

**CHALLENGES FACED BY PRINCIPALS IN
IMPLEMENTING STRATEGY IN PUBLIC SECONDARY
SCHOOLS IN NAIROBI PROVINCE, KENYA**

BY
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**A MANAGEMENT RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
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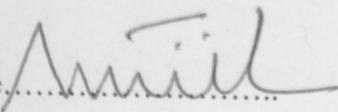


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DECLARATION

(A) Declaration by the student.

This management research project is my original work and has not been submitted for a degree in any other university.

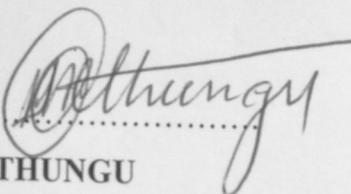
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(B) Declaration by the supervisor.

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

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Date.....14th November 2007

ACKNOWLEDGEMENT

DEDICATION

To my supervisor, Mr. J. M. Ochieng, belongs the credit for whatever clarity and consistency this paper may have. He dedicatedly took time to read the draft carefully and

To my parents, Mariam Nyabitara and Gabriel Mwita (late), who inspired me to learn.

My lecturers, Prof. Anna Dr. Oguna Mr. Mwalu and Mrs. Ombok who taught me to search mindless for knowledge. The librarians at Lower Kabete and the Main Campus in the University of Nairobi who worked hard to locate critical material for the literature review. There is a host of other kind people who played an important role in this journey, responsible and may not be mentioned for the reasons or other, as stated above.

ACKNOWLEDGEMENT

ABSTRACT

To my supervisor, Mr. J. M. Gathungu, belongs the credit for whatever clarity and consistency this paper may have. He dedicatedly took time to read the draft carefully and gave me valuable advice.

My lecturers, Prof. Aosa, Dr. Ogutu Mr. Maalu and Mrs. Ombok who taught me to search relentless for knowledge. The librarians at Lower Kabete and the Main Campus in the University of Nairobi who worked hard to locate critical material for the literature review. There is a host of other kind people who played an important role to make this paper available and may not be mentioned for one reason or other, all deserve credit.

ABSTRACT

In the secondary school context, structure strategic implementation is the way in which a secondary school configures the organizational arrangements that allow it to pursue its strategy most effectively. Problems with implementation of strategy have resulted in failed strategies. Even best strategies can fail if implementation is not managed carefully. Strategy implementation is complex and is accompanied with a lot of challenges that public secondary schools need tame to ensure successful execution of their strategies.

This study focuses on strategy implementation by principals of public secondary schools in Nairobi province of Kenya and further seeks to clearly bring out the challenges faced by principals as they set out to implement their documented strategies. The source of data for this study was principals of all the forty six public secondary schools located in the Nairobi province of Kenya today. There are the equivalent of Chief Executives of other organizations and are charged with the management responsibility of strategy implementation.

The main findings of this study are that the principals of public secondary schools in Nairobi province of Kenya have successfully used various methods in implementing their strategies. These include the use of performance targets, training of staff, management of culture change, providing adequate financial resources and upgrading of management skills. However, implementation was not smooth as several challenges were reportedly experienced in attempting to execute strategic plans. Sources of the challenges encountered include lack of financial resources, inadequate communication of strategy to staff, wrong school structure, poor leadership, advocates and supporters of strategic decisions leaving the school during implementation and inadequate information and communications systems.

The study is not an end in its own, but should be evaluated in view of the limitations that were experienced. It should not only be useful to all public secondary schools in Nairobi province of Kenya but also other public secondary schools in other provinces of the

country that intend to improve their strategic performance. Those intending to conduct research in strategy implementation and policy makers will also find the findings of this study helpful.

AIDS	Acquired Immune Deficiency Syndrome
BOG	Board of Governors
CBE	Curriculum Based Establishment
CEO	Chief Executive Officer
DQAS	Directorate of Quality Assurance and Standards
KCPE	Kenya Certificate of Primary Education
KCSU	Kenya Certificate of Secondary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
MOE	Ministry of Education
PDE	Provincial Director of Education
PTA	Parents and Teachers Association
SD	Standard Deviation
TSC	Teachers Service Commission
UON	University of Nairobi
VAR	Variance (the square of standard deviation)

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ACRONYMS

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CHAPTER ONE

INTRODUCTION

1.1 Background

1.1.1 Strategy

Ansoff and McDonell (1990) observed that strategy is a set of decision making rules for guidance of organizational behavior. Quinn (1980) argued that strategy is the pattern or plan that integrates organizations major goals, policies and actions sequenced into a cohesive whole. While Aosa (1992), defines strategy as solving strategic problem, which is a mismatch between the internal characteristics of an organization and its environment, by matching organization's core capabilities with the external environment, and minimize the impact of threats from the external environment in the organization.

Porter (1985) states that any business that wants to survive and succeed must develop and implement strategies to effectively counter the rivalry of competitors within its industry, the threat of new entrants, and the threat of substitutes, the bargaining power of customers and the bargaining power of suppliers. Neumann (1994) suggests that business can counter the threats of competitive forces they face by implementing five basic strategies namely, cost leadership, differentiation, innovation, growth and alliance. Johnson et al (2005) defines strategy as the direction and scope of an organization over long term, which achieves advantage in changing environment through the configuration of resources and competences with the aim of fulfilling stakeholders' expectation.

A strategy is the heart of strategic management since it helps an organization to formulate, implement and continually evaluate strategies in its struggle to sustain and grow (Hussey, 1991; Hill, 1992). Therefore, strategic management includes decisions and actions that result in formulation and implementation of plans designed to achieve an organizations objectives (Pearce and Robinson, 1992). Strategy reflects an organizations awareness of how, when and where it should complete, against whom it should compete, and for what it purpose it should compete.

1.1.2 Strategy implementation

Pearce and Robinson (2005) argued that implementation of strategy is a phase of strategic management that ensures success of strategy by translating strategy into carefully implemented action. To ensure success, strategy must be translated into guidelines for daily activities of the firm's members. The strategy must be reflected in the way the firm organizes its activities and in the firm's values, beliefs on tone. Firm's managers must direct and control actions and outcomes and adjust to change. Andrews (1990) observes that effective implementation can make a poor strategy effective or a debatable choice successful. Johnson et al (2005) suggested that managers and individuals lower down the organizations usually control resources and competences that are critical in enabling strategic success and are also likely to be the most knowledgeable about changes in parts of the business environment with which they interface.

1.1.3 Secondary Schools

Since 1963, Kenya government recognized that education is a basic human right and a tool for national development. In its policy documents the government has consistently stressed the importance of education as a strategy for eliminating poverty, disease and ignorance (GOK, 1976). Consequently, the provision of education to Kenyans is fundamental to the government overall development strategy, with the overall policy being to ensure equitable access, improvement of quality and efficiency at all levels of education (GOK, 1994). However, education faces challenges that constrain its growth. The challenges that constrain its growth include issues of access, equity, quality and relevance (Kimugu et al, 1999). In the secondary sub sector, the government's concern is to reduce low participation and transition rates (from primary to secondary and secondary to tertiary education), quality, relevance and school management (MOE, Nov 2003). The public secondary schools are at the lowest level of the Ministry of Education's hierarchy of implementing the policies for the sub sector.

According to Kenya Economic Survey (2005)'s provisional data there were 4197 secondary schools in the country with a total student population of 928149 learners. A total of 3676 schools were public, while 521 were private. Public secondary schools had 47435 teachers employed by

Teachers Service Commission. For any school to be established and operate in Kenya must be registered by the Minister for Education (Education Act, 1980). New schools are being constructed using the constituency development funds and old ones expanded to absorb more students. This creates staff shortage in established schools. The government alone spent approximately Kenya shilling three billion for both recurrent and development expenditure on the public secondary schools in the year 2004(Economic Survey, 2005)

Public schools are schools established and managed by the state through the Ministry of Education. The operation of the public secondary schools is delegated to the Boards of Governors (BOGs) who are appointed by the minister for education in accordance with the laws of Kenya (Education Act 1980). The board is expected to meet twice a year and during an emergency.

The principals (variously known as head teachers) of public secondary schools are appointed by the Teachers Service Commission (TSC), are secretaries of the Board of Governors (BOGs) in their respective schools. Principals are equivalent to the chief executive officers (CEOs) in the private sector. The principals and the teachers are employees and posted by the TSC (teachers service commission Act, 1967). The principals are responsible for the schools development panning, managements of curriculum, people, resources, teaching process (MOE, 1999). As BOG secretaries, principals exercise agency powers delegated by the TSC to the BOGs. The principals teach few lessons to allow them time to handle administrative duties, besides ensuring optimal use of all resources.

The major function of these schools is to implement a common curriculum prepared by the Kenya Institute of Education (K.I.E) and evaluated by the Kenya National Examinations Council (Kenya National Examination Act, 1980) and other non-examinable curricula relevant to development and education of the youth. Schools are expected to play an important role in achieving the millennium development goal that calls for achievement of universal primary education before the year 2005 and education for all by 2015. The quality of the service provided to learners is monitored by the Directorate of Quality Assurance and Standards (DQAS), even though educationists and policy makers have not agreed upon the definition of quality of

education.

Public secondary schools enroll pupils from primary school who have done Kenya Certificate of Primary Education (KCPE) examination. The introduction of free primary school has resulted to the increase in enrollment at all levels. These pupils need to be absorbed in secondary schools. The national schools attract students from all over the country, provincial schools select student from schools within the province while the District schools select pupils from the administrative districts of their situate. A school may operate as either day or boarding or both. At the end of four years of successful study, the graduates of secondary education are awarded the Kenya certificate of secondary education (KCSE). The KCSE examinations are used for selection and placement of students in higher education institutions.

To operate effectively, implement the Ministry's strategy for secondary education, schools are allowed to levy fees according to their category, to augment the government's capitation. However, this strategy of cost sharing has been constrained by high poverty levels in the country. The government continues to invest on quality education because that is the only way to transform the country towards sustainable development. (MOE, 2005) The school also employs subordinate staff through their BOGs.

According to Kimugu et al (1999), there are a number of problems in this sub sector. The issues of concern to educators, the members of public and the strategists include escalating costs of running these schools, an increasing number of pupils enrolled and do not complete the four years of education. Serious cases of indiscipline, huge debt portfolio, growing cases of drug abuse have also surfaced; this raises the question of internal efficiency. Wolff (1984) defines internal efficiency in education as the amount of learning achieved during school attendance, compared to the resources provided. Going by KNEC results, the performance in this sub sector has not been impressive.

All these strategic issues justify research into challenges principals face while implementing the Ministry's strategies. Johnson and Scholes (2005) argue that managers and individuals lower down in organizations usually control resources and competence are critical in enabling strategic success and are also likely to be the most knowledgeable about changes in parts of the business

1.2 Statement of the problem.

To ensure success, Pearce and Robinson (2005), argue that the strategy must be translated into carefully implemented action. Strickland and Gamble (2005) suggest that the success of a good strategy depends on its implantation. Strategy, firstly, must be translated into guidelines for daily activities of the firm's members. Secondly, the strategy must be reflected in the way the firm organizes its activities and the firms' values, beliefs and tone. Finally firm managers must direct and control actions and outcomes and adjust to change. It is important that the implementation procedures prescribed be followed by organizations in today's fast changing world as evidenced by globalization, shrinking products /service cycle and fast change in consumer needs.

Wolff (1984), reports that Kenya's unit cost of education at secondary level is higher than Tanzania's and Uganda's. Secondary schools in Kenya today are charging higher school fees than most households can afford, yet they have huge debts. Learners in secondary schools are said to constitute a significant proportion of people of this country abusing alcohol and hard drugs. Serious cases of indiscipline like the recent torching of a dormitory of a secondary school by students are occasionally encountered. Even the number of those admitted but drop out of school is on the increase. Yet there are a number of potential secondary school entrants who seek alternative education across the borders.

The above problems are indicative of the high likelihood of failing to realize of the chosen strategy due to implementation bottlenecks faced by the implementing managers- the principals. If the principals continue facing the challenges that are not adequately addressed then, the country's dream of achieving quality life long education for sustained development will be adversely affected (MOE, 2003). The greatest fear for this likely outcome – adverse impacting of chosen strategy is that the enormous financial and human resources being spent annually on education of the youth will be wasted.

Furthermore, the country will be left with little to invest in other areas of development such as information technology, research development in order to grab the opportunities presented especially by globalization, the quality of the secondary schools output will be compromised. These adverse consequences will eventually affect the nation's competitive advantage against other countries. Principals are at the lowest echelon of the MOEs strategy implementation process at secondary level. Johnson et al (2005) argued that managers and individuals at lower

down in the organizations usually control resources and competences and are likely to be the most knowledgeable about challenges in parts of the business environment with which they interface. Principals are ideal source of information on challenges they face in strategy of implementation in the secondary school environment.

1.2.1 Research Questions.

- a) What challenges are faced by principals in implementing strategy in public secondary schools in Nairobi province?
- b) How can the challenges faced by principals in implementing strategy in public secondary schools in Nairobi Province be eliminated or minimized to maximize the possibility of implementing strategy successfully?

1.3 Research Objective

To survey and establish the challenges that principals of public secondary schools in Nairobi province, Kenya face in implementing strategy.

1.4 Importance of the Research

The study will help principals of public secondary schools evaluate critically strategy implementation methods used in executing chosen strategy (s) in schools in order to improve performance. These leaders will be assisted in accurately anticipating and mitigating adverse effects on strategy likely to be precipitated by the challenges. The findings of this research will inform interested parties on the challenges faced in implementing strategy by principals of public schools in Nairobi province of Kenya. The Ministry of Education, Teachers Service Commission, Kenya National Union of Teachers, Boards of Governors, sponsors and other stakeholders in provision of secondary education are also likely to benefit in the way of making better informed management decisions. Lastly the study will contribute to management and academic literature dealing with education service provision at secondary school level besides sealing the knowledge gap.

