

**A SURVEY OF STRATEGIC MANAGEMENT PRACTICES WITHIN
KENYAN PRIVATE SCHOOLS USING THE BRITISH CURRICULUM**

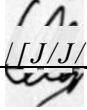
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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
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JULY 2012

DECLARATION

I declare that this is my original work and has not been presented in any other University or College for Examination or Academic purposes.

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Date

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

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DEDICATION

"Strength does not come from physical capacity. It comes from an indomitable will." - Gandhi.

I dedicate this work to my wife Mwihaki, our two children Robert & Imani. They have and continue to inspire me, to maintain an indomitable will. One who knows the means makes the impossible possible. My family is my means to plan purposefully, prepare prayerfully, proceed positively and pursue persistently.

ACKNOWLEDGMENTS

First, I am indebted to the all-mighty GOD for all the blessings he showered on me and for being with me throughout the study. I am deeply obliged to my supervisor for his exemplary guidance and support without whose help; this project would not have been a success. Finally, yet importantly, I take this opportunity to express my deep gratitude to my loving family, who are a constant source of motivation and for their never ending support and encouragement during this project.

ABSTRACT

Much of the previous research into the strategic management practices within Kenyan private schools using the British curriculum. Not much known local study has focused on the strategic management practices within these institutions. This study therefore sought to fill the existing research gap by carrying out a survey study on the strategic management practices within Kenyan private schools using the British curriculum. The main purpose of the study was to investigate into the strategic management practices within Kenyan private schools using the British curriculum.

This research was conducted through a survey study. The target population of this study was the managerial staff working for private schools using the British curriculum. The study concludes that actions under the strategy have been explained and are clear to all concerned. The changes brought about by the strategic plan have been explained and understood by all. Managers allow information to flow freely either way. Decision making is participatory. Junior employees strive to achieve the goals of the organization. There is a focal point for all strategy implementation activities. All functions of the Institution including the Board of Directors and Governing Council are involved in strategy implementation. This implies that it was easy and motivating for the staff to implement since they had been involved in formulating the strategies.

The study concludes the staff meets regularly to discuss actions under the strategy. Implementation steps and processes are working correctly. The institution has relevant performance indicators for all activities of the Institution. Evaluation of schools that a:e

members of British Curriculum Schools of Kenya (BCSK) involves examining how the strategy has been implemented as well as the outcomes of the strategy. There is a formal, periodic evaluation of the strategic plan. Once the deviation in performance is identified a corrective action is initiated. If the performance is consistently less than the desired performance, the strategists carry a detailed analysis of the factors responsible for such performance. This implies that evaluation is very important in strategy practices.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Strategic management is a level of managerial activity under setting goals and over tactics. Strategic management provides overall direction to the enterprise and is closely related to the field of organization studies. In the field of business administration it is useful to talk about "strategic alignment" between the organization and its environment or "strategic consistency". According to Arieu (2007) there is strategic consistency when the actions of an organization are consistent with the expectations of management, and these in turn are with the market and the context.

The scope of the strategic management process covers organization-wide issues in the context of a whole range of environment influences. The strategic management process involves organization, management and the environment as a whole. Thus, in understanding the strategic management process and how it works, a general knowledge of the organization, its internal and external environments and management is required. 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 (2007). 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, 2001).

Strategy refers to the machinery of the resources and activities of an organization to the environment in which it operates Johnson and Scholes (2002). According to Ansoff and McDonnell (1990) it is through strategic management that a firm will be 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. He further argues that this can be done

by firstly, positioning of the firm through strategy and capability planning in its rightful competitiveness, and secondly, use of real time response through issue management and thirdly, systematic management of resistance during strategic implementation.

Strategic management is a field that deals with the major intended and emergent initiatives taken by general managers on behalf of owners, involving utilization of resources, to enhance the performance of firm's in their external environments (Nag 2007). Strategic management involves examining both present and future environments, formulating the organizations objectives, implementing and controlling decisions focused on achieving these objectives in the present and future environments. In strategic management a firm's internal strengths are deployed to take advantage of external opportunities and minimize external threats/problems Adeleke, Ogundele and Oyenuga (2008). Thompson and Strickland (2003) noted that in strategic management, managers establish an organization's long-term direction, set specific performance objectives, develop strategies to achieve these objectives in the light of all the relevant internal and external circumstances, and undertake to execute the chosen action plans.

Effective strategy implementation requires an integrative point of view. Not only the organizational structure, but cultural aspects and the human resources perspective are to be considered as well. An implementation effort is ideally a boundary less set of activities and does not concentrate on implications of only one component, e.g. the organizational structure Rapa and Kauffman (2005). It is of great importance to integrate soft facts as well in the reflection of the implementation process. It is the consideration of soft and hard facts together that ascertains that cultural aspects and human resources receive at least the same status as organizational aspects. Altogether, such an integrative interpretation allows an important scope of development for implementation activities Rapa and Kauffman (2005).

According to Ansoff and MacDonnell (1990) strategy is a set of decision-making rules for guidance of organization behavior. They further argue that strategy is illustrative and somewhat abstract concept. Its formulation typically produces no immediate productive action in a firm. It is an expensive process both in terms of money and managerial time.

1.1.1 Overview of British Curriculum Schools in Kenya

The British Curriculum was introduced into England, Wales and Northern Ireland as a nationwide curriculum for primary and secondary state schools following the Education Reform Act 1988. Kenya is the biggest supplier of students from East Africa attending UK universities. More British Curriculum Schools in Kenya are entering the market and offer an international curriculum, which includes A-levels and IB (International Baccalaureate), with many students aiming for study opportunities abroad. Traditionally, students attending A-level schools are not admitted to Kenyan universities. The market is growing and there are at least 47 private secondary schools that prepare students for British examinations spread across the regions as follows: Nairobi: 30; Mombasa 7; and Kisumu & Nakuru; 10.

The schools are also characterized by clear curriculum objectives; department and individual teachers are encouraged to cooperate as fully as possible with one another. There are appropriate courses offered for the gifted and less able students. Teaching is individualized to provide students the opportunity to progress at their own pace. Conclusively therefore, British curriculum offering schools in Kenya due to their high valued managerial practices are accompanied by increased running cost providing a chance to people with strong financial backgrounds to assess their services.

1.2 Research Problem

Schools sell services and the client's view of the institution is to a large extent based on the performance at the National Examinations. Kenyans attach great importance on academic certificates either for employment or for further studies. British Curriculum Schools of Kenya (BCSK) must therefore provide a justification of the cost through quality education to attract high number of students. In support of this assertion, these schools exist to achieve a purpose and they must ensure that they have resources required to do so and they use them effectively. An organization has to align its operational functions with the overall strategic goals and objectives. Organization culture, environment, leadership, structure and policy processes rather than capital or technology can form the base of a prolonged sustained

competitive advantage of a firm Johnson and Scholes (2002) notes that any organization that competes on the basis of service it provides, there is no physical product.

Here competitive advantage is likely to be much more related to the extent to which customers value less tangible aspects of the firm. This could be for example soundness of the advice given, attitude of staff, ambience of offices, and swiftness of service and so on. Storey (1992) acknowledges that culture, environment, leadership and structure may be the vital source of sustainable advantage for most organization. British Curriculum Schools of Kenya (BCSK) have resources that are valuable, rare, un-immitigable and non-substitutable. While technology, natural resources and economies of scale can create value, resource based theory argue that these sources of value are not readily available to anyone, anywhere and they are not easy to copy especially when compared to other strategic management practices Ulrich (1996).

Evaluation in British Curriculum Schools of Kenya (BCSK) for instance involves examining how the strategy has been implemented as well as the outcomes of the strategy Coulter (2005). This includes determining whether deadlines have been met, the implementation steps and processes are working correctly and whether the expected results have been achieved. If a shortcoming is discovered against the mentioned outlined expected results, then the strategy can be modified or reformulated Johnson and Scholes (2002). The process of Strategy Evaluation consists of following steps Rosen (1995): Fixing benchmark of performance: While fixing the benchmark, strategists encounter questions such as; what benchmarks to set, how to set them and how to express them.

