quarterly	3	11.5
Semi-annually	9	34.6
Annually	14	53.8
Total	26	100

Source: Primary Data

Majority of the schools as shown in table 4.7 monitored their strategy implementation annually (53.8%) followed by semi-annually (34.6%) and 11.5% quarterly. This indicates that many public secondary schools in Murang'a County were monitoring their strategies annually. Designing of relevant monitoring and other processes that guides in performance tracking is vital in ensuring strategies are implemented as scheduled and that relevant feedback is communicated to the management.

Wheelen and Hunger, (2008) states that the motivation behind objectives is to determine precisely what must be done as such the organization can accomplish its main goal and vision.

4.4.7 Operationalization of Designed Functions and Activities

The respondents asked whether the implementation of strategy was pegged against deadlines and specified action plans. The response is shown in Table 4.7.

Table 4.7: Operationalization of Designed Functions and Activities

	F	(%)
Yes	15	57.7
No	11	42.3
Total	26	100

Source: Primary Data

Findings in table 4.7 indicate that 57.7% of the schools had assigned relevant task and process to stakeholders while the remaining 42.3% had not. Majority of schools had their implementation of strategy pegged against deadlines and specified accountabilities.

According to Koonz & Weihrich (2007) company profile is moulded by individuals particularly officials and their introduction and qualities are imperative for defining the organization's strategy.

4.5 Strategy Implementation Practices on Knowledge Transfer

The researcher sought to evaluate the extent to which each of the strategy implementation practices affect knowledge transfer in schools identified.

Table 4.8: Effect of Strategy Implementation on Knowledge Transfer

	Mean	Std. Dev
Resource allocation	2.6	0.636
Top level management support	2.3	0.364
Communication and cascading the strategy	2.7	0.301
Relevant task & process	2.1	0.043
Operationalization of designed function and activities	1.7	0.402

Source: Primary Data

4.5.1 Effect of Communication and Cascading the Strategy on Knowledge Transfer

The results show that communication and cascading the strategy influence knowledge transfer to a great extent (mean=2.7, SD=0.301). Raps (2004) noted that the commitment to the strategic direction is a necessity for strategy implementation and therefore top managers must demonstrate their dedication to the effort.

4.5.2 Effect of Resource Allocation on Knowledge Transfer

The results show that to a great extent (mean=2.6, SD=0.636) resource allocation influence knowledge transfer. A firm must be prepared to commit adequate resources in terms of financial, physical, technological and commit right human skills with relevant competency; staff time and required tools to achieve the set strategies and enable it realize its objectives (Olsen, 2005).

4.5.3 Effect of Top Level Management Support on Knowledge Transfer

Results further indicate that to some extent (mean=2.3, SD=0.364), top level management support influence knowledge transfer. Healthfield, (2009) states that commitment and support of top level management is vital in strategy implementation. Despite involvement of all stakeholders during strategy development, expression of goodwill by the top executives of an institution built confidence and ensures smooth implementation process.

4.5.4 Effect of Relevant Task & Process on Knowledge Transfer

Findings indicate that to some extent relevant task & process (mean=2.1, SD=0.043) influence knowledge transfer. Pearce and Robinson (2002) argue that for proper coordination between independent parts of an organization and ensure its effectiveness, structure should provide for the right division of tasks, efficiency and clarity of purpose.

4.5.5 Effect of Operationalization of Designed Function and Activities on Knowledge Transfer

The results finally show that to some extent operationalization of designed function and activities (mean=1.7, SD=0.402) influence knowledge transfer. Structure largely influences the way a firm formulates its policies and procedures, how duties are

allocated, how authority is distributed, how events and reporting affiliations are distributes and coordinated (Kaplan & Norton, 2005).

4.6 Knowledge Transfer

The respondents were to indicate their strategic objectives. This was meant to assist the researcher assess whether the variables under consideration in this study has resemblance to the schools strategies. The main objective of schools is to impact knowledge. The extent of knowledge transferred can be measured in variable that were presented to the respondents and hereunder assessed.

Table 4.9: Effect of Strategy Implementation on Achievement of Strategic Objectives

	Mean	Std. Dev
High discipline	2.6	0.416
Improved academic performance	2.8	0.301
Improved infrastructure	2.1	0.043
Improved stakeholders satisfaction	1.5	0.658

Source: Primary Data

4.6.1 Effect of Strategy Implementation on Academic Performance

The results show that strategy implementation influence academic performance to a great extent (mean=2.8, SD=0.301). Raps (2004) noted that the commitment to the strategic direction is a necessity for strategy implementation and thus improved performance.

4.6.2 Effect of Strategy Implementation on School's Discipline

The results show that to a great extent (mean=2.6, SD=0.416) strategy implementation influence school's discipline.

4.6.3 Effect of Strategy Implementation on School's Infrastructure Development

Findings indicate that to some extent strategy implementation (mean=2.1, SD=0.043) influence school's infrastructure development. Pearce and Robinson (2002) argue that for

proper coordination between during strategy implementation will lead to general organizational development.