CHAPTER TWO

LITERATURE REVIEW

2.1 The concept of strategy

Davis and Huges (1977) suggest that the concept of corporate strategy is a relatively old concept which has recently re-emerged, both as a critical guide to company decision making and as a topic worthy of academic investigation on its own merits. The concept of strategy can be best understood by looking at the various definitions of strategy advanced by different scholars.

The basic concept of strategy is that of an idea, specifically, an idea that defines a path that responds to the internal and external environment (Porter, 1979, Hamal and Prahalad, 1989; Collins and Montgomery, 1991). Rumelt (1974) proposes that strategy is about the direction of organizations, most often business firms. Porter (1985) argues that a strategy is the organizations route to competitive advantage that will have a bearing on its performance. It includes those subjects of primary concern to senior management, or to anyone seeking reasons for success or failure among organizations. A future orientation of strategy is important and some argue it is the most important aspect of strategy. Hamel and Prahalad (1989) augment this position by arguing that strategy recognizes that a firm must unlearn its past before it can find the future. Quinn (1980) defines strategy as the pattern or plan that integrates an organization major goals, policies and action sequenced into a cohesive entity: strategy helps a firm to allocate its resources to capitalize on its relative strength and mitigate its weakness as to exploit projected shifts in the environment and to counter actions of competitors.

Hussy (2000) believes that the five elements that are necessary for strategic success include analysis, creative strategy thinking, strategic decision process, implementation and capabilities of decision leaders. Mintzberg (1979) notion of strategy is a pattern in a stream of decisions and he argues that even if a firm cannot name its strategy, the pattern of their decisions over time would define its real strategy. Carto and Porters (1995) believe that well articulated company strategy should set a clear direction for the firm, know its strengths and weakness compared to its competitors, devote its hard won resources to project that employ its set or core competences,

identify factors on the political and social environment that require careful monitoring and recognize which competitor actions need critical attention. Mintzberg (1987) in his 5 p's concept sees strategy as a plan, ploy, pattern, position and perspective.

Johnson and Scholes (2002) capture the meaning of strategy when they define strategy as the direction and scope of an organization over the long term; which achieves advantage for the organization through configuration of resource within a changing environment, to meet the needs of the market and to fulfill stakeholders expectations.

Hilt and Johnes (1999) defines strategy as an action a company takes to attain superior performance. Mintzberg (1979) argues that strategy emerges over time as intentions collide with and accommodate a changing reality. While Ansoff and Mc Donnell (1990) see strategy as to bridge the gap between current positions of the organization to its future intended direction.

Thompson et al (2007) see strategy as the company's long term plan for how it will balance its internal strengths and weaknesses with its external opportunities and threats to maintain a competitive advantage. Porter (1980) describes competitive strategy as taking offensive or defensive actions to create a defensible position in an industry, to cope successfully with the five competitive forces there by yield a superior return on investment for the firm.

2.2 Strategic Management.

Pearce and Robinson (2005) define strategic management as the set decisions and actions resulting in the formulation and implementation of strategies designed to achieve the objectives of an organization. Hannagan (2002) sees strategic management to consist of decisions and actions used to formulate and implement strategies that will provide a competitively superior fit between the organization and its environment to enable it achieve organizational objectives. On the other hand, Ansoff and McDonnell (1990) observe that strategy management is a process for managing a firm's relationship with its environment and consists of strategic planning, capability planning, and management of change. Consequently, strategic management involves the developing organizational vision formulating organization mission, objectives and strategies and implementation and evaluating strategies.

Johnson et al state that (2005) strategic management states that includes understanding the strategic position of an organization, strategic choices for the future and turning strategy into action. Hannagan (2000) sees strategic management as consisting of decisions and actions used to formulate and implement strategies that will provide a competitively superior organizational objectives and establishing a competitive advantage, sustainable overtime.

The emergence of strategic management and the problem of applying it in the firm can be understood within an historical perspective. Modern business history in the United States starts approximately in the eighteenth twenty to eighteen thirties. Technological invention proceeded alongside the social intervention is one of the most successful and influential organizations in history- the business firms. (Ansoff and McDonnell 1990).The concept of marketing was straight forward and simple, the firm which offered a standard product at the lowest price was going to win. On the political front, the business sector was protected against outside interference. During the first thirty years of the century, success went to the firm with the lowest price. In the early nineteen thirties general motors triggered a shift from production to a market focus. Promotions, selling and other forms of consumer influence become priority concerns of management. This brought the shifting to marketing orientation.

During the industrial era, most of the changes in the environment originated from the leading, aggressive firms were the style and pace of progress. From nineteen fifties accelerating and cumulating events began to change the boundaries, structure, and the dynamics of the business environment. Firms were increasingly confronted with the novel and unexpected challenges which were far reaching- ages of discontinuity (Drucker, 1980) during the twentieth century, environmental changes have become more complex and novel. At the same time, changes have accelerated in frequency and rate of diffusion. The consequences of the accelerated change are: an increasing difficulty in timely response and the need for increased speed of responding. Therefore, strategic management was invented by firms which sought to avert saturation of growth and technological obsolescence (Ansoff and McDonnell, 1990)

Ansoff and McDonnell (1985), state that strategic management is rooted in the contingency theory which is becoming the theoretical basis in studies of both management and business firms. The major contingency variables are key success factors turbulence levels in the environment, strategic aggressiveness of the firms and its capability profile. Hannagan (2002) says strategic management can be said to be the understanding, planning an implementation of business policies based on the basic economic principles. Cent and March (1963), saw strategic management rooted in the behavior theory of the firm. Behavior theory of the firm is a combination of theory of sociology and economics. Hence, the theory of sociology, the theory of economics and the contingency theory form the critical basis of the study of strategic management.

Whether a company wins or loses in the market place is directly attributable to the caliber of a company's strategy and the proficiency with which the strategy is executed. (Thompson et al, 2007). Large scale business studies have demonstrated the value strategic management. Using a variety of financial performance measures each of the studies was able to provide convincing evidence of the profitability of strategy formulation and strategy implementation. Despite some behavioral costs the net behavioral gains justify the approach, almost irrespective of the hope of improved financial performance (Pearce and Robinson, 2005)

Additionally, planners improved their own performance significantly after the formal process had been adapted as compared to their financial performance during non planning period. While most studies have examined strategic management in large firms, Pearce and Robinson (2005) found that strategic planning has a favorable impact on performance in small business. A significant improvement was established in sales, profitability, and productivity among those businesses engaging in strategic planning when compared to firms without systematic planning activities. Regardless of the eventual profitability of particular strategic plans, several behavioral effects can be expected to improve the welfare of the firms. Strategic formulation activities enhance the problem preventive capabilities of the firm. Group based strategic decisions are most likely to reflect the best available alternatives. Employee's motivation improves as employees better appreciate the productivity reward relationship inherent in company's strategic plan. Gaps and overlaps in activities among diverse individuals and groups reduce as participation in

strategy formulation leads to clarification of the role differentiations. Also resistance to change reduces.

2.3 Strategy implementation

Pearce and Robinson (2005) observe that strategic implementation is apart of strategic management denoting a set of decisions and actions that result in the formulation and implementation of long term plans designed to achieve organizational objectives. Strategy comprises three stages. Identification of measurable and mutually determined annual objectives, development of specific functional strategies, and development and communication of concise polices to guide decisions. According to Thompson et al (2007) strategy implementations is primarily an operations driven activity revolving around the management of people and business process. Successful strategy execution depends on doing a good job of working with and through others. Building and strengthening competitive capabilities, motivating and rewarding people in a strategy supportive manner and instilling a discipline of getting things done are other requirements. Porter (1996) has argued that the manager's roles are to create fit among a company's activities and to integrate them so that the company does many things well. This requires trade offs in competing activities in order to achieve a sustained advantage, so that managers have to decide what not to do as well as what to do.

Strategies need to be implemented once developed otherwise they are valueless unless effectively translated into action, (Aosa, 1992). To be implemented effectively strategies must be institutionalized and permeate the very day to day life of the company (Pearce and Robinson, 2005). Thompson et al (2007) argue that the place for managers to start in implementing a new strategy is with a probing assessment of what the organization must do differently and better to carry out the strategy successfully. They should then consider precisely how to make the necessary internal changes as rapidly as possible. The process of handling of implementation can be considered strategic performance and shows good progress in making its strategic vision a reality. Shortfall in performance signal weak strategy, weak execution or both.

Ansoff and McDonnell (1990) state that implementation of strategy does not automatically follow strategy of formulation. It exhibits its own resistance which can frustrate the planning

environment with which they interface. Principals must then be the most knowledgeable people about the school environment with which they interact with, hence their suitability for source of information for this study. A number of research studies have been carried in the area of strategic management in secondary school, but even though none has focused its attention on challenges principals of public schools face in implementing strategy.

1.1.4 Public Secondary Schools in Nairobi province

Nairobi province is currently home to over forty six public secondary schools categorized in three groups namely, National, Provincial and District schools. Five are national schools; thirty nine are provincial while two are district. Many are day schools but a good number consist of boarders. Schools in Nairobi are clustered due to large population and the size of the province (PDE, 2005). Their close proximity to both the Ministry and other relevant organs of the government predisposes them to close supervision and highly competitive school environment. The urban clientele is knowledgeable, demands high standards of performance in the KCSE examination and quality of teaching service. Consequently the principals and teachers are under enormous pressure to provide quality teaching service

On the other hand, the cost of living in the city is generally high than most of all the urban and rural areas in Kenya. This contributes to high running costs, yet drugs are easily obtained by students. Most teaching and learning aids are easily obtained in Nairobi with little transportation costs, unlike most school outside the city. These schools easily attract and retain teachers due to their location and presence of amenities, better than their rural counterparts. Some schools are stuffed with highly experienced principals.

efforts. Also in implementing strategy, managers must not lose sight of their multiple stakeholders and their needs. Business are increasingly recognizing that unless they nurture stakeholders- customers , employees, suppliers, distributors the business may never earn sufficient profits for the stakeholders. A company can aim to deliver satisfaction levels above the minimum for different stakeholders, in setting these levels a company must be careful not to violate the various stakeholders' group sense of fairness about the relative treatment they are receiving (Kaplan and Norton, 1996). While Nohria et al (1997) observe that superior performance overtime depends on flawless execution, a company culture based on aiming high, a structure that is flexible and responsive and a strategy that is clear and focused.

2.4 Requirements for successful strategy implementation.

Organizational structure is a major priority in implementing a carefully formulated strategy. Activities, responsibilities and interrelationships are organized in a manner that is consistent with the strategy chosen; the structure also must be changed. Structure and strategy must be coordinated to avoid probable inefficiencies misdirection and fragmented efforts (Pearce and Robinson, 2005). Johnson et al (2005) suggest that formal structures and processes to be aligned with informal processes and relationships into coherent configuration. Structural design can deeply influence the sources of an organizations advantage, particularly with regard to knowledge management; failure to adjust structures appropriately can fatally undermine strategy implementation.

Managing an organization strategy is easier when it is consistent with the organizations culture, that is, the shared values, beliefs and attitudes that shape the behavior of each member of the organization. The priorities and attitudes of the strategy and the culture need to coincide, and if this is not the case, it becomes very difficult to implement the strategy. The organization structures and policies can be changed (with difficulty) but the company culture is much hard to change. Yet changing a corporate culture is often the key to successful implementing a new strategy (Pearce and Robinson, 2005).

2.5 Challenges to strategy implementation

Challenges to strategy implementation process are important because they can hinder even the best strategy from being implemented successfully. Researchers have suggested a number of challenges faced in implementing strategy. Johnson et al (2005), see ensuring control, managing knowledge, coping with the speed of change and increased levels of uncertainty in the business and responding to globalization as challenge to strategy implementation. Lack of sufficient communication has been cited as the most important issue encountered while implementing strategy.

Most of people in the organization who are crucial to successful strategy implementation probably had little, of anything to do with development of the corporate strategy. Therefore they might be entirely ignorant of the vast amount of data and work that went into the formulation process. Unless changes in mission, objectives, strategies and policies and their importance to the company are closely communicated to all operational managers, resistance and feet-dragging can result. Managers might hope to influence top management to abandon its new plans and return to its old ways. Avoiding such a situation is one reason why involving middle managers in formulation and implementation of strategy tends to yield better organizational performance (Pearce and Robinson, 2005).

One of the goals to be achieved in strategy implementation is synergy among function and business units. Synergy is increased for a divisional corporation if the return on investment of each division is greater than the return that would be if each division were an independent business (Ansoff, 1990). Synergy is not automatic. In order to achieve synergy a firm must not only encourage a supportive culture, but also develop an implementation program recognizing and combining its operations and design (or roles, responsibilities and lines of reporting). To build suitable structure for the type of business environment the firm is operating in. In the case of a functional structure, senior managers may be overburdened with routine matters, neglect strategic issues and find it difficult to cope with diversity, coordinate between functions and fail to adapt (Johnson et al, 2005).

Rettigrew (2001) argues that formal and informal organizational processes make organization work within any a structure process should be suitably designed in order for the translation of strategy into action. The important challenge have is that of making the processes match the strategy and the other organizational elements (Structures, relationships and boundaries). Strategic challenges of 12th century are: the need to foster and integrate knowledge, rapid changes exploitation of modern communication technologies and the forces of globalization. Johnson et al (2005) argue that one and the same time organizations may have to accommodate apparently opposing facets of strategy. Gaining the benefits of standardization (such as lower cost), firms should be able to create knowledge but also to share and integrate knowledge. This strategic decision involves the firm going through up a set of organizational dilemmas.