Studies have been carried out with strong recommendations for further research to bridge the knowledge gap as little is known regarding the true picture of strategic management practices in British Curriculum Schools in Kenya. Kan'goro (1998) in a study concentrating on aspects of strategy formulation, as opposed to entire strategic management process, observed that strategic management is practiced in the British Curriculum Schools in Kenya but recommended that a study be conducted to document aspects of strategy implementation, evaluation and control in the sector. She further noted that regular studies be conducted to document the effects of environmental changes on strategic management in British Curriculum Schools of Kenya. Aosa (1992) indicated that an investigation of strategic

management practices in public sectors organizations would increase the understanding of strategy processes in organizations in Kenya. The investigation and understanding of strategic management practices in the development institutions is crucial in view of the reforms the many financial institutions are undertaking in the sector, which include introduction of performance based management in institutions for effective service delivery.

In a closely related study on management processes in the service institutions, which involved only the Civil Service Reforms Secretariat, Nyamache (2003) observed that strategic management is being practiced in the sector but recommended further study on ministries and their departments. In his study on challenges of strategy implementation at the Ministry of Finance, Aten'g (2007) also observed that strategic management is being practiced in the development institutions but suggested that there is need to undertake further research in strategy implementation in the sector in view of numerous well written strategic plans that are yet to be implemented. He similarly recommended replication of studies on strategy in the non-governmental institutions to facilitate comparison across different institutions in the sector.

Given continuous perfect existence of British Curriculum Schools of Kenya (BCSK) despite the discontinuous and surprise environmental turbulence, this study seeks to fill the gap by seeking answers to the question: what strategic management practices are undertaken by British Curriculum Schools of Kenya (BCSK) for their continuous effective performance?

1.3 Research Objectives

The overall objective of the study was to evaluate the strategic management practices of the high cost schools that are members of the British Curriculum Schools of Kenya hence specifically, the study sought to establish the following objective:-

- i. Determine strategic management practices adopted by BSCK schools.
- ii. Establish factors influencing strategic management of the BSCK schools.
- iii. Establish whether the strategic management adopted by BSCK influences the performance of the schools.

1.4 Value Of The Study

The research findings were expected to

- i. To contribute to a better understanding of strategic thinking among the managers of the British curriculum schools when addressing strategic environmental issues affecting their schools.
- ii. The research would form a basis for further research in this area among academics and
- iii. Lastly, the study would form a reference in the field of strategic management within its core concepts of evaluation of strategic management practices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents some sections which contains broad overview of relevant literature based on the previous work, pertaining to global, regional and national overview In the field of business administration and "strategic alignment" between the organization and their environment.

2.2 The concept of strategic management

The focus of most strategic management literature Ansoff (1968) is the theoretical strategic planning process, which is commonly referred to as the strategic management framework. This framework describes the various phases in strategy formulation. Via this framework, it is suggested that management is able to produce strategies, which are capable of being implemented successfully. This, however, is not necessarily the case. Implementation of strategies is concerned with putting strategy into practice. It is described by Giles (1991) as the execution of tactics both internally and externally so that the organization moves in the desired strategic direction. Strategy therefore means the art of the general. In management, the word strategy is taken more broadly. However, various experts do not agree on the precise scope of strategy. There are as many definitions of strategy as there are the experts. Lack of unanimity has resulted in two broad categories of definitions; strategy as action inclusive of objective setting and strategy as action exclusive of objective setting Rai (2007).

Strategy therefore can be described as a plan or a course of action or a set of decision rules forming a pattern or creating a common thread, the pattern or common thread related to the organization's activities which are derived from its policies, objectives and goals, pursuing those activities which move an organization from its current position to a desired future state and a strategy defines a framework for guiding the choice of action. Since the firms internal and external environment strategy over time means that strategy needs to be dynamic.

Strategy has four components; first, strategy should include a clear set of long-term goals. Second, it should define the scope the firm. Thirdly, it should have a clear statement of what competitive advantage it will achieve and sustain. Finally, strategy must represent the firm's internal context that will allow it to achieve a competitive advantage in the environment in which it has chosen to compete. Rai (2007) According to Kotter (2007) a business will not survive in the long term unless it re-invents itself. In an effort to achieve efficient organizational structures, strategy is inevitable as a way of reducing costs and improving operational efficiency. Organizational restructuring can be done in various ways such as re-engineering, rightsizing, restructuring, turnaround etc. The ultimate goal in most cases is to make fundamental strategies in how business is conducted in order to maintain a fit with constantly changing and more challenging market environment. Graham (2007) opines that strategy is necessary in organizations as maintaining the status quo can lead to stagnation as markets and customers move on, competition evolves and strategy s, and so do the stakeholders.

While various schools of strategic thought exist, at the normative level there is general agreement in the literature on the strategic process, i.e. the process of designing and implementing strategy. The strategic process can be divided into three main areas of activity: strategic formulation, strategic implementation and strategic evaluation Thompson and Martin, (2005) although Mintzberg (2003) would argue that this division into three areas is more convenient than realistic and consequently promote a holistic view of the entire process Pettigrew and Whipp (1991) and Ketchen (2004).

Strategic formulation includes the setting of the mission, goals and objectives for the organisation, the analysis of the external environment as it affects the organisation, together with its internal resources and the choice of strategic alternatives. Assessment of stakeholder power and the impact of the organization's culture on strategic decision-making are also important areas for analysis. Strategic choice is based on factors such as what is desirable for the organisation, what it is feasible for it to achieve with the available resources and competences and what is the desirability of potential strategies. Strategic implementation is concerned with effecting the chosen strategy for the organisation that is, putting the strategy into practice. Strategic implementation always involves a degree of change and the effective

management of change can significantly affect the successful implementation of the desired strategy. Strategic evaluation is perhaps the less-researched part of the strategy process but it is vital in assessing the level of success of the chosen strategy. It is not only concerned with performance and performance measures but also helps to signal when the strategy requires adjustment in the light of experience and in the context of a rapidly changing external environment, as strategy is a continuous process rather than a single event.

Hamel and Prahalad (1994) argue that any company that is a by-stander on the road to the future will watch its structures, values and skills become progressively less attuned to the industry realities. Such discrepancy between the pace of industry strategy and the pace of Company strategy, gives rise to the need of organizational transformation. As James (2006) put it; strategy in organizations comes about as a response to the shocks of rapidly evolving markets and technology. According to Kotter (2007) transformations often begin and begin well when an organization has a new head who is a good leader and who sees the need for a major strategy.

Kotter (1999) argues that winning in business today requires innovation; Companies that innovate reap all the advantages of a first mover. They acquire deep knowledge of new markets and develop strong relations with them. Innovators also built reputation of being able to solve most challenging problems. Hamel and Prahalad (1994) state that, to create a new business, a Company has to regenerate its core strategy including, its market, distribution channels, customers and competitors. If managers don't have reasonably clear and detailed answers to tomorrow's questions, or if the answers are not significantly different from today's answers, then there is little chance that their companies will remain market leaders. The market the company dominates today is likely to strategy substantially in future. There is no such a thing as sustaining market leadership.

2.3 Strategic management practices

Every business must be regenerated again and again. Ian (2006) point out, strategy today is occurring at a rate that is difficult to sustain. Globalization of markets, fluctuations in world economy, diversification in services, mergers, acquisitions and industry deregulations are but a few of the challenges faced by companies today. Companies are quickly realizing that to

thrive in today's competitive environment, they must rapidly deploy new technologies to support key business objectives.