4.6.4 Effect of Strategy Implementation on Stakeholders Relation

The results finally show that to some extent strategy implementation (mean=1.5, SD=0.658) on stakeholders relation. Structure largely influences the way a firm formulates its policies and procedures, how duties are allocated, how authority is distributed, how events and reporting affiliations are distributed and coordinated among the stakeholders (Kaplan & Norton, 2005).

4.7 Inferential Statistics

The study adopted multiple regression model with the equation $Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \varepsilon$; where Y represents knowledge transfer, β_0 is the constant of regression, $\beta_1, \beta_2, \beta_3$ and β_4 are the regression coefficients of the independent variables i.e. X_1 = resource allocation, X_2 = top level management support, X_3 = communication and cascading the strategy, X_4 = relevant task and process, X_5 = operationalization of designed functions and activities and ε = error term. The model summary is as shown in Table 4.10.

Table 4.10: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.903[a]	.702	.653	1.20773

Table 4.10, shows that, R square at 0.702 indicates that the independent variables studied explain 70.2% of the effect of strategy implementation on knowledge transfer in Murang'a County.

Table 4.11: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	38.237	4	9.559	6.554	.000[b]
	Residual	67.097	46	1.459		
	Total	105.333	50			

Key: ANOVA-Analysis of Variance

Results show that f-significance value of p to be lower than 0.05 was established (p=0.000< 0.05). The model is therefore statistically significant in studying the effect of strategy implementation on knowledge transfer in Murang'a County. The model further indicates that the regression model has a confidence level of above 95% hence high reliability of the results.

Table 4.12: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.511	.788		4.454	.000
Resource Allocation	.375	.211	.314	2.250	.029
Top Level Management Support	.343	.235	.205	1.456	.015
Communication and Cascading the Strategy	.405	.175	.347	2.317	.022
Relevant Task and Process	.265	.175	.173	1.376	.016
Operationalization of Designed Functions and Activities	.058	.173	.050	0.336	.039

The established regression equation was

$Y = 3.511 + 0.375X_1 + 0.343X_2 + 0.405X_3 + 0.265X_4 + 0.058X_5$

The equation above can be interpreted to mean that if independent variables were held, other factors will statistically influence knowledge transfer (p=0.000< 0.05). If other IV

are taken at zero, and a unit rise in communication and cascading the strategy will lead to a 0.405 (p = 0.022< 0.05) increase in knowledge transfer. A unit rise in resource allocation will lead to a 0.375 (p = 0.029< 0.05) rise in knowledge transfer. A unit increase in top level management will lead to a 0.343 (p = 0.015< 0.05) increase in knowledge transfer. Further unit rise in relevant task process will lead to a 0.265 (p = 0.016< 0.05) increase in knowledge transfer and a unit rise in operationalization of designed functions and activities will lead to a 0.058 (p = 0.039< 0.05) increase in knowledge transfer.

All the variables have a significant positive effect on knowledge transfer. However communication and cascading the strategy tops the list with the highest magnitude of influence as shown by a beta value of 0.347. This is followed by allocation of resources (0.314) then top level management support (0.205), relevant task process (0.173) and finally operationalization of designed functions (0.050) with the least beta value.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, summary of findings, conclusions, recommendations and suggestions for further study.

5.2 Summary of the Findings

The findings of this study show that majority of schools had launched strategic plan for implementation. Quite a number of schools had enough resources to implement their strategic plans. The schools prioritised the projects that would have a greater positive impact to the school and the society as a whole. Many schools had a strategy implementation committee which comprised of principals, board of management and the parent teacher association (PTA) member. Communication on strategy implementation was mainly to school board of management, teachers and county education board. Parents, students and other stakeholders were rarely involved in strategy implementation. Implementation of Strategies in many public secondary schools in Murang'a County were monitored annually and semi annually. Majority of schools had their implementation of strategy pegged against deadlines and specified accountabilities.

Findings show that all the variables have a significant positive effect on knowledge transfer. However communication and cascading the strategy tops the list followed by allocation of resources then top level management support, relevant task process and finally operationalization of designed functions.

Findings show that strategy implementation influence academic performance to a great extent and to a great extent strategy implementation influence school's discipline. Findings indicate that to some extent strategy implementation influence school's infrastructure development. The results finally show that to some extent strategy implementation on stakeholders' relation.

5.3 Conclusions

The study concludes that school culture and visionary leadership have contributed to effective strategic plan formulation in their school at a great extent, the same number of principals said that allocation of financial resources had contributed to a very great extent. The study concludes majority of schools have launched strategic plan for implementation. Quite a number of schools have enough resources to implement their strategic plans. The schools prioritise the projects that would have a greater positive impact to the school and the society as a whole.

The study also concludes that schools have strategy implementation committee which comprise of principals, board of management and the parent teacher association (PTA) member. School principals influence the preparation of strategic plan. The school administration involves the teachers and the BOM in the strategic plan preparation. The study also concludes that parents, students and other stakeholders are not involved in the strategic plan preparation.