Innovation consists of two parts new technology and a real or potential market. Tidd et al (1997) argue that technology development affect those competitive forces on an organization and also its strategic capability. Depending on the ways that technology is developed, exploited, organized and funded can all influence the failure of a strategy? Sayles (1986) observe that a key issue is how to manage increased input by business people during early conceptualization stage. To be effective, their contributions must not diminish the strength of or weight given to the contributions by innovators regarding new product technology. Otherwise the corporation is unlikely to obtain a technological advantage that can be sustained. Ansoff and McDonnell (1990), state that significant changes in a firm's strategic orientation, whether introduced through formal planning or as an informal process encounter organizational resistance. Resistance is meant a multifaceted phenomenon, which introduces unanticipated delays, costs, and instabilities into the process of strategy change.

Designing a workable reward system to support strategy implementation is a challenge. According to Thompson et al (2007), the role of reward system is to align the wellbeing of organization. Members with realizing the company's helping the company execute its strategy competently and fully satisfy customers. Also the universal standard for judging whether individuals units have done a good job must be whether they meet or best performance. However, with the pressure to perform the company should come with meaningful rewards. Without an ample payoff the system breakdown and the managers are left with less workable

options of barking orders, trying to enforce compliance, and depending on the good will of employees.

Burnes (2004), observes that culture (taken for granted assumptions) is the way people understand their world and make sense of it. Business and politics are not discrete, rational domains of activity separate from a society's particular cultural beliefs and values. Stakes are high for mismanaging cultural differences. Ignoring or misunderstanding culture difference can reduce the ability of the company to source, retain and motivate employees, advertising blunders, and failure to build sustainable sources of competitive advantage. Mismanaging cultural differences can render otherwise successful managers and organizations inefficient and frustrating when working across cultures. On the other hand, Pearce and Robinson (2005) assert that managers find it difficult to think through the relationship between a firm's culture and critical factors on which strategy depend. However, they recognize that key component of the firm structure, staff, systems, people, and style – influence the ways in which key management tasks are executed and critical management relationships are formed. An implementation of a new strategy, to a large extent, requires adjustment in these components to accommodate perceived needs of the strategy.

Firm making organizational changes that are incompatible with its current culture- usually entrenched values and norms-faces the most difficult challenge in managing the strategy – culture relationship. Andrews (1980) observes that strategy development and implementation should be seen together. The people who implement the strategic plan should participate in its development. Separation of strategy development and implementation may lead to failure because critical implementation issues are left out consideration during the strategy formulation stage. Effective strategy formulation may become difficult under the circumstances.

Richard (1997) argues that by whatever method strategies are selected, there will come a time when they will need to be put into action. Importantly, the process of implementation lays demands on human resources to carry out these tasks. The change managers with the responsibility of driving the implementing process forward without proper training and understanding of the full extent of issues they are implementing, can lead to improper and

haphazard implementation which will obviously not yield the desired results, hence failure of strategy implementation.

There are many organizational characteristics, which act to constrain strategy implementation politics and management style. There are five key management challenges in the building using strategic information systems, namely attaining business value from information technology effectively and understanding the system requirements of a global business environment. Other challenges include creating an information technology infrastructure that is flexible enough to support changing organizational goals, and designing systems that people can control, understand and use in a socially and ethically responsible manner (Laudon and Laudon, 2006).

Burnes (2004) argues that the biggest single challenge facing manager's to-day is globalization: the creation of as unified world market place. Allied to globalization are three other challenges: how to achieve sustainability in a world of dwindling natural resources and increasing environmental pollution, how to manage an increasingly diverse workforce, and how to manage ethnically. There are differences as to what constitute globalization, but Reich (1988) shows, there is some agreement amongst commenter as to what is driving it: the intensification of world competition, the fall of communism, economic liberation, the removal of trade barriers, and the advent of new communication technologies such as the internet.

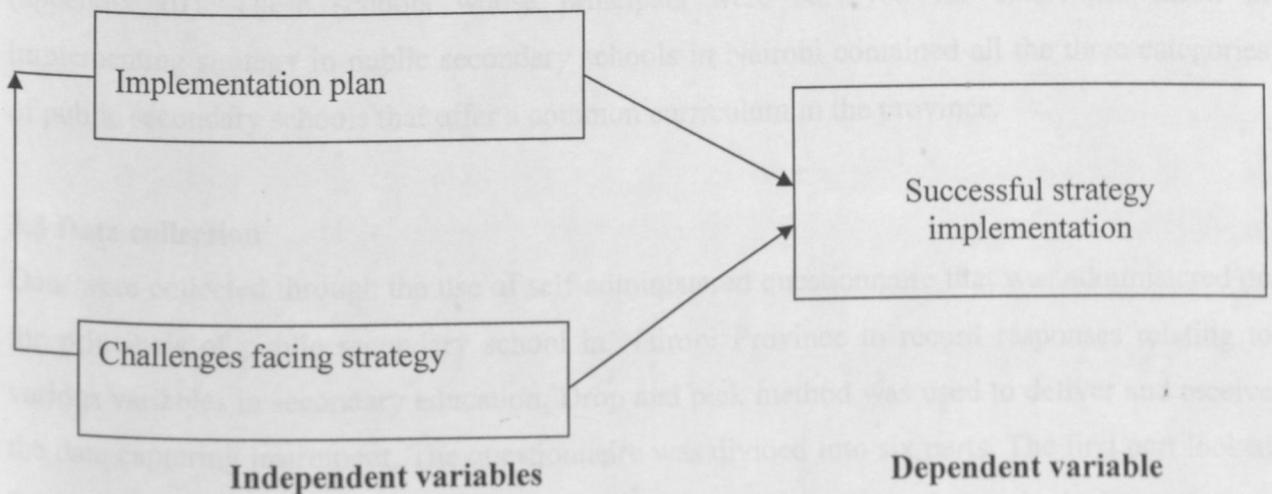
Johnson and Scholes (2005) suggest that organizing for a globalizing world has many challenges. The challenges include communicating across wider geography, coordinating more diversity and building relationships across diverse cultures are some examples. Globalization also brings greater recognition of different kinds of organizing a round the world. A number of studies have been conducted in the area of strategy implementation locally. Different organization faces different set of challenges. Obare (2006) identified financial resources, inadequate communication of strategy to staff, inadequate capabilities of employees involved in the implementation, uncontrolled factors in the environment, unsupportive organization culture, leadership and political interferences as challenges to strategy. This was a case study of the directorate of personnel management.

2.6 Theoretical Framework

The dependent variable is successful strategy implementation which is the variable of primary interest, in which the variance is attempted to be explained by the two independent variables of (1) strategy implementation and (2) challenges of facing strategy implementation, other factors being equal.

The less the presence of challenges facing strategy implementation the greater is the probability of successful strategy implementation since very little resistance is encountered during the implementation process. For instance whenever successful implementation is threatened, there are many obstacles to a high degree that prevent or set back, delay the implementation. A good implementation plan is the very heart of a successfully implemented strategy. Thus is the poorer an implementation plan is the greater the possibility of strategy failure, the better the implementation plan the higher greater the possibility of surveys strategy implementation during being realized. The factor good implementation plan is enhanced by good planning while the factor challenges facing strategy implementation continuous monitoring and evaluation and adjustment where necessary. These relationships are illustrated in figure 2.1 below.

Figure 2.1 schematic diagrams for theoretical framework



Successful strategy implementation depends on good implementation plan and the number and magnitude of the challenges faced in implementing strategy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The research problem was investigated through the use of a census survey since the targets were all principals of public secondary schools in Nairobi. The number of schools that was surveyed was small (forty six public secondary schools) but comprised three categories (national, provincial and district) that significantly differ from each other. Since the schools were few and variable, any sample drawn would not have been representative of the population. The resulting values that were eventually determined from the sample would have been incorrect as estimate of all the population. The challenges faced by principles implementing strategy were measured at nominal and ordinal levels using descriptors (questionnaire appendix II). Consequently census survey afforded the basis for a more comprehensive collection of data.

3.2 Population

The population of study consisted of all the schools on the list of public secondary schools in Nairobi Province in the year 2004, as provided by the Provincial Director of Education, Nairobi (appendix III). These schools whose principals were surveyed for challenges faced in implementing strategy in public secondary schools in Nairobi contained all the three categories of public secondary schools that offer a common curriculum in the province.

3.3 Data collection

Data were collected through the use of self-administered questionnaire that was administered on the principals of public secondary school in Nairobi Province to record responses relating to various variables in secondary education. Drop and pick method was used to deliver and receive the data capturing instrument. The questionnaire was divided into six parts. The first part looked for data about the general background of the schools. The second part looked at strategic management practices in secondary schools. The third part I looked at implementation of strategy. The fourth part measured the extent to which processes and school culture are effectively used to implement strategy. The fifth part examined challenges faced in strategy

implementation. The last part measured the magnitude of the challenges to strategy implementation. The instrument captured the responses of the principals on the occurrence of the challenges and measured their magnitude using a nominal scale.

The mail questionnaire was applied because its advantages for this particular data collection program overweighed its disadvantages. This instrument has the advantages of being impersonal, low cost, relatively small biasing error while affording, anonymity and accessibility. However, it has disadvantages such as low response rate, lack of opportunity for probing and lack of control of over who fills the questionnaire. Considering the economy and the time duration available for the study, the mail questionnaire was chosen for efficiency and effectiveness. To improve the response rate, letter of authorization (appendix I) and an appeal letter (appendix II) accompanied the questionnaire. The enumerators were briefed and trained on how to approach and urge the principals to cooperate in providing the required data.

3.4 Data Analysis

Data was collected at both nominal and ordinal levels using the mail questionnaire. The questionnaire (appendix III) was checked for completeness and consistency and data was coded before conducting an analysis. The data that was collected was both qualitative and quantitative. To be objective, semantic and free from selective perceptual errors that could dilute reliability and validity, content analysis as well as descriptive statistics was used to analyze data. Specifically, frequency tables were used to determine the frequency of the occurrence of the challenges before computing means that were used to establish the seriousness of those challenges to strategy implementation in public secondary schools in the province. To improve clarity and emphasis the significant items, bar charts, percentages and pie charts were employed in displaying the results of the analysis.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS

4.1 Introduction

The study aimed at achieving the single objective of surveying and establishing the challenges faced by principals in implementing strategy in public secondary schools in Nairobi province, Kenya. To actualize this objective, a census survey of these challenges was done in August 2007 by way of contacting the principals and requesting them to respond to predetermined questions in the questionnaire. The areas strategic management practice, strategy implementation, use of practice and culture challenges to strategy implementation and their magnitude were investigated to furnish data for the study. Twenty three out of forty six (50%) of those contacted responded by answering the questions and returning the instrument but others (50%) failed to respond. This chapter presents the collected data as well as their interpretations findings of this study with regard to the stated objective.

4.2 Strategic management practice.

Management practice in schools was one area targeted by the study to establish the challenges that principals of public secondary schools in Nairobi province, Kenya face in implementing Strategic management involves the development of organizational vision, formulating organization mission, objectives and strategies, and implementing and evaluating strategies. Strategic management practices were targeted for investigation to establish their existence and extend in schools before surveying challenges faced by principals in implementing strategy in public secondary schools in Nairobi province of Kenya. Forty six principals of public secondary schools in Nairobi province were targeted but only twenty three (50%) of them answered and returned the questionnaire. The responses indicated that the strategic management practice in public secondary schools in the province is widespread.

The results of the study show that most respondents (96%) reported that their schools had both vision and mission but one respondent (4%) indicated that the school had neither mission nor vision. However, eighteen respondents (83%) indicated that their schools had strategic plans while five respondents (17%) had none.

The table 4 .1 below show the data for length of strategic plans in public secondary schools in Nairobi province

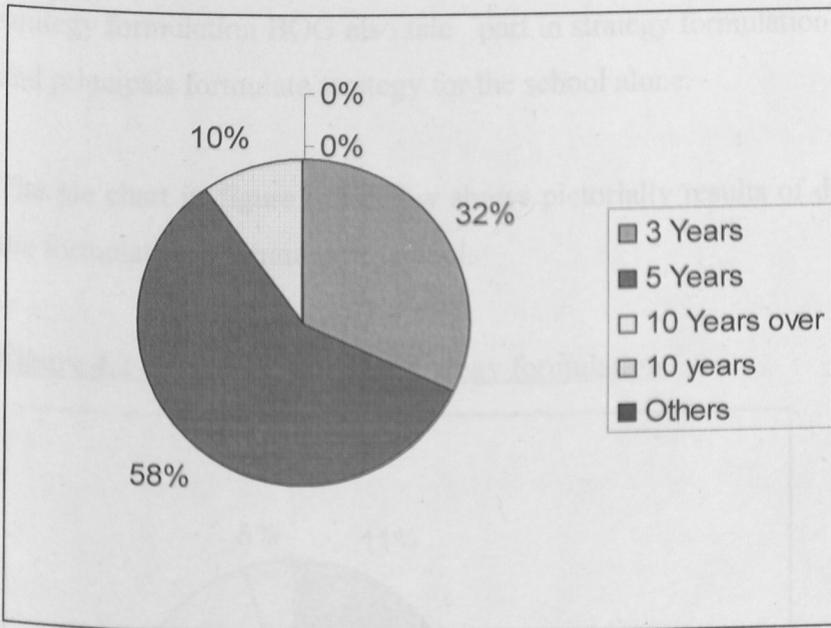
Table 4.1 Length of Strategic Plan

	Number of years covered by the strategic plan	Frequency	Percentage	Cumulative
a	3 Years	6	32	32
b	5 Years	11	58	90
c	10 Years over	2	10	100
d	10 years	0	0	100
e	Others	0	0	100
	Total	19	100	

Most schools surveyed have strategic plans which cover a period of five years, others 3 years while very few had their plans covering over 10 years

The results of the length of strategic plans in schools are depicted pictorially by the pie chart in figure 4.1 below.