' 2.3.1 Strategy formulation

Strategic formulation includes the setting of the mission, goals and objectives for the organization, the analysis of the external environment as it affects the organisation, together with its internal resources and the choice of strategic alternatives. Strategy formulation is the development of long-range plans for the effective management of environmental opportunities and threats, taking into consideration corporate strengths and weaknesses Johnson and Scholes (2002). It includes defining the corporate Vision, mission, specifying achievable objectives, developing strategies and setting policy guidelines Mintzberg (1991). Vision is a short, succinct and inspiring statement of what the organization intends to become and to achieve at some point in the future. It is often stated in competitive terms Rosen (1995).

Mission: An organization's mission is its purpose, or the reason for its existence. It states what it is providing to society Johnson and Scholes (2002). A well-conceived mission statement defines the fundamental, unique purpose that sets a company apart from other firms of its type and identifies the scope of the company's operation in terms of products offered and markets served Thomson (1999). Objectives are the end results of planned activity; they state what is to be accomplished by when and should be quantified if possible Grant (2005). The achievement of corporate objectives should result in fulfillment of the corporation's mission David (1989).

Directional Strategy: Mintzberg (1999) states that just as every product or business unit must follow a business strategy to improve its competitive position, every corporation must decide its orientation towards growth by asking the following three questions: Should we expand, cut back, or continue our operations unchanged? Should we concentrate our activities within our current industry or should we diversify into other industries? If we want to grow and expand, should we do so through internal development or through external acquisitions, mergers, or joint ventures? A corporation's directional strategy is composed of three general orientations towards growth (sometimes called growth strategies): Growth strategy expands the company's activities, Stability strategies make no change to the company's current activities and

Retrenchment strategies reduce the company's level of activities. Assessment of stakeholder power and the impact of the organization's culture on strategic decision-making are also important areas for analysis. Strategic choice is based on factors such as what is desirable for the organization, what it is feasible for it to achieve with the available resources and competences and what is the desirability of potential strategies.

2.3.2 Strategy implementation

Strategic implementation is concerned with affecting the chosen strategy for the organisation that is, putting the strategy into practice. Strategic implementation always involves a degree of change and the effective management of change can significantly affect the successful implementation of the desired strategy Alexander (1985). Strategy implementations amongst schools that are members of British Curriculum Schools of Kenya (BCSK) for instance involves summing the total of the activities and choices required for the execution of strategic plan by which strategies and policies are put into action through the development of programs , budgets and procedures Coulter (2005). Although implementation is usually considered after strategy has been formulated, implementation is a key part of strategic management.

Thus strategy formulation and strategy implementation are the two sides of same coin. Depending on how the corporation is organized those who implements strategy will probably be a much more divorced group of people than those who formulate it. Most of the people in the organization who are crucial to successful strategy implementation probably had little to do with the development of corporate and even business strategy. Therefore they might be entirely ignorant of vast amount of data and work into formulation process. This is one reason why involving middle managers in the formulation as well as in the implementation of strategy tends to result in better organizational performance Johnson and Scholes (2002). The managers of divisions and functional areas worked with their fellow managers to develop programs, budgets and procedures for implementation of strategy Johnson and Scholes (2002). They also work to achieve synergy among the divisions and functional areas in order to establish and maintain a company's distinctive competence.

Programs: A program is a statement of the activities or steps needed to accomplish a single use plan. The purpose of program is to make a strategy action oriented. Budgets: A budget is



a statement of corporation's program in monetary terms. After programs are developed, the budget process begins. Planning a budget is the last real check a corporation has on the feasibility of its selected strategy. An ideal strategy might be found to be completely impractical only after specific implementation programs are costed in detail. Procedures: These are a system of sequential steps or techniques that describe in detail how a particular task or job is to be done.

Synergy achievement: One of the goals to be achieved in strategy implementation is synergy between functions and business units, which is why corporations commonly reorganize after an acquisition King (2002). The acquisition or development of additional product lines is often justified on the basis of achieving some advantages of scale in one or more of company's functional areas. Implementation also involves leading, motivating people to use their abilities and skills most effectively and efficiently to achieve organizational objectives Slack (2002). Leading may take the form of management leadership communicated norms of behavior from the corporate culture or agreement among workers in autonomous work groups.

Company Manage Corporate Culture: Because an organization's culture can exert a powerful influence on the behavior of all employees, it can strongly affect a company's ability to shift its strategic direction Cagliano (2001). An optimal culture is one that best supports the mission and strategy of the company of which it is a part. This means that, like structure and staffing, corporate culture should follow strategy. A key job of management is therefore to evaluate; what a particular strategy change will mean to the corporate culture, whether a change in culture will be needed and whether an attempt to change the culture will be worth the likely costs Pearce and Robinson (2000).

Communication may be used to manage Culture. Communication is crucial to effectively managing change Pfeffer (1998). Companies in which major cultural changes have successfully taken place had the following characteristics in common; the Chief executive officer and other top managers had a strategic vision of what the company could become and communicated this vision to employees at all levels and the vision was translated into the key elements necessary to accomplish that vision. Deculturation involves the disintegration of one

company's culture resulting from unwanted and extreme pressure from the other to impose its culture and practices Pearce and Robinson (2000).

2.3.3 Strategy evaluation and control

Strategic evaluation is perhaps the less-researched part of the strategy process but it is vital in assessing the level of success of the chosen strategy. It is not only concerned with performance and performance measures but also helps to signal when the strategy requires adjustment in the light of experience and in the context of a rapidly changing external environment, as strategy is a continuous process rather than a single event that involves four basic elements.

Evaluation of schools that are members of British Curriculum Schools of Kenya (BCSK) for instance involves examining how the strategy has been implemented as well as the outcomes of the strategy Coulter (2005). This includes determining whether deadlines have been met, the implementation steps and processes are working correctly and whether the expected results have been achieved. If a shortcoming is discovered against the mentioned outlined expected results, then the strategy can be modified or reformulated Johnson and Scholes (2002). The process of Strategy Evaluation consists of following steps Rosen (1995): Fixing benchmark of performance: While fixing the benchmark, strategists encounter questions such as; what benchmarks to set, how to set them and how to express them. In order to determine the benchmark performance to be set, it is essential to discover the special requirements for performing the main task. The performance indicator that best identify and express the special requirements might then be determined to be used for evaluation. The organization can use both quantitative and qualitative criteria for comprehensive assessment of performance. Quantitative criteria include determination of net profit, ROI, earning per share, cost of production, rate of employee turnover etc. Among the Qualitative factors are subjective evaluation of factors such as - skills and competencies, risk taking potential, flexibility etc.

Measurement of performance - The standard performance is a bench mark with which the actual performance is to be compared. The reporting and communication system help in measuring the performance. If appropriate means are available for measuring the performance

and if the standards are set in the right manner, strategy evaluation becomes easier. But various factors such as manager's contribution are difficult to measure. Similarly divisional performance is sometimes difficult to measure as compared to individual performance. Thus, variable objectives must be created against which measurement of performance can be done. The measurement must be done at right time else evaluation will not meet its purpose. For measuring the performance, financial statements like - balance sheet, profit and loss account must be prepared on an annual basis.

Analyzing Variance - While measuring the actual performance and comparing it with standard performance there may be variances which must be analyzed. The strategists must mention the degree of tolerance limits between which the variance between actual and standard performance may be accepted. The positive deviation indicates a better performance but it is quite unusual exceeding the target always. The negative deviation is an issue of concern because it indicates a shortfall in performance. Thus in this case the strategists must discover the causes of deviation and must take corrective action to overcome it.

Taking Corrective Action - Once the deviation in performance is identified, it is essential to plan for a corrective action. If the performance is consistently less than the desired performance, the strategists must carry a detailed analysis of the factors responsible for such performance. If the strategists discover that the organizational potential does not match with the performance requirements, then the standards must be lowered. Another rare and drastic corrective action is reformulating the strategy which requires going back to the process of strategic management, reframing of plans according to new resource allocation trend and consequent means going to the beginning point of strategic management process.