The study further concludes that communication on strategy implementation is mainly to school board of management, teachers and county education board. Many schools in Murang'a County are monitored annually and semi annually. Majority of schools have their implementation of strategy pegged against deadlines and specified accountabilities.

The study finally concludes that all the variables have a significant positive effect on knowledge transfer. However communication and cascading the strategy tops the list followed by allocation of resources then top level management support, relevant task process and finally operationalization of designed functions.

5.4 Recommendations

From the research findings this study comes up with the following recommendations;

Students should be involved in the implementation of the strategic plan in their respective schools. The study identified this as a gap between the implementation of strategic plan and knowledge transfer in public secondary schools. The study also recommends that the school administration should create a culture that supports strategic plan implementation

by communicating to students, parents and other stakeholders on strategic objectives as outlined in their strategic plan. In addition, the school management should sensitize parents and other stakeholders on the importance of implementing strategic plan on knowledge transfer.

5.5 Suggestions for Further Research

This study looks at the effect of strategy implementation on knowledge transfer in public secondary schools in Murang'a County. Further research should be extended to other Counties in Kenya so as to identify whether the implications is the same.

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APPENDICES

Appendix I: Introduction Letter

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS

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

P.O. Box 30197
Nairobi, Kenya

DATE... 24/10/17

TO WHOM IT MAY CONCERN

The bearer of this letter ...ELIJAH   G   MWANGI...

Registration No.... D61/84298/2015...

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

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
2 4 OCT 2017
P.O. Box 30197 - 00100, NAIROBI

PATRICK NYABUTO
SENIOR ADMINISTRATIVE ASSISTANT
SCHOOL OF BUSINESS

Appendix II: Questionnaire

Instructions*: Kindly fill by either marking (X) or writing the appropriate response.*

Part A: Respondents information

1. What is the name of your school? (Optional)_____

2. What is your designation in the school? _____

3. What is the status of your school?

    a) National   ( )

    b) Extra County   ( )

    c) County   ( )

    c) Sub - County   ( )

4. What is the size of your school in terms of enrolment?

    a) Less than 200 students   ( )

    b) 200-399 students   ( )

    c) 400-599 students   ( )

    d) Over 600 students   ( )

5. How old is your school?

    a) Less than 10 years old   ( )

    b) Between 10 and 20 years   ( )

    c) Between 20 and 30 years   ( )

    d) Between 30 and 40 years   ( )

    e) Over 40 years   ( )

Part B: Strategy implementation practices

6. How many years does your strategic plan cover?

    a) Less than 3 years   ( )

    b) 3 years   ( )

    c) 5 Years   ( )

    d) Over 5 Years   ( )

7. Has your school launched the strategic plan for implementation? Yes ( ) No ( )

If yes, how was it launched   (please specify) _____

8. Has the school allocated adequate resources for strategy implementation?

Yes ( )   No ( )

If yes, in what are the bases of resource allocation? (Specify) _____

9. Does your school have a strategy implementation committee? Yes ( ) No ( )

If yes, what is the composition of the committee? (Specify) _____

10. Show to what extent is strategy implementations communicated to each of the

following:

<div align="center">Level of extent</div>

	Extreme	Great	Moderate	Little	No Ext
School board of management	( )	( )	( )	( )	( )
County Education Board	( )	( )	( )	( )	( )
Parents	( )	( )	( )	( )	( )
Teachers	( )	( )	( )	( )	( )
Students	( )	( )	( )	( )	( )
Other stakeholders	( )	( )	( )	( )	( )

11. Does the implementation of strategy pegged against deadlines and specified

accountabilities? Yes ( ) No ( )

If yes, in what way(s) is deadline acted upon and accountability specified/cascaded?

(Specify) _____

12. How is strategy implementation monitored?

a) Quarterly   ( )

b) Semiannually   ( )

c) Biennially   ( )

d) Annually   ( )

e) Other (please specify) _____

13. Using a 3 point scale, indicate to what extent you can attribute the following strategy

implementation practices on schools' knowledge transfer (where 1 = to no extent, 2 =

to some extent and 3 =to a great extent).

	1	2	3
(i) Resource allocation	( )	( )	( )
(ii) Top level management support	( )	( )	( )
(iii)Strategy communication and cascading	( )	( )	( )
(iv)Right tasks and processes	( )	( )	( )
(v) Designing right functions and activities	( )	( )	( )

Part D: Impact of strategy implementation on Knowledge transfer

14. What are the schools 'strategic objectives? Please specify them,

_____

_____

_____

15. Using a 3 point scale, indicate to what extent you can attribute the school's strategy implementation to realization of the following strategic objectives (where 1 = to no extent, 2 = to some extent and 3 =to a great extent).0

	1	2	3
i) Improved academic performance	( )	( )	( )
ii) School's discipline	( )	( )	( )
iii) Infrastructure development	( )	( )	( )
v) Stakeholders relations	( )	( )	( )

THANK YOU