Figure 4.1 Pie chart showing length of strategic plan



These results show that strategic plans cover short time period. Furthermore, it was noted that strategic plans in schools covered various time intervals; with most the respondents (58%) indicating that their strategic plans covered five years and some respondents (31%) showed that their strategic plans covered a period of three years. Few respondents (11%) said their strategic plans covered a ten years period.

Table 4.2 below shows the data from principles of schools in Nairobi it was formulated strategy for the school

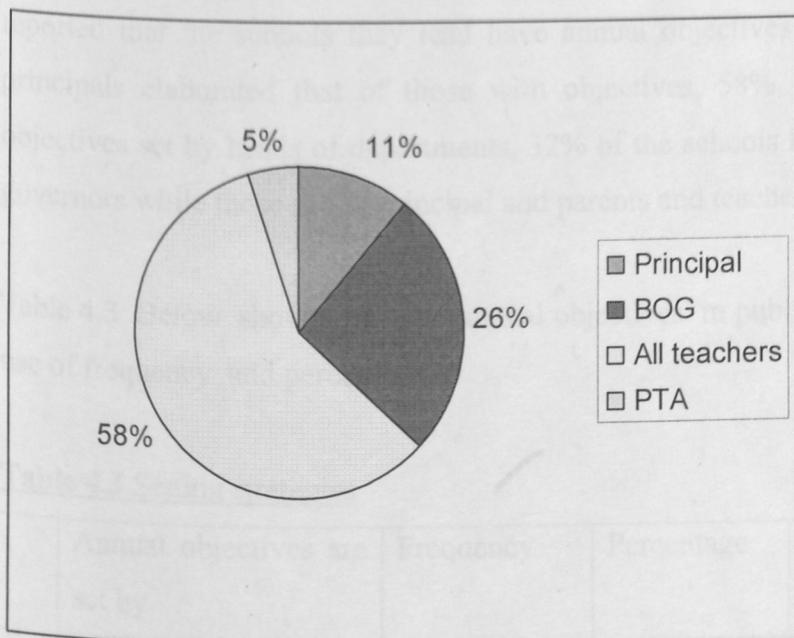
Table 4.2 Strategy formulation

	Who formulates strategy in schools	Frequency	Percentage	Cumulative percentage
a	Principal	2	11	11
b	BOG	5	26	37
c	All teachers	11	58	95
d	PTA	1	5	100
		19	100	

The data from pie chart on who formulates strategies indicates that all teachers participate in strategy formulation BOG also take part in strategy formulation to same extent. Rarely do PTAs and principals formulate strategy for the school alone.

The pie chart in figure 4.2 below shows pictorially results of data collected from principals on the formulation of strategy in schools

Figure 4.2 Pie chart showing strategy formulation



The results of the data on who formulate strategy in schools indicates that all teachers participate in strategy formulation. This means that strategy formulation in schools is satisfactory similarly; various organs of a secondary school formulate strategies, the findings showed. Respondents who indicated that the principal performed this function comprised 11% of the total contacted (43), those that said all teachers formulated strategies comprised 58% and 26% of the respondents cited the Board of Governors as the organ that made strategies in the public secondary schools. The remaining 5% of the respondents named parents and teachers association as the group that formulates strategies in secondary schools.

4.3 Strategy implementation.

Strategies need to be implemented once developed otherwise they are valueless unless effectively translated into action. To be implemented effectively strategies must be institutionalized, permeate the very day to day life of an organization. Therefore, strategy implementation in schools was among the issues to study in the survey to establish the extent and adequacy of the implementation process in public secondary schools before establishing challenges faced in strategy implementation. The study observed that 91% of the respondents reported that the schools they lead have annual objectives and the rest 9% had none. These principals elaborated that of those with objectives, 58% of the schools surveyed had their objectives set by heads of departments, 32% of the schools had their objectives set by Board of governors while those set by principal and parents and teachers association comprised 5% each.

Table 4.3 Below shows who set annual objectives in public secondary schools in Nairobi by use of frequency and percentage

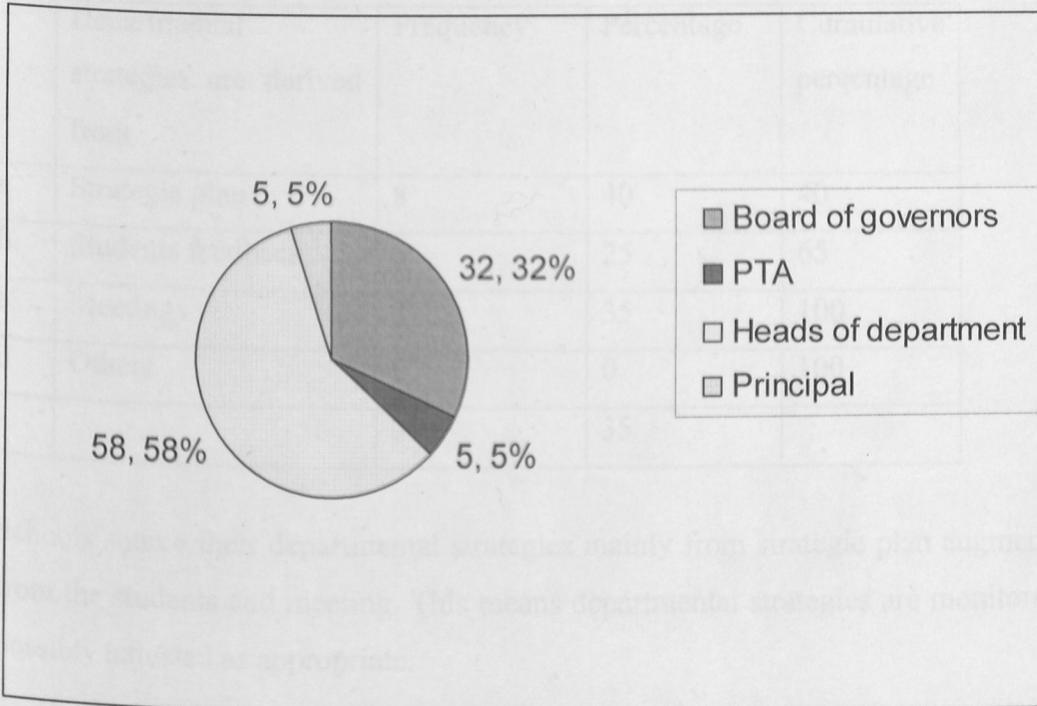
Table 4.3 Setting strategies

	Annual objectives are set by	Frequency	Percentage	Cumulative percentage
a	Board of governors	6	32	32
b	PTA	1	5	37
c	Heads of department	11	58	95
d	Principal	1	5	100
		19	100	

The table shows annual objectives in secondary schools in the province are set by board of governors PTA heads of department and the principal.

The pie chart in figure 4.3 shows percentage of school whose annual objectives are set by the indicated authority

Figure 4.3 Pie Chart showing setting of strategies



The results indicate that strategies in public secondary schools in the province are set by mostly set by the heads of department. Board of governors, principal and PTA in the same order. This is in conformity with practices in large organization as strategies are set by divisional or functional managers

At the same time, 83% of the respondents reported having departmental strategies with 17% of the respondents reported having none. These departmental strategies were derived from strategic plans 40%, student feedback 25% and board meeting 35% was reported.

The table 4.4 below indicates the results from principals in the findings on where departmental strategies are scored.

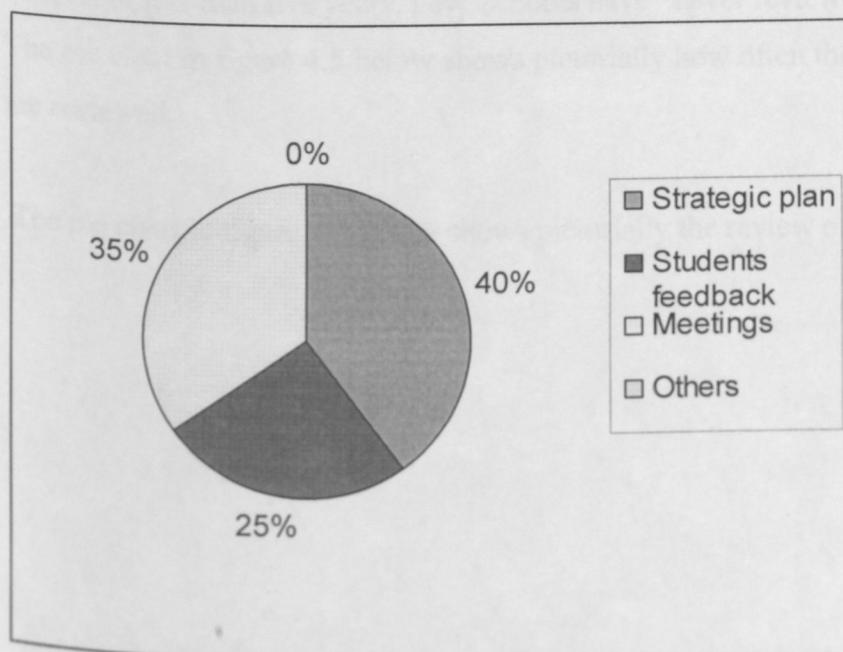
Table 4.4 source departmental strategies

	Departmental strategies are derived from	Frequency	Percentage	Cumulative percentage
a	Strategic plan	8	40	40
b	Students feedback	5	25	65
c	Meetings	7	35	100
d	Others	0	0	100
		20	35	

Schools source their departmental strategies mainly from strategic plan augmented by feedback from the students and meeting. This means departmental strategies are monitored evaluated and possibly adjusted as appropriate.

The pie chart in figure 4.4 below shows pictorially the results of the source of departmental strategies.

Figure 4.4 Pie chart showing source departmental strategies



The study found that departmental strategies were sourced mainly from strategic plans and students feedback. Others were obtained from meetings. This may be interpreted to mean that departmental strategies are developed from other sources besides the strategic plans.

Table 4.5 tabulates the respondents data on the review of departmental strategies

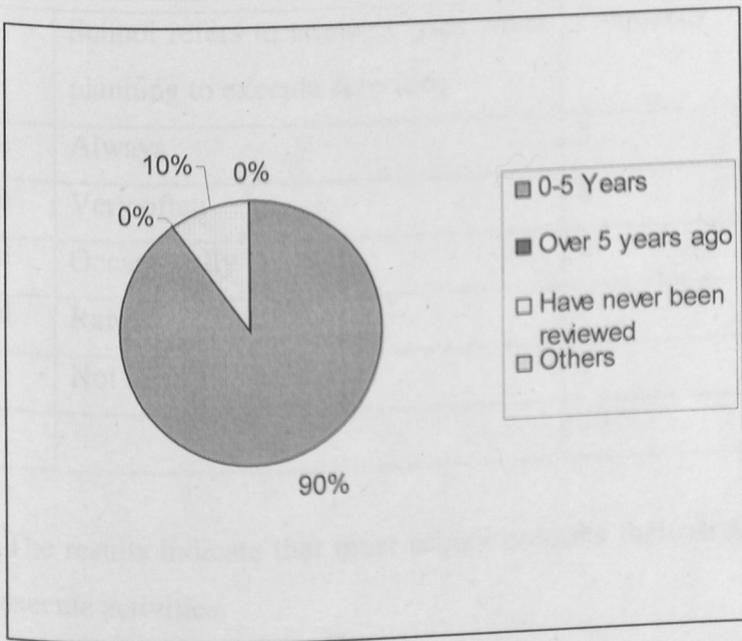
Table 4.5 Reviewing departmental strategies

	Departmental strategies are derived from	Frequency	Percentage	Cumulative percentage
a	0-5 Years	19	90	90
b	Over 5 years ago	0	0	90
c	Have never been reviewed	2	10	100
d	Others	0	0	100
		21	100	

The data show that most schools reviewed their departmental strategies for shorter time interval of less than five years. Few schools have never reviewed their departmental strategies. The pie chart in figure 4.5 below shows pictorially how often the schools departmental strategies are reviewed.

The pie chart in figure 4.5 below shows pictorially the review of departmental strategies

Figure 4.5 Pie chart showing review of departmental strategies



Results indicate that departmental strategies in schools are reviewed in periods under five years. This means that the schools operating environment is fairly stable and new developments in the profession are incorporated in the school s strategies

Either school policies change when new strategies are formulated (81%) or the do not change (19%). Schools also refer to strategic plans when executing strategic activities always 26%, very often 40%, occasionally 30% and not all 5% of the respondents indicated.