2.4 Factors influencing strategic management practices

According to Aosa (1992) the main factors influencing strategic management practices are social, economic, political and infrastructural factors, while Mazzarol (1999) submit that strategic management practice is partly a function of contextual/environmental factors. However, Watson (1998) has submitted that a multitude of factors can influence the business tendencies of organizations functions. Moreover, British Curriculum Schools of Kenya (BCSK), therefore, includes decisions regarding the flow of financial and other resources to

and from a company's product lines and business units. Though a series of coordinating devices, a company transfers skills and capabilities developed in a one unit to other units that need such resources. In this way, it attempts to obtain synergies among numerous product lines and business units so that the corporate whole is greater than the sum of its individual business unit parts. All corporations, from the smallest company offering one product in only one industry to the largest conglomerate operating in many industries in many product must, at one time or another, consider one or more of these issues.

Four empirical indicators of the potential of firm resources to generate sustained competitive advantage can be value, rareness, inimitability, and non-substitutability. In Barney (1991) firm resources include all assets, capabilities, organizational processes, firm attributes, information, knowledge, etc. controlled by a firm that enable the firm to conceive and implement strategies that improve its efficiency and effectiveness.

In this study, a firm is said to have a competitive advantage when it is implementing a value creating strategy not simultaneously being implemented by any current or potential competitors. Furthermore, a firm is said to have a sustained competitive advantage when it is implementing a value creating strategy not simultaneously being implemented by any current or potential competitors and when these other firms are unable to duplicate the benefits of this strategy Barney (1991). He further argued that to have the potential to generate competitive advantage, a firm resource must have four attributes: (a) it must be valuable, in the sense that it exploits opportunities and/or neutralizes threats in a firm's environment; (b) it must be rare among a firm's current and potential competition; (c) it must be imperfectly imitable; and (d) there cannot be strategically equivalent substitutes for this resource.

2.5 Chapter summary

The study reviews that object strategy management requires an integrative point of view. Not only the organizational structure, but cultural aspects, policies and the human resources perspective are to be considered as well. An implementation effort is ideally a boundary less set of activities and does not concentrate on implications of only one component, e.g. the organizational structure Rapa and Kauffman (2005). It is of great importance to integrate soft

facts as well in the reflection of the evaluation process. It is the consideration of soft and hard facts together that ascertains that structural, policies, cultural and human resources aspects receive at least the same status as organizational success. Altogether, such an integrative interpretation allows an important scope of development for an organisation activities Rapa and Kauffman (2005).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research design and methodology adopted in the study. The chapter discusses the Research approach, study population, sampling, data collection both secondary and primary data collection, questionnaire design, data analysis, reliability and validity of measuring instrument and ethical considerations of the research among others.

3.2 Research Design

The design of this research is a descriptive survey on strategic management practices on British Curriculum Schools of Kenya (BSCK). The survey helped in understanding the challenges and the best strategic management practices that can be applied on British Curriculum Schools of Kenya

3.3 Study Population

There is a total number of 15 British Curriculum Schools of Kenya, thus the target population will be 15 schools' head teachers and managerial administrators. The choice of the head teachers and administrators will be due to the fact that they are concerned with daily running of the schools that they are conversant with the strategic managements of the schools. Since this category of the target population is not that big, the sample size will undertake a census of this management team. Mugenda and Mugenda (2003) argue that for a sample to be representative enough, it should be at least 10% of the target population.

3.4 Data Collection

The population of the study all head teachers of British Curriculum Schools of Kenya (BSCK). Primary data was used in this study. The data will be collected by use of self-administered questionnaires (see appendix ii) and through email. The questionnaire will be divided into the following sections: respondent's demography and the second section will

profile, planning, role of head management, market competition and individual school challenges. The questionnaire will comprise semi structured questions.

3.5 Data Analysis

The questionnaires will be adequately checked for reliability and verification. The data will be collected shall be edited for accuracy, uniformity, consistency, completeness and arranged to enable coding and tabulation before final analysis. The quantitative data will be analyzed through descriptive statistic techniques such as frequency distribution tables, summarized percentages, proportions, means and standard deviation. The data will be presented using charts and tables.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

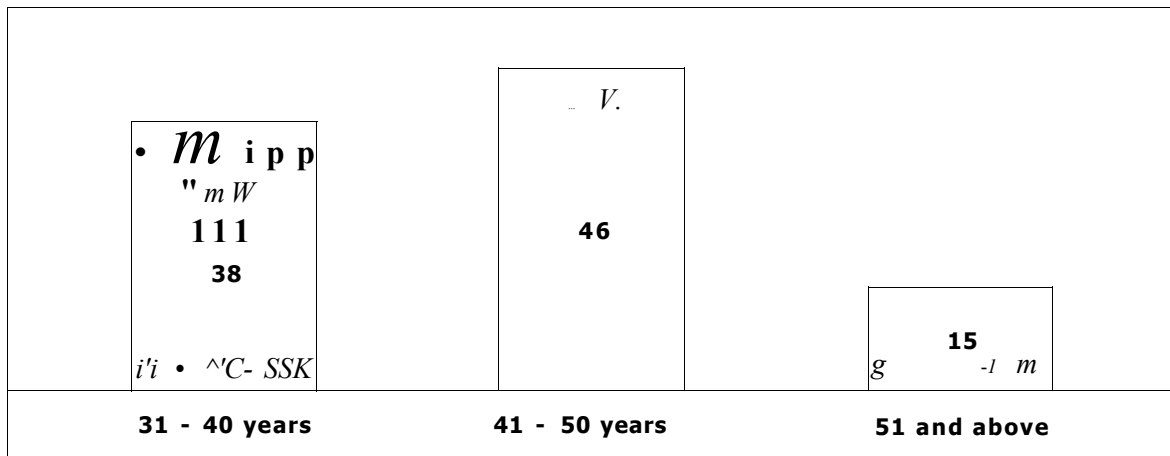
The main objective of the study was to evaluate the strategic management practices of the high cost schools that are members of the British Curriculum Schools of Kenya. Qualitative data was analyzed through quantitative analysis. Graphs, pie charts and tables were used to present the data. The questionnaires were dropped and later picked at a later date to allow the respondents to feel the questionnaires at their own time. Once the respondents answered the questionnaire, data was then coded and analyzed using SPSS.

The study targeted 15 respondents in collecting data with regard to strategic management practices of the high cost schools that are members of the British Curriculum Schools of Kenya. From the study, 13 respondents out of the 15 sample respondents filled-in and returned the questionnaires making a response rate of 87%. This reasonable response rate was achieved after the researcher made personal calls and physical visits to remind the respondent to fill-in and return the questionnaires. Mugenda & Mugenda (1999) states that a response rate of 50% is adequate for analysis and reporting, whereas that of 60% is good, 70% and over is very good. Meaning, this study's response rate is acceptable and adequate for data analysis.

4.2 Demographic information

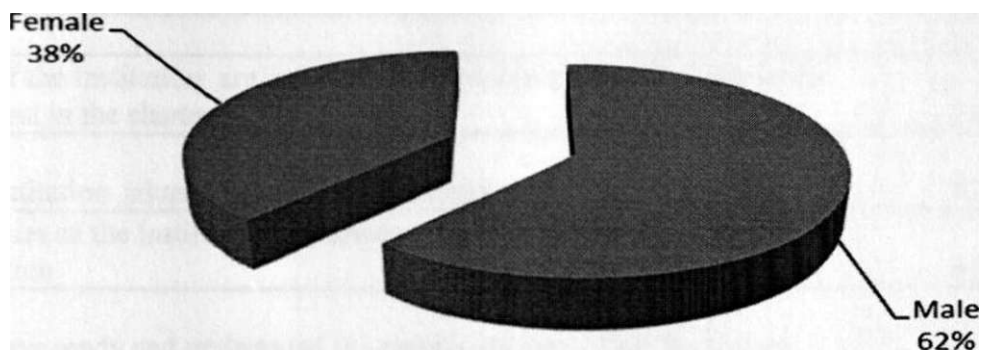
The respondents were requested to indicate their position in the school. The respondents were the targeted head teachers and managerial administrators. They had at least been in the schools for five years.