Table 4.6 below shows the frequency of referring to the strategic plan while formulating strategies in schools as obtained from respondents

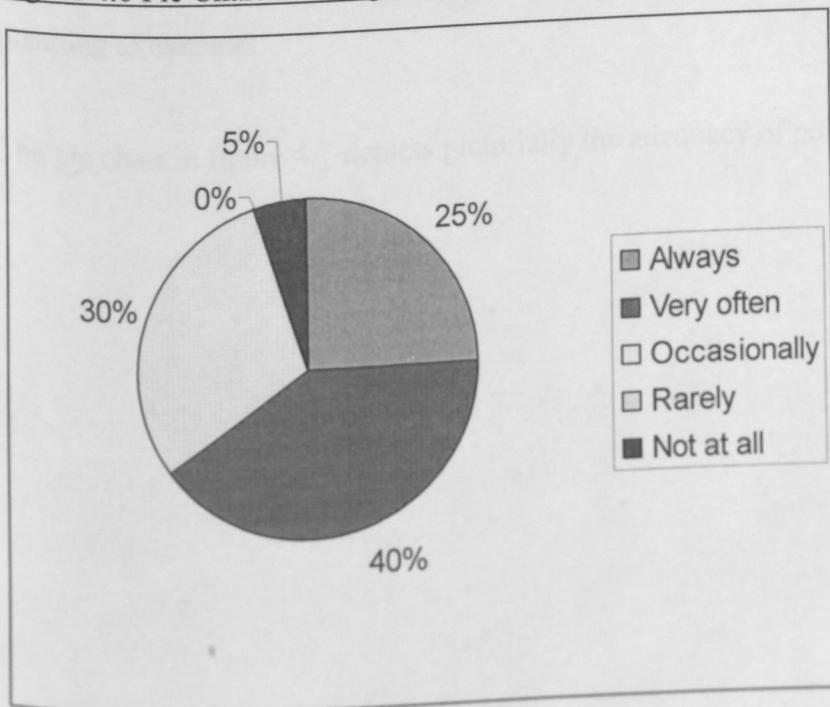
Table 4.6 Reference to strategic plan

	School refers to strategic plan when planning to execute activities	Frequency	Percentage	Cumulative percentage
a	Always	5	25	25
b	Very often	8	40	65
c	Occasionally	6	30	95
d	Rarely	0	0	95
e	Not at all	1	5	100
		20	100	

The results indicate that most school consults their strategic plan very often while planning to execute activities.

The pie chart in figure 4.6 depicts pictorially the frequency of schools referring to their strategic plans while planning to execute their strategic activities

Figure 4.6 Pie Chart showing reference to strategic plan



These results indicate that when schools are planning to execute their operational activities consult their strategic plans. This implies that schools may not deviate from their stated strategy much.

Respondents further reported that existing policies in their schools supported strategic plans very adequately (50%), adequate 45% and not adequate (5%).

Table 4.7 below shows the adequacy of school policies in supporting strategy

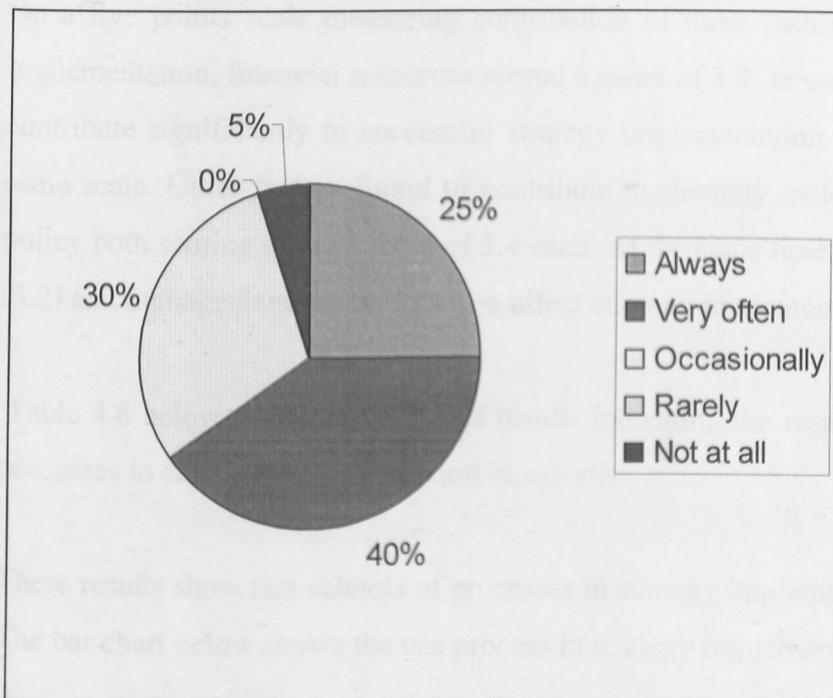
Table 4.7 Adequacy of policies

	School refers to strategic plan when planning to execute activities	Frequency	Percentage	Cumulative percentage
a	Always	5	25	25
b	Very often	8	40	65
c	Occasionally	6	30	95
d	Rarely	0	0	95
e	Not at all	1	5	100
		20	100	

The results show that schools policies provide for the consultation of strategic plan while planning to execute.

The pie chart in figure 4.7 depicts pictorially the adequacy of policies results

Figure 4.7 Pie Chart showing adequacy of policies



These results show that policy provisions for consulting strategic plans are in place as school. This means that school policies support strategy. Factors required for better implementation of strategy include changing structure, leadership, people, culture, resources, systems and communication. These factors were investigated in the survey to establish to what extent they were effectively applied to implement strategy as part of challenges principals face. The respondents contacted indicated that financial resources contributed to successful implementation of strategy. Controlling the use of process to steer an organization to implement strategy successfully is a challenge. The study investigated the use of processes in the secondary schools in implementing strategy.

The effectiveness of the processes self control and motivation, planning and control system, performance targets, reward systems, and direct supervision were rated on a five points scale with one representing not very effective and five representing very effective. The findings of this study indicated that respondents rated these processes as effective with self motivation scoring a mean score of 3.6. Planning and control process were rated 3.5 on the same scale, performance targets was rated 3.4, and both reward systems and direct supervision rated 3.3 mean score in the same five points scale are indicated in table 4.1 below.

4.4 Use of processes and culture

On a five points scale measuring contribution of these factors that ensure successful strategy implementation, financial resources scored a mean of 3.9. In servicing teachers was also noted to contribute significantly to successful strategy implementation with a mean score of 3.6 on the same scale. Other factors found to contribute moderately include changing culture and reward policy both scoring a mean score of 3.4 each. At the same time produces (3.3), change of culture (3.2) and management skills (3.2) also affect strategy implementation positively to a lesser extent

Table 4.8 below displays the field results indicating the respondent's responses to the use of processes in strategy implementation in schools

These results show that schools of processes in strategy implementation were effective

The bar chart below shows the use process in strategy implementation

Table 4.8 Use of processes in strategy implementation in schools

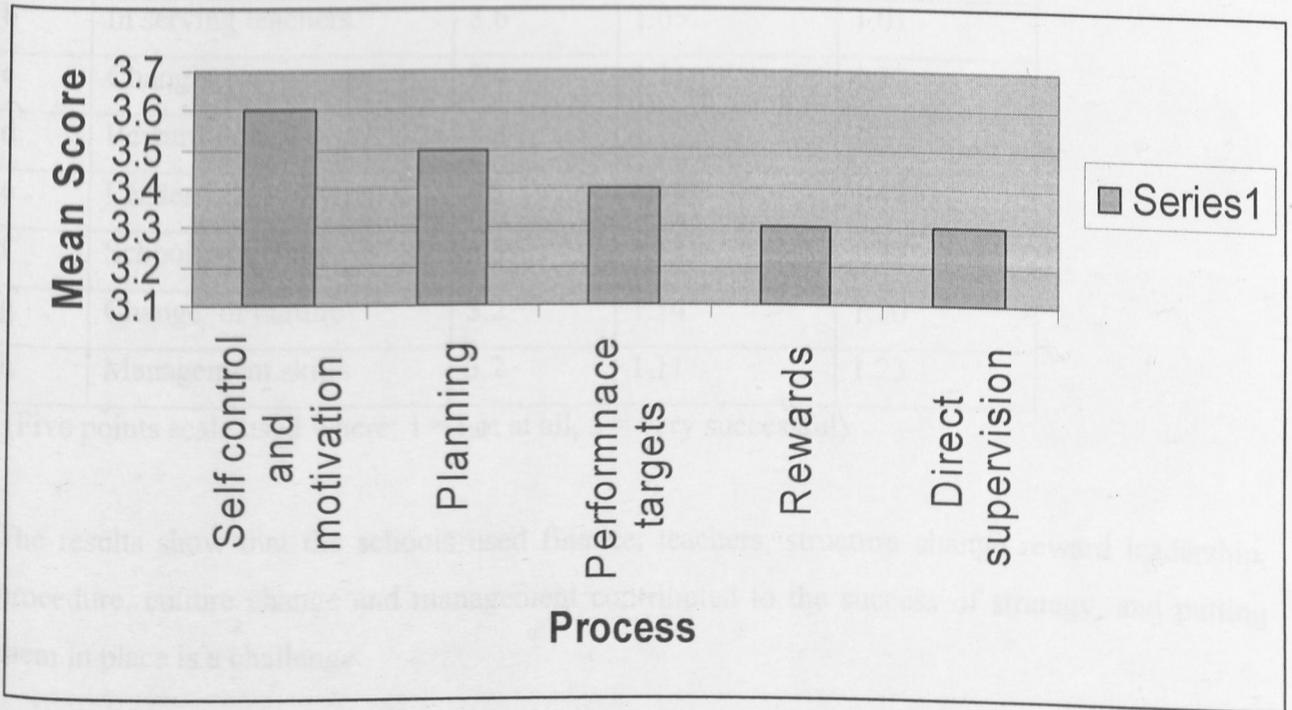
	Process	Mean Score	Standard Deviation(SD)	Variance (VAR)
a	Self control and motivation	3.6	1.15	1.32
b	Planning and control system	3.5	1.08	1.17
c	Performance systems	3.4	1.23	1.51
d	Reward Systems	3.3	1.17	1.37
e	Direct supervision	3.3	1.14	1.30

(Five points scale used where; 1 = not effective 5 = very effective)

These results indicate schools used the process of self control and motivation, planning controls, performance, rewards and direct system to manage their strategy.

The bar chart in figure 4.8 below displays the data on the use of process in strategy implementation in schools.

Figure 4.8 Bar chart showing data from table 4.8



These results indicate that schools used effectively the processes in strategy implementation in schools. This interpreted to mean process are important in implementing strategy in schools. Therefore, developing processes which support strategy implementation is a challenge.

Table 4.9 below displays data from respondents on factors that contribute to successful strategy implementation in schools

Table 4.9 Factors that contribute to successful strategy implementation.

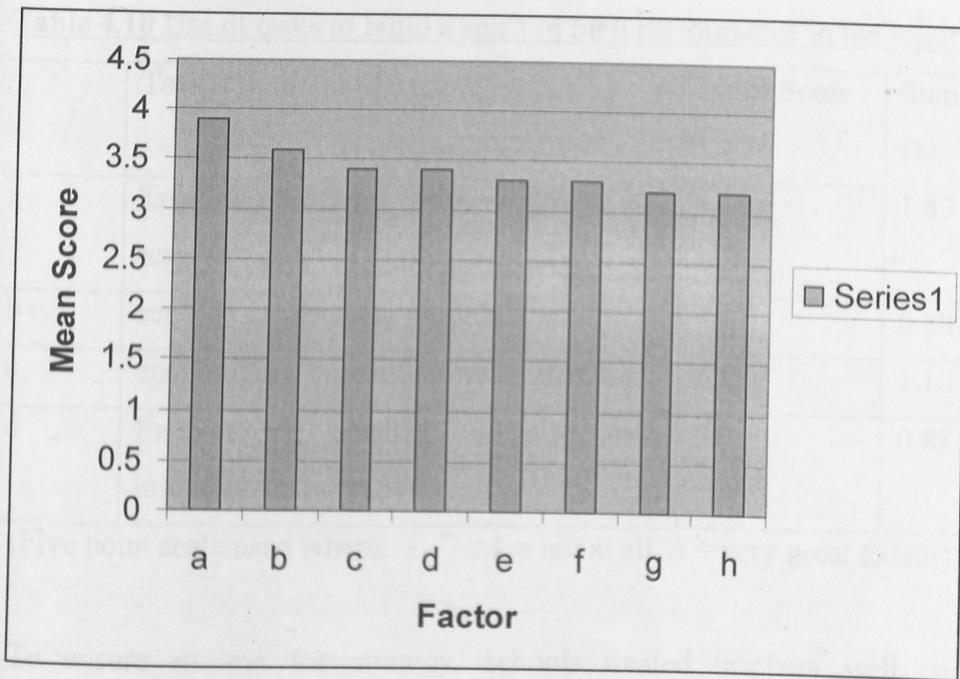
	Factor	Mean score	Standard Deviation(SD)	Variance (VAR)
a	Financial resources	3.9	1.22	1.49
b	In serving teachers	3.6	1.05	1.01
c	Changing structure	3.4	1.11	1.23
d	Reward Policy	3.4	1.17	1.37
e	Leadership of principal	3.3	1.19	1.42
f	School procedures	3.3	1.17	1.37
g	Change of culture	3.2	1.14	1.30
h	Management skills	3.2	1.11	1.23

(Five points scale used where; 1 = not at all, 5 = very successful)

The results show that the schools used finance, teachers, structure change reward leadership, procedure, culture change and management contributed to the success of strategy, and putting them in place is a challenge.

The bar chart in figure 4.9 displays the results of the factors that contributed to successful strategic implementation

Figure 4.9 Bar chart showing items (a) to (h) of Table 4.9



The results show that schools went to a greater extent to use union means to ensure success for their choice strategy. This means that the success of strategy in schools is rarely left to chance. To implement strategy successfully, a spirit of higher performance in the culture must be build and as a requirement was investigated. To establish whether building a spirit of high is undertaken in schools, four tasks indicators were used. On a five points scale, principals were asked to rate the extent to which the tasks of treating teachers with dignity and respect, setting performance targets, encouraging teachers to work in teams, and encouraging teachers to use own initiative and creativity were used to build as spirit of high performance (Table 4.10).