Figure 4. 1: Age of the respondents



The study sought to find out the age of the respondents. According to the findings, 46% were aged 41-50 years, 38% were aged 31-40 years and 15% were aged 51 years and above.

Figure 4. 2: Gender Profile



The study sought to find out the gender of the respondents. From the findings, 62% of the respondents were male and 38% were female. This is due to the organisational structure in the British Curriculum Schools.

4.3 Strategic Management Practices

4.3.1 Overall Strategic Management Adoption

Table 1: Overall strategic management adoption of the schools

The study sought to find out the overall strategic management adoption at the schools. The respondents were required to indicate their level of agreement with statements outlined in the questioner. Where:

5 - Strongly Agree

4 - Agree

3 - Neutral

2 - Disagree

1 - Strongly Disagree

The higher the mean the greater was the application at the school. Results presented on the table below:

Practice	Mean	SD
Staff of the Institution are familiar with the objectives of the Institution as set out in the charter	3.80	2.07
The institution adopt a specific standardized strategy in its operations	3.80	1.82
Strategies of the Institution are always tuned to the objectives of the Institution	4.00	2.51
You have ready and understood the current strategy of the Institution	3.70	1.52
The Vision, Mission and Values of the Institution are clear and are reflected in all processes of the Institution	4.20	2.41
The Mission, Vision and Values of the Institution are relevant to the Institution's objectives	3.90	2.07
Staff of the Institution understand their role in achievement of strategy objectives	3.80	1.95
The strategy adopted has a positive impact on performance of the institution	4.60	3.78
Tasks and responsibilities are adequately defined	3.80	1.95
The institutions operational strategy is acceptable to all employees	3.70	1.82
Formal organization structure often conflict with the informal social groups	2.80	1.95

According to the findings, the highest mean score was 4.6 while the lowest was 2.8. The respondents strongly agreed that the strategy adopted has a positive impact on performance of the institution as shown by a mean of 4.6. However, the respondents were neutral that formal organization structure often conflict with the informal social groups as shown by a mean of 2.8. The achievement of corporate objectives should result in fulfillment of the corporation's mission (David, 1989).

The respondents agreed that staff of the institution are familiar with the objectives of the institution as set out in the charter as shown by a mean of 3.8, the respondents agreed that the institution adopt a specific standardized strategy in its operations as shown by a mean of 3.8, the respondents agreed that strategies of the institution are always tuned to the objectives of the institution as shown by a mean of 4.0.

The respondents agreed that they were ready and understood the current strategy of the Institution as shown by a mean of 3.7, the respondents agreed that the vision, mission and values of the institution are clear and are reflected in all processes of the institution as shown by a mean of 4.2, the respondents agreed that the mission, vision and values of the institution are relevant to the Institution's objectives as shown by a mean of 3.9. A well-conceived mission statement defines the fundamental, unique purpose that sets a company apart from other firms of its types and identifies the scope of the company's operation in terms of products offered and markets served (Thomson, 1999).

In addition, the respondents agreed that staff of the Institution understand their role in achievement of strategy objectives as shown by a mean of 3.8, , the respondents agreed that tasks and responsibilities are adequately defined as shown by a mean of 3.8, the respondents agreed that the institutions operational strategy is acceptable to all employees as shown by a mean of 3.7. The achievement of corporate objectives should result in fulfillment of the corporation's mission (David, 1989).

4.3.2 Strategy Formulation

Table 2: Level of strategy' formulation of the schools

The study sought to find out if the institution's strategy formulation process is in accordance with the institution's mission and vision statement. The respondents were required to indicate their level of agreement with statements outlined in the questioner. Where:

- 5 - Strongly Agree
- 4 - Agree
- 3 - Neutral
- 2 - Disagree
- 1 - Strongly Disagree

The higher the mean the greater was the application at the school. Results presented on the table below:

Practice	Mean	SD
The institution's strategy formulation process is in accordance with the institution s mission, vision statement	4.20	2.70
The vision of the institution is widely shared by employees	3.90	2.07
Institutional procedures and policies are properly documented and explained	4.30	3.13
Most staff had a chance to contribute to strategy formulation	4.00	2.30
Teamwork and consultation is a way of life during the organization strategy formulation	4.50	3.71
Adequate time is given for consultations and agreement during strategy formulation	4.00	2.19

The study established that the respondents agreed that the institution's strategy formulation process is in accordance with the institution s mission, vision statement as shown by a mean

of 4.2. Strategy formulation includes defining the corporate Vision, mission, specifying achievable objectives, developing strategies and setting policy guidelines Mintzberg,(1991).

The respondents agreed that the vision of the institution is widely shared by employees as shown by a mean of 3.9. A well-conceived mission statement defines the fundamental, unique purpose that sets a company apart from other firms of its types and identifies the scope of the company's operation in terms of products offered and markets served (Thomson, 1999).

The respondents agreed that institutional procedures and policies are properly documented and explained as shown by a mean of 4.3, the respondents agreed that most staff had a chance to contribute to strategy formulation as shown by a mean of 4.0 and the respondents strongly agreed that teamwork and consultation is a way of life during the organization strategy formulation as shown by a mean of 4.5. This implies that the staffs were fully involved in strategy implementation.

The respondents agreed that adequate time is given for consultations and agreement during strategy formulation as shown by a mean of 4.0. This implies that strategy formulation required plenty time thus was a bit slow. When middle managers are involved in the formulation as well as in the implementation of strategy tend to result in better organizational performance (Johnson and Scholes, 2002).

4.3.3 Strategy Implementation

Table 3: Level with strategy implementation at the schools

The study sought to find out if all employees understand their role in strategy implementation. The respondents were required to indicate their level of agreement with statements outlined in the questioner. Where:

- 5 - Strongly Agree
- 4 - Agree
- 3 - Neutral
- 2 - Disagree
- 1 - Strongly Disagree

The higher the mean the greater was the application at the school. Results presented on the table below:

Practice	Mean	SD
All employees understand their role in strategy implementation	3.20	1.82
Actions under the strategy have been explained and are clear to all concerned	4.30	3.13
The leadership of the institution is supportive of strategy implementation tasks and activities	4.10	2.61
The changes brought about by the strategic plan have been explained and understood by all	4.00	2.30
Managers allow information to flow freely either way	3.20	2.30
Decision making is participatory	3.30	2.07
The organization structure supports implementation of strategy activities	4.10	2.61
Junior employees strive to achieve the goals of the organization.	4.20	2.41
There is a focal point for all strategy implementation activities	3.50	1.82
Policy documents of the institution are constantly updated to reflect changing circumstances	4.00	2.07
All functions of the Institution including the Board of Directors and Governing Council are involved in strategy implementation	3.90	2.07

The study established that the respondents were neutral that all employees understand their role in strategy implementation as shown by a mean 3.2. Communication is crucial to effectively managing change (Pfeffer, 1998). The respondents agreed that actions under the strategy have been explained and are clear to all concerned as shown by a mean 4.3. the respondents agreed that the leadership of the institution is supportive of strategy implementation tasks and activities as shown by a mean 4.1, the respondents agreed that the

changes brought about by the strategic plan have been explained and understood by all as shown by a mean 4.0. Organization culture, environment, leadership, structure and policy processes rather than capital or technology can form the base of a prolonged sustained competitive advantage of a firm (Johnson and Scholes, 2002).