It was observed that treating teachers with dignity and respect scored a mean of 4.2 on the stated scale. While setting performance targets scored a mean of 4.1 same as encouraging teachers to work in teams. Encouraging teachers to use own initiatives and creativity scored a mean 4.0

Table 4.10 below displays the data from the respondents on the use of tasks to build a spirit of high performance

Table 4.10 Use of tasks to build a spirit of high performance in the school culture

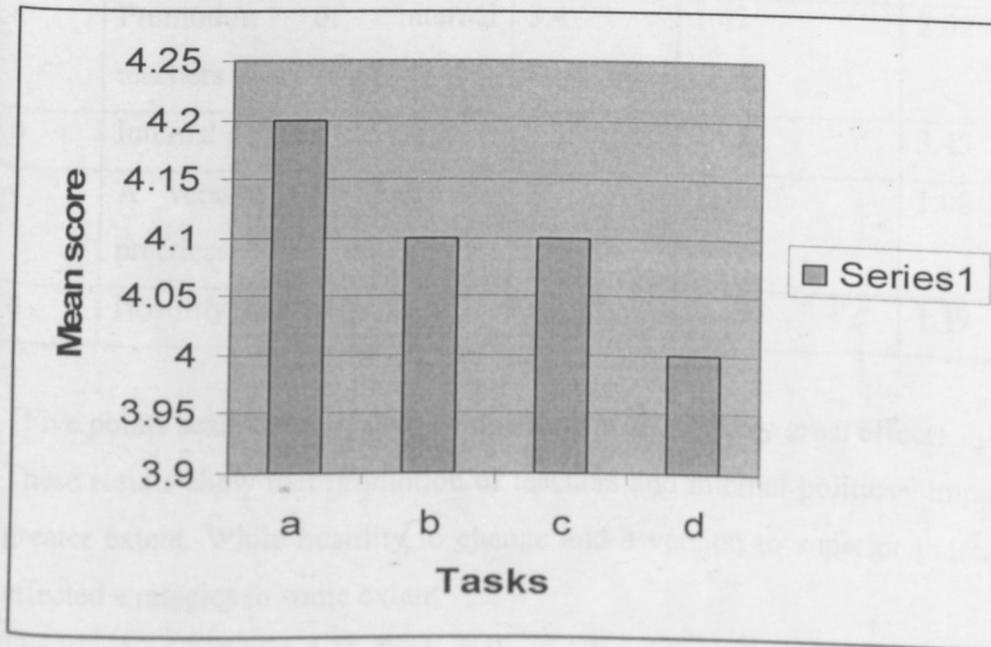
	Task	Mean Score	Standard Deviation(SD)	Variance (VAR)
a	Treating teachers with dignity and respect	4.2	1.87	3.50
b	setting performance targets	4.1	0.88	0.744
c	encouraging teachers to work in teams	4.1	1.10	1.21
d	Encouraging teachers to also own initiative and creativity	4.0	0.88	0.744

(Five point scale used where; 1 = not at all, 5 = very great extent)

To ensure success for strategy, schools treated teachers well, set performance targets, encouraged team work as well as creativity and innovation

The pie chart in figure 4.10 displays data in the use of tasks to build a spirit of high performance in schools.

Figure 4.10 Bar chart showing items (a) to (d) from Table 4.10



The results show that schools made unions attempt to use tasks to build a spirit high performance to a great extent. This means spirit of high performance is valued, and applied to increase the chances of success in strategy implementation hence creating a spirit of high performance is a challenge.

Some cultural practices may influences strategy execution. It is a challenge to create an aggressive culture to match an aggressive strategy. To establish the effect of cultural practices on execution of strategies, principals were asked to rate the effect of cultural practices on execution of strategies using a five points scale where 1= no effect at all and 5=very great effect. It was noted that the practice of promoting internal teachers to position of responsibility scored a mean 3.4 boon the scale. While interval politics scored 3.3, a version to superior practices 2.7 and in hostility to change scored 2.6

Table 4.11 displays data from respondents and influence cultural practices on execution of strategies

Table 4.11 Influences of cultural practices on execution of strategies

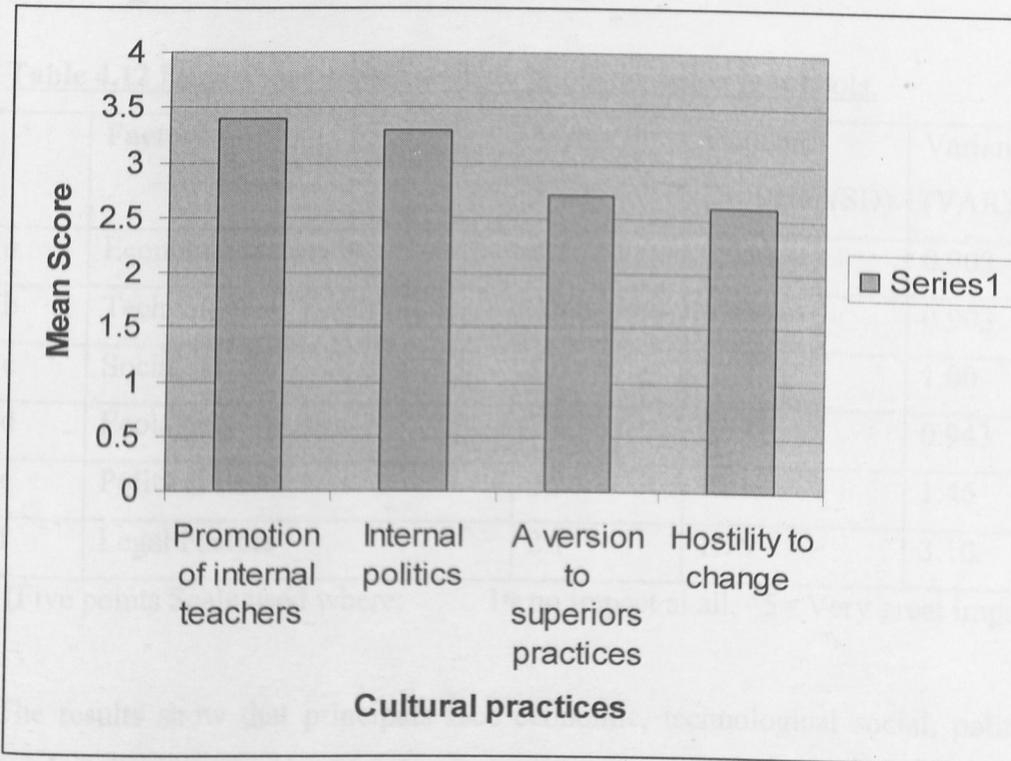
	Cultural practices	Mean Score	Standard Deviation(SD)	Variance (VAR)
a	Promotion of internal teachers	3.4	1.42	2.02
b	Internal politics	3.3	1.87	3.45
c	A version to superiors practices	2.7	1.04	1.08
d	Hostility to change	2.6	1.22	1.49

(Five points scale used, where; 1= no effect at all, 5= very great effect)

These results show that promotion of teachers and internal politics impacted on strategies to a greater extent. While hostility to change and a version to superior practices on the other hand affected strategies to some extent

The bar chart in figure 4.11 displays the results of the influence of culture on strategy execution

Figure 4.11 Bar chart showing influence of culture on strategy execution



The results indicate that schools cultural influences affect strategy implementation process in schools. This means that promotion of teachers affected strategy implementation positively, others negatively.

4.5 Challenges to strategy implementation.

Challenges to strategy implementation process are important because they can hinder even the best strategy from being executed successfully. At the core of this study the objective of surveying and establishing challenges that principals of public secondary schools in Nairobi province of Kenya in implementing strategy. The results of the survey are displayed in Table 4.12 and Table 4.13.

Table 4.12 displays data from respondents on the challenges to strategy implementation.

Table 4.12 Factors that impact strategy implementation in schools.

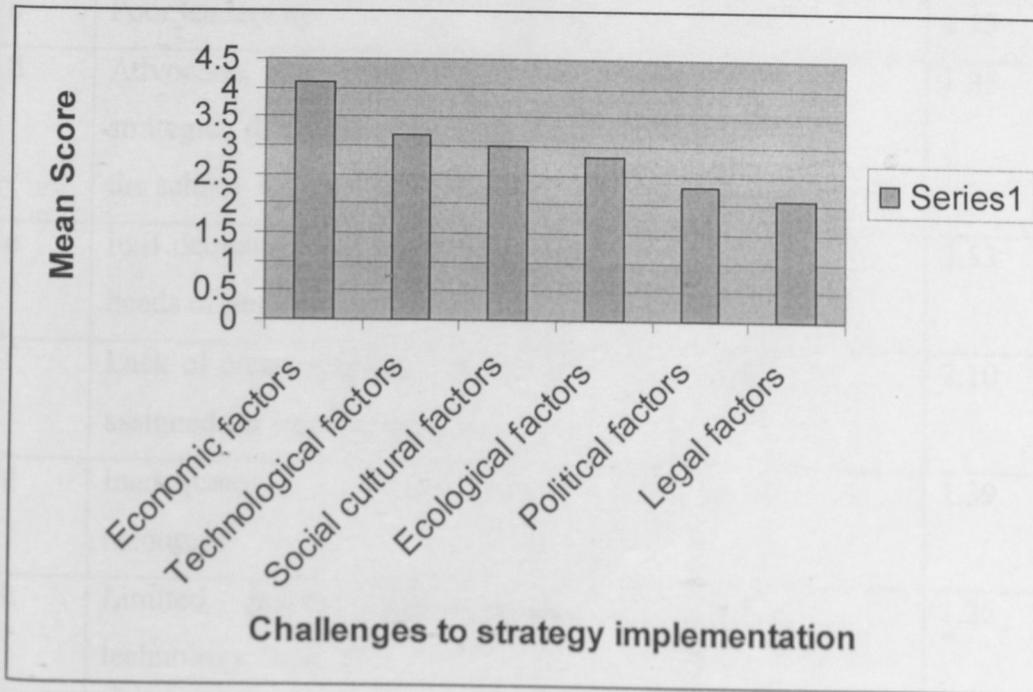
	Factors	Mean Score	Standard Deviation(SD)	Variance (VAR)
a	Economic factors	4.1	0.950	0.903
b	Technological Factors	3.2	0.950	0.903
c	Social factors	3.0	1.00	1.00
d	Ecological factors	2.8	0.971	0.943
e	Political Factors	2.3	1.21	1.46
f	Legal Factors	2.1	1.76	3.10

(Five points Scale used where; 1= no impact at all, 5= Very great impact)

The results show that principals face economic, technological social, political ecological and legal challenges to various implementing strategy.

The bar chart in figure 4.12 below shows challenges facing strategy implementation in schools

Figure 4.12 Bar chart showing challenges faced in strategy implementation



The results shows that schools, face to various degrees of serious challenges from the wider environment , economic ones being the most seniors

4.6 Magnitude of the challenges to implementation

From literature survey there are a number of challenges that organizations face in implementing their chosen strategy. To establish which of the many challenges principals of public secondary schools in Nairobi province face are most important , their magnitudes were investigated. The data of this investigation are tabulated in table 4.13

Table 4.13 shows data obtained from respondents on the magnitude of the many challenges faced by the principals in implementing strategy in public secondary schools in Nairobi province

Table 4.13 Magnitude of challenges in the implementation of strategies in schools.

(Five points scale where; 1= no effect at all, 5= very serious)

	Factors	Mean Score	Standard Deviation(SD)	Variance (VAR)
a	Lack of financial resources	4.6	1.46	2.13
b	Wrong school structure	4.3	0.891	0.852
c	Poor leadership	4.0	1.46	2.13
d	Advocates and supporters of strategic decision / leaving the school leasing the school	3.9	1.36	1.85
e	Inadequate leadership by heads of department	3.9	1.88	3.53
f	Lack of clear responsibilities assigned for implementation	3.8	1.45	2.10
g	Inadequate physical resources	3.7	1.17	1.39
h	Limited human resources technology capacity	3.7	1.12	1.25

i	Inadequate information and communication system	3.7	1.08	1.17
j	Unsupportive school cultural	3.7	0.856	0.733
k	Lack of link between information and communication system	3.7	0.979	0.958
l	Lack of stakeholders commitment	3.6	1.44	2.07
m	Major problems which had not been identified earlier	3.6	1.14	1.30
n	Key implementation tasks and activities not sufficiently defined	3.6	1.24	1.54
o	Overall goals not sufficiently understood by teachers	3.5	1.28	1.64
p	leadership and Direction provided by heads of department not adequate	3.5	1.27	1.61
q	Resistance from teachers and support staff	3.4	1.55	2.40
r	Insufficient human resource skills	3.4	1.21	1.46
s	Unexpected commitment and activities that result to diversion of resources planned	3.3	1.16	1.35
t	Failure to predict implementation time and problem likely to be encountered	3.3	1.22	1.49

u	Poor management of resources	3.3	1.31	1.72
v	Wrong strategy choice	3.3	0.89	0.978
w	Lack of focus and ability on the new strategy	3.2	0.991	0.982
x	Insufficient flexibility of strategies	3.1	1.25	1.56
y	Lack of serious staff support	3.1	1.10	1.21
z	Uncontrollable factors into the external environments	3.1	1.16	1.35
aa	Fluctuation in commodity price	3.0	1.16	1.35
ab	Lack of feedback on progress	3.0	1.04	1.08
ac	Government interference and regulation	2.5	2.5	1.35
ad	Implementation took more time was initially located	2.4	1.04	1.08