The respondents agreed that managers allow information to flow freely either way as shown by a mean 3.2. Communication is crucial to effectively managing change Pfeffer (1998). Companies in which major cultural changes have successfully taken place had the following characteristics in common; the Chief executive officer and other top managers had a strategic vision of what the company could become and communicated this vision to employees at all levels and the vision was translated into the key elements necessary to accomplish that vision, (Pearce and Robinson, 2000).

The respondents were neutral that decision making is participatory as shown by a mean 3.3, the respondents agreed that the organization structure supports implementation of strategy activities as shown by a mean 4.1 and the respondents agreed that junior employees strive to achieve the goals of the organization as shown by a mean 4.2. Implementation also involves leading, motivating people to use their abilities and skills most effectively and efficiently to achieve organizational objectives (Slack, 2002).

The respondents agreed that there is a focal point for all strategy implementation activities as shown by a mean 3.5, the respondents agreed that policy documents of the institution are constantly updated to reflect changing circumstances as shown by a mean 4.0, the respondents agreed that all functions of the Institution including the Board of Directors and Governing Council are involved in strategy implementation as shown by a mean 3.9. Strategy formulation includes defining the corporate Vision, mission, specifying achievable objectives, developing strategies and setting policy guidelines (Mintzberg, 1991).

43.4 Strategy Evaluation

Table 4: Level of strategy evaluation at the schools

The study sought to find out level of strategy evaluation at the schools. The respondents were required to indicate their level of agreement with statements outlined in the questioner. Where:

- 5 - Strongly Agree
- 4 - Agree
- 3 - Neutral
- 2 - Disagree
- 1 - Strongly Disagree

Practitioner	Mean	SD
Staff meet regularly to discuss actions under the strategy	3.60	2.07
Deadlines and milestones under the strategy are constantly reviewed	3.90	2.19
Implementation steps and processes are working correctly	3.60	2.51
The institution has relevant performance indicators for all activities of the Institution	3.70	1.52
The organization results achieved meet the organization objectives	4.30	3.13
The Institution has a framework on fixing benchmark of performance	3.70	2.07
The Institution 's performance is closely linked to the strategy	3.50	1.95
All levels of the Institution including the Board of directors and the Governing Council take part in strategy evaluation	4.20	3.78
Outcomes are communicated to all levels of the Institution	3.50	1.95
There is a formal, periodic evaluation of the strategic plan	3.60	1.82
Corrective action is always taken as a result of evaluation of strategic plans	3.30	0.89

The study sought to find out the respondents' agreement level with strategy evaluation. According to the findings, the respondents agreed that staff meet regularly to discuss actions under the strategy as shown by a mean 3.6, the respondents agreed that Deadlines and milestones under the strategy are constantly reviewed as shown by a mean 3.9, the respondents agreed that implementation steps and processes are working correctly as shown by a mean 3.6. Strategy evaluation includes determining whether deadlines have been met, the implementation steps and processes are working correctly and whether the expected results have been achieved, (Coulter, 2005).

The respondents agreed that the institution has relevant performance indicators for all activities of the Institution as shown by a mean 3.7. The performance indicator that best identify and express the special requirements should be determined to be used for evaluation, (Rosen, 1995).

The respondents agreed that the organization results achieved meet the organization objectives as shown by a mean 4.3. The achievement of corporate objectives should result in fulfillment of the corporation's mission (David, 1989). The respondents agreed that the Institution has a framework on fixing benchmark of performance as shown by a mean 3.7. The process of Strategy Evaluation consists of fixing benchmark of performance, (Rosen, 1995).

The respondents agreed that the institution's performance is closely linked to the strategy as shown by a mean 3.5, the respondents agreed that all levels of the Institution including the Board of directors and the Governing Council take part in strategy evaluation as shown by a mean 4.2 and the respondents agreed that outcomes are communicated to all levels of the Institution as shown by a mean 3.5. Evaluation of schools that are members of British Curriculum Schools of Kenya (BCSK) for instance involves examining how the strategy has been implemented as well as the outcomes of the strategy (Coulter, 2005).

The respondents agreed that there is a formal, periodic evaluation of the strategic plan as shown by a mean 3.6, the respondents agreed that corrective action is always taken as a result of evaluation of strategic plans as shown by a mean 3.3. Once the deviation in performance is identified, it is essential to plan for a corrective action. If the performance is consistently less

than the desired performance, the strategists must carry a detailed analysis of the factors responsible for such performance, (Coulter, 2005).

4.3.5 Factors influencing strategic management within the institution

Table 5: Extent that the factors influenced strategic management of this high cost British Curriculum Schools of Kenya (BSCK)

The study sought to find out the extent that the factors influenced strategic management of this high cost British Curriculum Schools of Kenya (BSCK). The respondents were required to indicate their level of agreement with statements outlined in the questioner. Where:

- 5 - Strongly Agree
- 4 - Agree
- 3 - Neutral
- 2 - Disagree
- 1 - Strongly Disagree

The higher the mean the greater was the application at the school. Results presented on the table below:

Practice	Mean	SD
Structure of the school	3.7	1.82
Culture of the school	4.3	3.13
Technology of the school	3.8	2.61
Leadership of the school	4.2	2.70
Legal/Regulatory factors	4.2	3.05
Customer needs and preferences	3.7	2.07
Competition in the industry	4.1	2.61

From the findings, the respondents agreed that structure of the school influenced strategic management as shown by a mean of 3.7. In an effort to achieve efficient organizational structures, strategy is inevitable as a way of reducing costs and improving operational efficiency, (Graham, 2007). The respondents agreed that culture of the school influenced strategic management as shown by a mean of 4.3. An organization's culture can exert a

powerful influence on the behavior of all employees; it can strongly affect a company's ability to shift its strategic direction (Cagliano, 2001).

The respondents agreed that technology of the school influenced strategic management as shown by a mean of 3.8. As James, (2006) put it; strategy in organizations comes about as a response to the shocks of rapidly evolving markets and technology. The respondents agreed that leadership of the school influenced strategic management as shown by a mean of 4.2. According to Kotter,(2007) transformations often begin and begin well when an organization has a new head who is a good leader and who sees the need for a major strategy.

The respondents agreed that legal/regulatory factors influenced strategic management as shown by a mean of 4.2; the respondents agreed that customer needs and preferences influenced strategic management as shown by a mean of 3.7. Graham (2007) opines that strategy is necessary in organizations as maintaining the status quo can lead to stagnation as markets and customers move on, competition evolves and strategy s, and so do the stakeholders.

The respondents agreed that competition in the industry influenced strategic management as shown by a mean of 4.1. Barney (1991) argued that to have the potential to generate competitive advantage, a firm resource must have rare among a firm's current and potential competition.

Table 6: Agreement level with the statements

The study sought to find out the agreement level with the statements in regards to strategy evaluation. The respondents were required to indicate their level of agreement with statements outlined in the questioner. Where:

5 - Strongly Agree

4 - Agree

3 - Neutral

2 - Disagree

1 - Strongly Disagree

The higher the mean the greater was the application at the school. Results presented on the table below:

Practice	Mean	SD
Continuous change in the environment is hindering strategy implementation	2.7	1.48
Products as defined under the strategy are complex for our customers to understand	2.8	1.82
The Institution has adequate financial resources to carry out the strategy	4.2	2.70
Staff of the Institution are doing their utmost to meet strategy milestones	4.2	2.70
There is adequate knowledge and expertise within the institution to implement the strategy	4	2.51
There are adequate controls to ensure strategy milestones are met	4.2	2.41
There is adequate market for the Institution 's products and services	3.8	1.82

According to the findings, the respondents were neutral that continuous change in the environment is hindering strategy implementation as shown by a mean of 2.7. The ultimate goal in most cases is to make fundamental strategies in how business is conducted in order to maintain a fit with constantly changing and more challenging market environment (Kotter, 2007).