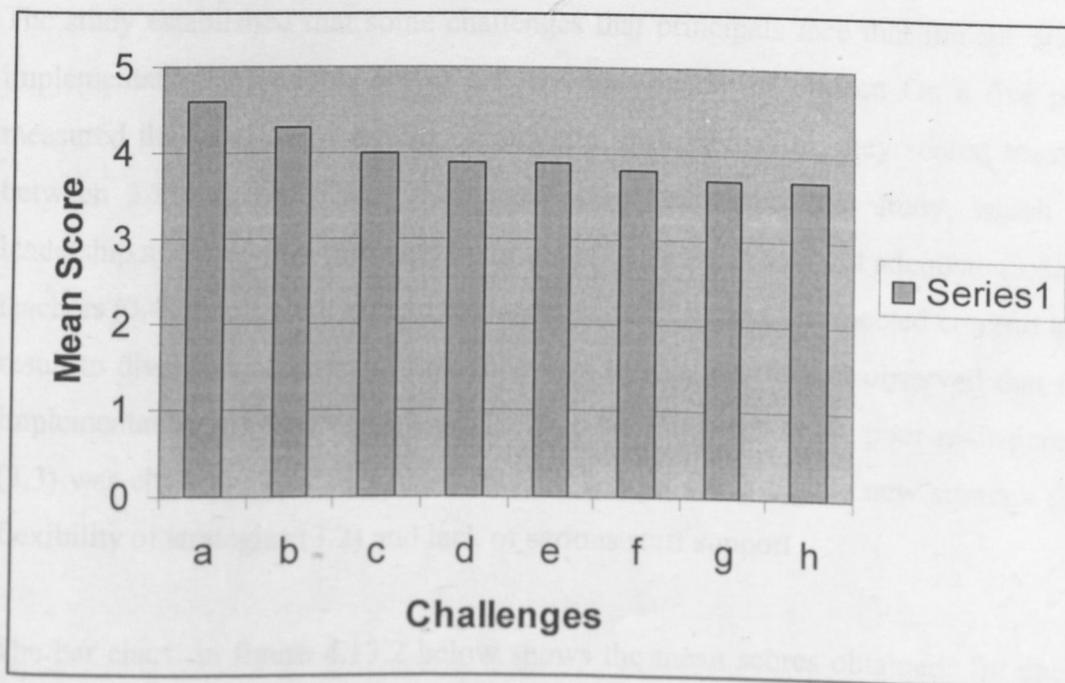
The table show the magnitudes of the challenges indicated that principals face in implementing strategy. The responses were captured on a five point scale where one represented no effect at all while five represented very serious.

The study established that challenges faced by principals in implementing strategy in public secondary schools in Nairobi province are varied in both extent and source. There are challenges that cut a cross all schools and those that affect a particular school. The challenges come from both external and internal environment To the School. A five point scale measuring impact of challenges on strategy implementation, where one represents low impact and five represents high impact was used to measure this impact. It was observed that the challenges from external sources included economic ones with mean score of 4.1, social cultural with mean score of 3.0, political factors with mean score of 2.3, Technological with mean score of 3.2, ecological with mean score of 2.8 and legal with mean score of 2.1, on the scale .

On the other hand, challenges faced by principals emanating from within the school were observed to be many and varied. One of the serious challenges that can hinder strategy implementation is lack of financial resources. The study investigated lack of financial resources in implementing strategy. The respondents (96%) reported that lack of financial resources had a dramatic impact on strategy implementation rated with a mean score of 4.6 on a five point scale. Other challenges in this category that scored fairly high include wrong schools structure (mean score 4.3), poor leadership (mean score 4.0), advocates and supporters leaving during implementation (mean score 3.9), inadequate physical resources (mean score 3.8). Lack of clear responsibilities assigned for implementation (mean score 3.7), inadequate technical know how (mean score 3.7) and limited human resource technology capacity (mean score 3.7).

The bar chart in figure 4.13 below shows how challenges items that follow affect strategy implementation. Financial resources (a) wrong school structure (b) poor leadership (c) advocates and supporters (d) leadership by heads of department (e) assigning clear responsibility for implementation (f) physical facilities (g) and human resource technology capacity (h)

Figure 4.13.1 Bar chart showing items (a) to (h) of Table 4.13



These results show that for the strategy to be successfully implemented, financial barriers must be well managed as school must have a good structure, there must be good leadership drive advocates and supporters should not leave school early, heads of department should provide some leadership, clear responsibility must be assigned, physical resources must be in place and human resource technology capacity developed. The lack or insufficiency of these factors may deal a serious damage to strategy.

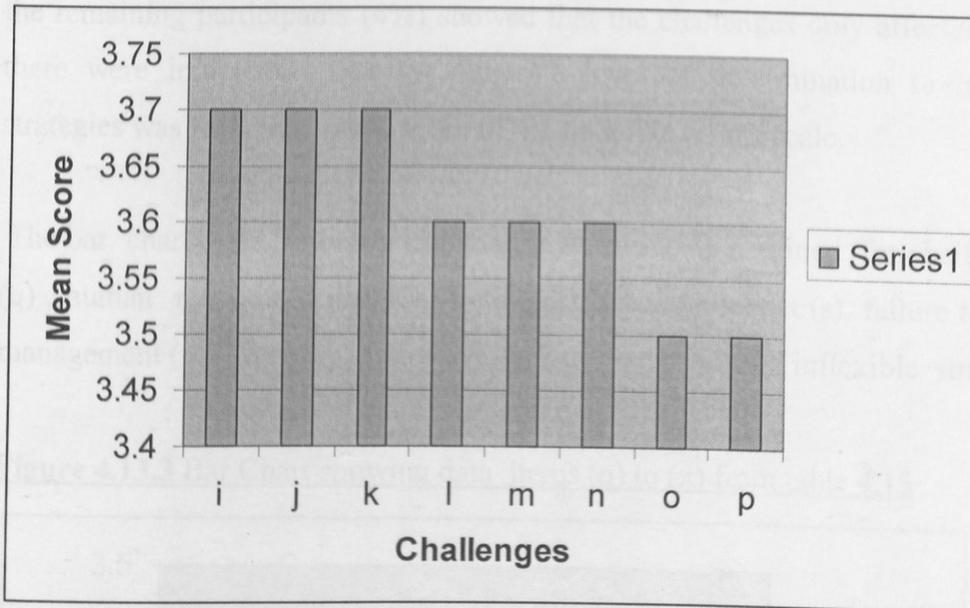
Communication system and inadequate information can adversely affect strategy implementation process. If communication is saddled with the dual hurdles of distortion and difficulties in interpretation of the organization strategy will not be implemented as intended. Communication system and inadequate information was targeted for investigation during the study, the findings indicate that principals face this challenge to a high degree (mean score 3.7). Other challenges in this category include unsupportive school culture (mean score 3.7), lack of link between reward system and strategic performance (mean score, 3.6), lack of shareholders commitment (mean score. 3.6), and key implementation tasks and activities not sufficiently defined (Mean score 3.6), and the challenge of major problems not identified earlier (mean score 3.6) were noted as challenges hindering successful strategy implementation.

The study established that some challenges that principals face that impede successful strategy implementation in schools are of a fairly high degree of impact. On a five point's scale that measured their degree of impact on strategy implementation, they scored mean scores ranging between 3.1 and 3.4. These challenges were targeted by the study, which established that leadership and direction provided by heads of department was not adequate (3.4), resistance from teachers (3.4) insufficient human resources skills (3.4) and unexpected commit and activities that result to diversion of resources planned for (3.0). It was further observed that failure to predict implementation time and problems likely to be countered (3.3), poor management of resources (3.3) was challenges faced. Others include lack of focus on the new strategy (3.2), insufficient flexibility of strategies (3.2) and lack of serious staff support.

The bar chart in figure 4.13.2 below shows the mean scores obtained for challenge items of information and communication (i), school culture (j), link between information and

communication (k) , stakeholder commitment (l) unexpected problem (m), and defining key implementation tasks (n).

Figure 4.13.2 Bar Chart showing data items (i) to (p) from table 4.13



The results imply that principals face serious challenges in implementing strategy if there is inadequate information and communication systems, unsupportive school culture, lack of link between information and communication system, lack of shareholders commitment in anticipated problems and when key tasks and activities are not sufficiently defined.

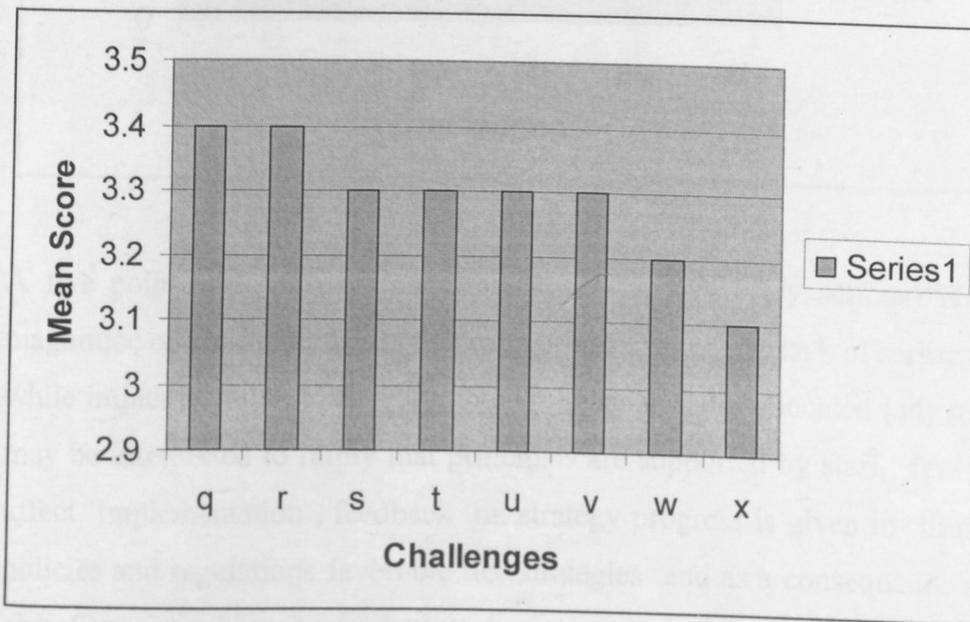
Following challenges were also observed to hinder strategy implementation in public secondary schools in Nairobi to a low degree. The challenges obtained means scores ranging between 2.5 and 3.1 on a five points scale. These includes uncontrollable factors in the external environment (3.1), lack of feedback on the progress (3.0), fluctuation in commodity price (3.0) Government interference and regulations (2.5) and implementation took more time than was initially allocated (2.4).

Factors in the external environment to an organization, lack of feedback on progress, fluctuation in commodity price, government interference and regulations, and implementation taking more time than was initially planned for, are some of the challenges faced in implementing in

organizations. These challenges are faced in implementing strategy to different degree/ or impact in various organizations such challenges faced in implementing strategy in public secondary schools were surveyed in study. Most respondents who returned the questionnaire (96%) indicated that many of these challenges apply to other public secondary schools as well, though the remaining participants (4%) showed that the challenges only affected their schools. Finally there were indications that the school's level of determination to implement documented strategies was high with mean score of 4.1 on a five points scale.

The bar chart 4.13.3 below depicts the mean scores obtained for challenge items : resistance (q) , human resource skills (r) , un expected commitments (s), failure to predict (t), resource management (u), strategy choice (v), lack of focus (w) and inflexible strategies (x).

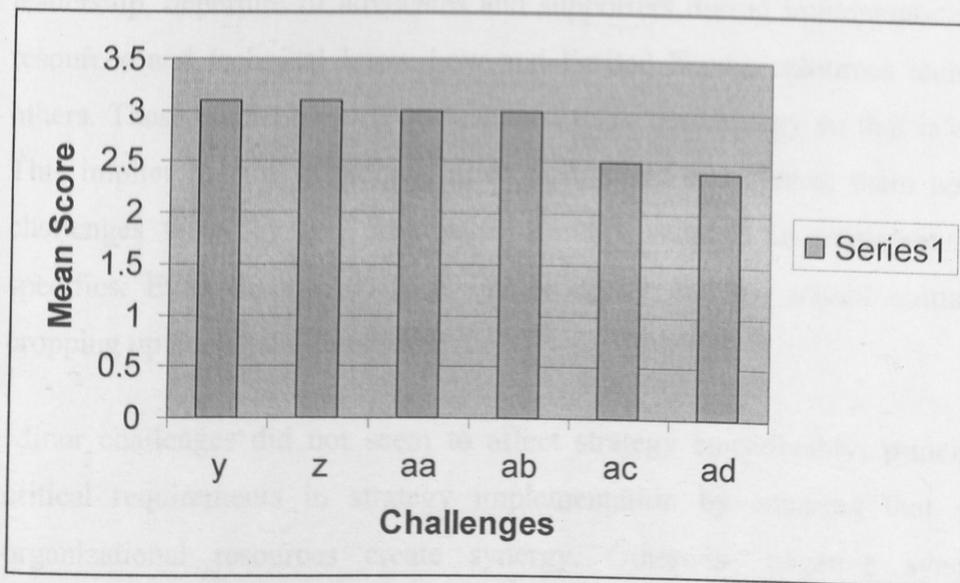
Figure 4.13.3 Bar Chart showing data items (q) to (x) from table 4.13



The results indicate that some challenges are more serious than others. This interpreted to mean that schools face people resistance to some degree while implementing strategy, have in sufficient staff and make wrong strategy choices that are inflexible.

The bar chart below 4.13.4 shows the mean scores obtained for challenges items staff support (y) factors (e) prices (aa), feedback (ab), interference and regulations (ac), and time (ad).