The respondents were neutral that products as defined under the strategy are complex for our customers to understand as shown by a mean of 2.8. A well-conceived mission statement defines the fundamental, unique purpose that sets a company apart from other firms of its types and identifies the scope of the company's operation in terms of products offered and markets served (Thomson, 1999). The respondents agreed that the institution has adequate financial resources to carry out the strategy as shown by a mean of 4.2. British Curriculum Schools of Kenya (BCSK), therefore, includes decisions regarding the flow of financial and other resources to and from a company's product lines and business units.

The respondents agreed that staff of the institution is doing their utmost to meet strategy milestones as shown by a mean of 4.2, the respondents agreed that there is adequate knowledge and expertise within the institution to implement the strategy as shown by a mean of 4.0 and the respondents agreed that there are adequate controls to ensure strategy

milestones are met as shown by a mean of 4.2. In Barney (1991) firm resources include all assets, capabilities, organizational processes, firm attributes, information, knowledge, etc. controlled by a firm that enable the firm to conceive and implement strategies that improve its efficiency and effectiveness. The respondents agreed that there is adequate market for the Institution's products and services as shown by a mean of 3.8.

The study established that these kinds of institutions have tough Legal/Regulatory control since not so many competitors have been able to penetrate join or form the same framework. This was perpetrated by the qualification of teachers and employees employed in the schools. They always hire highly qualified staff. They have a cartel which inhibits other schools to join. They specialize in British curriculum only.

The institutions had its strength and operational secrets towards their clients despite the high cost which they charge their packages. They focus on quality products. All the schools in this study are situated in environments that are both quiet and calm, whilst occupying vast tracks of land that are situated in up-market areas around Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objectives of the study. The objectives of this study were to establish the strategic management practices of the high cost schools that are members of the British Curriculum Schools of Kenya.

5.2 Summary of the findings

The study aimed at establishing the strategic management practices of the high cost schools that are members of the British Curriculum Schools of Kenya. The study established that British Curriculum Schools of Kenya had strategic management practices which allowed them to provide a justification of the cost through quality education to attract high number of students. It aligned its operational functions with the overall strategic goals and objectives.

The study established that British Curriculum Schools of Kenya adopted overall strategic management. The staffs of the institution are familiar with the objectives of the institution as set out in the charter. The institution adopted a specific standardized strategy in its operations. Strategies of the institution are always tuned to the objectives of the institution.

The staffs were ready and understood the current strategy of the Institution. Vision, Mission and Values of the institution are clear and are reflected in all processes of the Institution. Mission, Vision and Values of the Institution are relevant to the Institution's objectives. Staff of the Institution understands their role in achievement of strategy objectives. The strategy adopted has a positive impact on performance of the institution. Tasks and responsibilities are adequately defined. This implies that British Curriculum Schools of Kenya were keen in adopting overall strategic management.

The study established that the institution's strategy formulation process is in accordance with the institution's mission, vision statement. The vision of the institution is widely shared by employees. Institutional procedures and policies are properly documented and explained. Staff had a chance to contribute to strategy formulation. Teamwork and consultation is a way of life during the organization strategy formulation. Adequate time is given for consultations and agreement during strategy formulation.

The study established that communication is crucial to effectively managing change. Actions under the strategy have been explained and are clear to all concerned. Leadership of the institution is supportive of strategy implementation tasks and activities. The changes brought about by the strategic plan have been explained and understood by all.

Managers allow information to flow freely either way.

Decision making is participatory. The organization structure supports implementation of strategy activities. Junior employees strive to achieve the goals of the organization. There is a focal point for all strategy implementation activities. Policy documents of the institution are constantly updated to reflect changing circumstances. All functions of the Institution including the Board of Directors and Governing Council are involved in strategy implementation.

The study established that staff meets regularly to discuss actions under the strategy. Deadlines and milestones under the strategy are constantly reviewed. Implementation steps and processes are working correctly. The institution has relevant performance indicators for all activities of the Institution. The organization results achieved meet the organization objectives. Institution has a framework on fixing benchmark of performance.

The institution's performance is closely linked to the strategy. All levels of the Institution including the Board of directors and the Governing Council take part in strategy evaluation.

and outcomes are communicated to all levels of the Institution. Evaluation of schools that are members of British Curriculum Schools of Kenya (BCSK) involves examining how the strategy has been implemented as well as the outcomes of the strategy Coulter (2005).

There is a formal, periodic evaluation of the strategic plan. Corrective action is always taken as a result of evaluation of strategic plans. Once the deviation in performance is identified, it is essential to plan for a corrective action. If the performance is consistently less than the desired performance, the strategists must carry a detailed analysis of the factors responsible for such performance, Coulter (2005).

The study established that structure of the school influenced strategic management. Culture of the school influenced strategic management. Technology of the school influenced strategic management. Leadership of the school influenced strategic management. Legal/regulatory factors influenced strategic management. Customer needs and preferences influenced strategic management. Competition in the industry influenced strategic management.

The institution has adequate financial resources to carry out the strategy. British Curriculum Schools of Kenya (BCSK), therefore, includes decisions regarding the flow of financial and other resources to and from a company's product lines and business units. Staff of the institution is doing their utmost to meet strategy milestones. There is adequate knowledge and expertise within the institution to implement the strategy. There are adequate controls to ensure strategy milestones are met. There is adequate market for the Institution's products and services.

5.3 Conclusions of study

The study concludes that British Curriculum Schools of Kenya had strategic management practices which they followed. This implies that they are able to compete in the market aggressively. They align their operational functions with the overall strategic goals and objectives.

The study concludes staffs of the institution are familiar with the objectives of the institution as set out in the charter. This is because all employees are taken through the charter and



objectives of the school before they settle to work. Vision, Mission and Values of the institution are made clear to all employees and are relevant to the Institution's objectives. The staffs clearly understand their role in achievement of strategy objectives. This implies that British Curriculum Schools of Kenya fully involved their staff in adopting overall strategic management.

The study concludes that strategy formulation process at the schools is in accordance with the institutions mission, vision statement. Institutional procedures and policies are properly documented and explained. Teamwork and consultation is a way of life during the organization strategy formulation. Adequate time is given for consultations and agreement during strategy formulation. This implies that staff was involved and consulted in strategy formulation.

The study concludes that actions under the strategy have been explained and are clear to all concerned. The changes brought about by the strategic plan have been explained and understood by all. Managers allow information to flow freely either way. Decision making is participatory. Junior employees strive to achieve the goals of the organization. There is a focal point for all strategy implementation activities. All functions of the Institution including the Board of Directors and Governing Council are involved in strategy implementation. This implies that it was easy and motivating for the staff to implement since they had been involved in formulating the strategies.

The study concludes the staff meets regularly to discuss actions under the strategy. Implementation steps and processes are working correctly. The institution has relevant performance indicators for all activities of the Institution. Evaluation of schools that are members of British Curriculum Schools of Kenya (BCSK) involves examining how the strategy has been implemented as well as the outcomes of the strategy. There is a formal, periodic evaluation of the strategic plan. Once the deviation in performance is identified a corrective action is initiated. If the performance is consistently less than the desired performance, the strategists carry a detailed analysis of the factors responsible for such performance. This implies that evaluation is very important in strategy practices.

The study concludes that structure, culture, technology, leadership and legal/regulatory factors influenced strategic management. Customer needs and preferences influenced strategic management. Competition in the industry influenced strategic management. British Curriculum Schools of Kenya (BCSK), includes decisions regarding the flow of financial and other resources to and from a company's product lines and business units. Staff of the institution is doing their utmost to meet strategy milestones. There is adequate knowledge and expertise within the institution to implement the strategy. There are adequate controls to ensure strategy milestones are met.

5.4 Limitations of the study

From the study, 13 respondents out of the 15 sample respondents filled-in and returned the questionnaires. Whist the research has been in the industry for 15 years, it was a challenge to secure 100% response due to time constrains of the respondents during the school term.

5.5 Suggestions for further research

From the findings, the researcher recommends that there is need for further research seeking to establish the effectiveness of strategy evaluation on profitability of these schools. The study should also expound on the sources of customers and sustaining them. The better we know and understand who customers want to become, the better we can invest and develop the innovations necessary to get them there. Repair, renew, relearn, and reinvest regularly.

5.6 Recommendation for policy and practice

The study recommends the managers of the British curriculum schools and other organizations to ensure that their operational functions align with the overall strategic goals and objectives. They should take time to teach and explain to all their staff the objectives of the institution as set out in the charter. Vision, Mission and Values of the institution should be

made clear to all employees. Staff from all levels should be involved in formulating the strategies.

Managers of different organizations should ensure that strategy formulation process at the schools is in accordance with the institutions mission, vision statement. Teamwork and consultation should be encouraged among the employees. Decision making should be made participatory. Communication, both vertical and horizontal should be encouraged. Staff should be motivated to encourage them to implement the strategies. All functions of the Institution including the Board of Directors and Governing Council need to be involved in strategy implementation.

Meetings should be held regularly to discuss actions under the strategy. Performance indicators should be put in place. Evaluation should be done on the strategic plan. Corrective action should be initiated without delays in case of deviation. Adequate controls should be put in place to ensure strategy milestones are met. The organization need to continue to invest in financial, knowledge and expertise resources to implement the strategy.

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APPENDICES

APPENDIX Is COVER LETTER

MELVIN M. MARUBU,
University of Nairobi,
P.O BOX, 30197
Nairobi.

Dear Sir/Madam,

RE: DATA COLLECTION

I am a postgraduate student at University of Nairobi undertaking a Master of Business Administration degree Program majoring in Strategic Management. One of my academic outputs before graduating was thesis and for this I have chosen the research topic "**A SURVEY OF STRATEGIC MANAGEMENT PRACTICES WITHIN KENYAN PRIVATE SCHOOLS USING THE BRITISH CURRICULUM**"

You have been selected to form part of the study. This is to kindly request you to assist me collect the data by responding to the interview guide. The information you provide is used strictly for academic purposes and was treated with utmost confidence.

A copy of the final report shall be made available to you upon request. Your assistance was highly appreciated.

Yours sincerely,

MELVIN M. MARUBU

APPENDIX II: QUESTIONNAIRE

Section 1: Organizational Profile (Tick where appropriate)

- 1) Name of the school
2. Department/ Section that you are based
3. Position held in the School
4. When did you join the School (Year)
5. How many employees are there in your School
6. What is the annual turnover of the School (optional)
7. When was the organization established ?

a) Name of Employee (Optional)

- b) Age: 21 - 30 years •
31 - 40 years •
41 - 50 years ^D •
51 and above •

c) Gender: Male • Female

SECTION 2: STRATEGIC MANAGEMENT PRACTICES

This Sub-Section focuses on the overall strategy management at the institution

Please indicate your level of agreement with the statements given below.

Where: 5 - Strongly Agree 4 - Agree 3 - Neutral

2 - Disagree 1 - Strongly Disagree.

Overall strategic management adoption

	1	2	3	4	5
Staff of the Institution are familiar with the objectives of the Institution as set out in the charter					
The institution adopt a specific standardized strategy in its operations					
Strategies of the Institution are always tuned to the objectives of the Institution					
You have ready and understood the current strategy of the Institution					
The Vision, Mission and Values of the Institution are clear and are reflected in all processes of the Institution					
The Mission, Vision and Values of the Institution are relevant to the Institution 's objectives					
Staff of the Institution understand their role in achievement of strategy objectives					
The strategy adopted has a positive impact on performance of the institution					
Tasks and responsibilities are adequately defined					
The institution s operational strategy is acceptable to all employees					
Formal organization structure often conflict with the informal social groups					

1

Strategy Formulation

Please indicate your level of agreement with the statements given below.

Where: 5 - Strongly Agree 4 - Agree 3 - Neutral

2 - Disagree 1 - Strongly Disagree.

	1	2	3	4	5
The institution's strategy formulation process is in accordance with the institution s mission, vision statement.					

The vision of the institution is widely shared by employees					
Institutional procedures and policies are properly documented and explained.					
Most staff had a chance to contribute to strategy formulation					
1 Teamwork and consultation is a way of life during the organization strategy formulation.					
Adequate time is given for consultations and agreement during strategy formulation					
Targets agreed upon during strategy formulation are					

Strategy implementation

Please indicate your level of agreement with the statements given below.

Where: 5 - Strongly Agree 4 - Agree 3 - Neutral

2 - Disagree 1 - Strongly Disagree.

	1	2	3	4	5
All employees understand their role in strategy implementation					
Actions under the strategy have been explained and are clear to all concerned					
The leadership of the institution is supportive of strategy implementation tasks and activities					
The changes brought about by the strategic plan have been explained and understood by all					
Managers allow information to flow freely either way					
Decision making is participatory					
The organization structure supports implementation of strategy activities					
Junior employees strive to achieve the goals of the organization.					
There is a focal point for all strategy implementation activities					
Policy documents of the institution are constantly updated to reflect changing circumstances					
All functions of the Institution including the Board of Directors and Governing Council are involved in strategy implementation					

Strategy evaluation

Please indicate your level of agreement with the statements given below.

Where: 5 - Strongly Agree 4 - Agree 3 - Neutral

2 - Disagree 1 - Strongly Disagree.

	1	2	3	4	5
Staff meet regularly to discuss actions under the strategy					
Deadlines and milestones under the strategy are constantly reviewed					
Implementation steps and processes are working correctly					
The institution has relevant performance indicators for all activities of the Institution					
The organization results achieved meet the organization objectives					
The Institution has a framework on fixing benchmark of performance					
The Institution's performance is closely linked to the strategy					
All levels of the Institution including the Board of directors and the Governing Council take part in strategy evaluation					
Outcomes are communicated to all levels of the Institution					
There is a formal, periodic evaluation of the strategic plan					
Corrective action is always taken as a result of evaluation of strategic plans					

Factors influencing strategic management within the institution

To what extent do the following factors influence strategic management of this high cost British Curriculum Schools of Kenya (BSCK)?

Key: 5 strongly agrees, 4 agree, 3 moderately agree, 2 disagree, 1 strongly agree

	1	2	3	4	5
Structure of the school					
Culture of the school					
Technology of the school					

Leadership of the school					
Legal/Regulatory factors					
Customer needs and preferences					
Competition in the industry					

Please indicate your level of agreement with the statements given below.

Where: 5- Strongly Agree 4-Agree 3-Neutral

2-Disagree 1-Strongly Disagree.

	1	2	3	4	5
Continuous change in the environment is hindering strategy implementation					
Products as defined under the strategy are complex for our customers to understand					
The Institution has adequate financial resources to carry out the strategy					
Staff of the Institution are doing their utmost to meet strategy milestones					
There is adequate knowledge and expertise within the institution to implement the strategy					
There are adequate controls to ensure strategy milestones are met					
There is adequate market for the Institution 's products and services					

Can you Kindly explain why these kind of institution have tough Legal/Regulatory control since not so many competitors have been able to penetrate join or form the same framework?

What are the institutions strength and operational secrets towards their clients despite the high cost which they charge their packages?

THANK YOU FOR YOUR TIME.

APPENDIX III: BRITISH CURRICULUM SCHOOLS OF KENYA

PREPARATORY SCHOOLS

1. Cavina School
2. Kenton College Preparatory School
3. Pembroke House Preparatory School
4. The Banda School
5. The Nairobi Waldof School

PRIMARY & SECONDARY SCHOOLS

6. Braebum Group of International Schools
7. Brooke house International Schools
8. Greensteads International School
9. Hillcrest International Schools
10. International School of Kenya
- U. Nairobi Academy
12. Peponi House Schools
13. Rosslyn Academy
14. Rusinga School
15. St Andrews Turi