Figure 4.13.4 Bar chart showing data items from (y) to (ad) from table 4.13



A five point scale of one (no effect at all) to five (very serious) was used to measure the magnitude of the challenge. In this category of challenges, lack of serious support (y) tops the list while implementation took more time than was initially allocated (ad) scores least scores. This may be interpreted to imply that principals are supported by staff, few or little external factors affect implementation, feedback on strategy progress is given in time, government schools policies and regulations favorable to strategies and as a consequence strategy implementation objectives are achieved on schedule.

CHAPTER FIVE

CONCLUSIONS

5.1 Summary and conclusion

The most serious challenges faced by principals of public secondary schools while implementing strategy include lack of financial resources, wrong school structure, poor leadership, departure of advocates and supporters during implementation, inadequate physical resources and technical know how and limited human resources technology capacity among others. These elements must be managed to fit the strategy so that is effectively implemented. This implies that the principals must understand and control them considerably. Most of the challenges faced by the principals of public schools in implementing strategy are school specifics. Even though, such as the economic factors, school culture and major problems cropping up during implementation.

Minor challenges did not seem to affect strategy considerably; principals should put in place critical requirements in strategy implementation by ensuring that all tasks activities and organizational resources create synergy. Otherwise negative synergy may be created. Management of strategy during implementation in public secondary school in Nairobi province does not differ greatly from management of strategy implementation in companies. It is important for the principal to understand the challenges likely to be faced during strategy implementation for proper implementation because failure to control challenges during the both the principal and the school. During this special time, frequent monitoring of the strategy performance should help ensure a hitch free implementation and a successful outcome.

5.2 Limitations of the study

The mail questionnaires used as data collection instrument applied questions about challenges principals face in implementing strategy that are straight forward enough to be comprehended solely on the basis of the printed instructions and definitions. The responses given were accepted as final a researcher had no opportunities to probe the principals beyond the written answer to clarify the ambiguous answers, or appraise the nonverbal behavior of the targets. Furthermore, the researcher had no control over the principal's environment and cannot be sure that the principals who were targeted actually completed the questionnaires. Individuals like

deputies, teachers on day for instance might have been asked to complete the questionnaires. It proved impossible to achieve 100% response rate even with several follow up only 50% response was achieved even with several follow up, in one particular case a respondent switched off his cellophane on the third call back making further contact difficult. As a consequence nothing is known about how principals who responded differ from those that did not respond. Furthermore the five point scale applied to measure impact/ extent of the magnitude of challengers might have been inaccurate biased or imprecise. Since the principals are human beings they may not posse's accurate information or might have given biased answer.

5.3 Recommendations

- a) Principals of public secondary schools in order that they implement their documented strategic plans successfully , it is of paramount importance that these leaders carefully scrutinized at their practices and processes of the findings of this study to identify potential problems and devise appropriate safeguards. The heads must specifically undertake appropriate measures in order to mitigate the challenges affecting their performance while implementing strategy.
- b) Policy makers for public secondary schools should consider upgrading skills capacity of the principals of public secondary schools in Nairobi province in pertinent areas, especially financial management. Such intervention in improving heads capacity will effectively mitigate the negative impact of challenges from stifling strategy during implementation phase in public secondary schools in the province. Funds may be saved, services will also be provided efficiently and effectively, and costs will reduce

5.4 Area of further research

This was a census survey involving study of challenges faced by principal in implementing strategy on public secondary schools in Nairobi province of Kenya. Similar research should be done in other provinces of the country to validate the results established for Nairobi province in this study and whether the challenges are similar in public secondary schools across the country equally important further knowledge can be gained through case studies in the same area to gain deeper insight into the cause and seriousness of each of the challenges established above. Finally there are perhaps equally interesting challenges in considering the implications at the school operational level.

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APPENDICES

APPENDIX I: AUTHORITY LETTER



UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
MBA PROGRAM - LOWER KABETE CAMPUS

Phone: 4184160 Ext 208
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P. O. Box 30197
Nairobi, Kenya

DATE AUGUST 9, 2007

TO WHOM IT MAY CONCERN

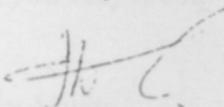
The bearer of this letter WILLIAM MWITA
Registration No: DG1/P/7386/2005

is a Master of Business Administration (MBA) student of the University of Nairobi.

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 if you assist him/her by allowing him/her to collect data in your organization for the research.

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.


J.T. KARIUKI
CO-ORDINATOR, MBA PROGRAM

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
MBA OFFICE
P. O. Box 30197
NAIROBI

APPENDIX II
LETTER OF APPEAL

P.O. Box 72856-00200
Nairobi
Cell phone: 0734-505466

8th August, 2007

The Principal
..... School
P.O. Box
NAIROBI

Dear Principal,

RE: MBA RESEARCH PROJECT

I am pursuing postgraduate studies leading to award of Master of Business Administration (MBA) at the School of Business University of Nairobi. It is the requirement of the university that a research project be done by MBA students. My research project, **Challenges faced by principals in implementing strategy in public secondary schools in Nairobi, province**, has the objective of surveying and establishing such challenges. The purpose of this letter is to request you to provide the required information by responding to the questionnaire attached

I would like to assure you that the information generated by this survey would be handled confidentially. This information will be used for academic purposes only. Copy of the findings will be sent to you by mail post on request at the end of the study.

Thank you very much.

William Mwita
MBA STUDENT
School of Business
University of Nairobi

APPENDIX III
QUESTIONNAIRE

You are requested to answer each of the following questions according to the instructions given:

Part A: Respondent's Personal Information (optional)

Name of secondary school:.....

Position held

Part B: Strategic Management Practice

Please tick the appropriate answer

1. Does your school have a vision statement? Yes No
2. Does your school have a mission statement? Yes No
3. Does your school have a strategic plan? Yes No

If yes, how many years does it cover?

- a) 3 years
 - a) 5 years
 - b) 10 years over
 - c) 10 years
 - d) other _____ years (please indicate)
4. How often does your school review the strategic plan?
 - a) Quarterly
 - b) Annually
 - c) Every 2 years
 - d) Over 3 years
 - e) Others _____ (please indicate)
 5. Who formulates strategies in your school?
 - a) The principal

- b) BOG
- c) All teachers
- d) PTA
- e) Others _____ (please specify)

Part C: Strategy Implementation

Please answer the following questions by ticking the appropriate box

1. Does your school have annual objectives? Yes No

If yes, how are they set?

- a) By board of governors
- b) By PTA
- c) By heads of department
- d) Principal

2. Does each department in your school have departmental strategies? Yes No

If yes, where are they derived from?

- a) Strategic plans
- b) Students' feedback
- c) Meetings
- d) Others _____ (please specify)

3. When were the above departmental strategies reviewed last?

- a) 0-5 years
- b) Over 5 years ago
- c) Have never been reviewed
- d) Others _____ (please specify)

4. Do you change school policies when new strategies are formulated? Yes No

5. Does the school refer to the strategic plan when planning to execute its activities?

- a) Always
- b) Very often
- c) Occasionally

- d) Rarely
- e) Not at all

6. Do the above policies adequately support the school strategic plan?

- a) Very adequate
- b) Slightly adequate
- c) Less adequate
- d) Not at all
- e) Do not know

Part D: Extent of Use of Processes and Culture

1. Use a 5 points scale to rate the extent to which each of the following processes have been effectively used in strategy implementation within your school

1 = not effective, 5 = very effective. Tick as appropriate

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Direct supervision | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| b) Planning and control system | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| c) Performance targets | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| d) Reward systems | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| e) Self control and personal motivation | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |

2. Please answer the following questions by ticking the number that best describes the extent to which each of the stated school factors has contributed to successful strategy implementation.

5 = very successful, 1 = not at all

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Changing of structure | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |

b) Change of culture	1	2	3	4	5
	<input type="checkbox"/>				
c) Leadership of principals	1	2	3	4	5
d) School procedures	<input type="checkbox"/>				
e) Management skills	1	2	3	4	5
	<input type="checkbox"/>				
f) In servicing teachers	1	2	3	4	5
	<input type="checkbox"/>				
g) Financial resources	1	2	3	4	5
	<input type="checkbox"/>				
h) Reward policy	1	2	3	4	5
	<input type="checkbox"/>				

3. Use a 5 scale to rate the extent to which each of the cultural practices below has influenced the execution of strategies in your school.

1 = no effect at all, 5 = very great effect

a) Internal politics	1	2	3	4	5
	<input type="checkbox"/>				
b) Hostility to change	1	2	3	4	5
	<input type="checkbox"/>				
c) Promotion of internal teachers	1	2	3	4	5
	<input type="checkbox"/>				
d) Aversion to superior's practices	1	2	3	4	5
	<input type="checkbox"/>				

4. To what extent has your school undertaken each of the following tasks to build a spirit of high performance in the school culture?

1 = not at all, 5 = very great extent

a) Treating teachers with dignity and respect	1	2	3	4	5
	<input type="checkbox"/>				
b) Encouraging teachers to use own initiative and creativity					

a) Poor leadership	1	2	3	4	5
	<input type="checkbox"/>				
c) Setting performance targets	1	2	3	4	5
	<input type="checkbox"/>				
d) Encouraging teachers to work in teams	1	2	3	4	5
e) Unsupportive school culture	<input type="checkbox"/>				

Part E: Challenges to Strategy Implementation

Use a 5 points scale to rate how each of the following factors is impacting strategy implementation in your school

1 = no impact at all, 5 = very great impact

a) Economic factors	1	2	3	4	5
	<input type="checkbox"/>				
b) Political factors	1	2	3	4	5
	<input type="checkbox"/>				
c) Social-cultural factors	1	2	3	4	5
	<input type="checkbox"/>				
d) Technological factors	1	2	3	4	5
	<input type="checkbox"/>				
e) Ecological factors	1	2	3	4	5
	<input type="checkbox"/>				
f) Legal factors	1	2	3	4	5
	<input type="checkbox"/>				

Part F: Magnitude of Challenges

1. In your view, how do you rate the seriousness or magnitude of each of the following problems in the implementation of the documented strategies in your school? Use the 5 point scale where 5 = very serious, 1 = no effect at all

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Poor leadership | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| b) Wrong school structure | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| c) Unsupportive school culture | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| d) Lack of financial resources | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| e) Insufficient human resources skills | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| f) Inadequate physical resources | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| g) Inadequate technical know how | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| h) Wrong strategy choice | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| i) Limited human resources technology capacity | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| j) Poor management of resources | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| k) Government interference and regulations | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| l) Fluctuation in commodity price | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| m) Lack of clear responsibilities assigned for implementation | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |
| n) Key implementation tasks and activities not sufficiently defined | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> |

o) Overall goals not sufficiently understood by teachers

1	2	3	4	5
<input type="checkbox"/>				

p) Uncontrollable factors in the external environment

1	2	3	4	5
<input type="checkbox"/>				

q) Major problems which had not been identified earlier

1	2	3	4	5
<input type="checkbox"/>				

r) Advocates and supporters of strategic decisions leaving the school during implementation

1	2	3	4	5
<input type="checkbox"/>				

s) Failure to predict implementation time and problem likely to be encountered

1	2	3	4	5
<input type="checkbox"/>				

t) Resistance from teachers and subordinate staff

1	2	3	4	5
<input type="checkbox"/>				

u) Lack of stakeholders' commitment

1	2	3	4	5
<input type="checkbox"/>				

v) Lack of feedback on progress

1	2	3	4	5
<input type="checkbox"/>				

w) Lack of serious staff support

1	2	3	4	5
<input type="checkbox"/>				

x) Inadequate information and communication system

1	2	3	4	5
<input type="checkbox"/>				

y) Lack of link between reward system and strategic performances

1	2	3	4	5
<input type="checkbox"/>				

z) Unexpected commitment and activities that result to diversion of resources planned for

1	2	3	4	5
<input type="checkbox"/>				

aa) Insufficient flexibility of strategies

1	2	3	4	5
<input type="checkbox"/>				

bb) Implementation took more time that was occasionally allocated

1	2	3	4	5
<input type="checkbox"/>				

cc) There was lack of focus and ability on the new strategy

1	2	3	4	5
<input type="checkbox"/>				

dd) Leadership and direction provided by heads of department was not adequate

1	2	3	4	5
<input type="checkbox"/>				

2. Are most of these challenges unique to your school or apply to other public secondary schools
Please tick appropriately

- a) Unique to my school
- b) Apply to other schools in the sub sector
- c) Others (specify.....)

3. In your opinion how do you refer to the level of the school's determination to implementing the documented strategies? Use the 5 point scale where 5 = highly determined, 1 = not determined

1	2	3	4	5
<input type="checkbox"/>				

Explain your choice.....
.....
.....

4. Please give any comment you may have regarding strategy implementation in your school

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

(SOUTH PLEASANTON)

Regional schools

1. Kenya High School
Mandera Road
P.O. Box 30035 Nairobi
Tel: 020-3878057, 3877316, 3878403
2. Lusina High School
Off Ngara Road
P.O. Box 30253, Nairobi 00100
Tel: 020-3872805
3. Moi Forbes Academy
Jaja Road
P.O. Box 77155 Nairobi
Tel: 020-676115376
4. Nairobi School
Wayuki Way
P.O. Box 30047 Nairobi
Tel: 020-4442798/4445885
5. Starehe Boys' Club And School
Off Wainyuki Street Roadlight
P.O. Box 30178 Nairobi 00100
Tel: 020-67612314

North West Nairobi

6. Arabiya High School
Yakaid Way
Next To Bright Star Petrol Station
P.O. Box 42171 Nairobi 00100
Tel: 020-4442812/4442607
7. Aquinas High School
Next to Jajaji Road Police Station
P.O. Box 12000, Nairobi 00100
Tel: 020-439180
8. Bishops (Boys) School

APPENDIX II

LIST OF PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE 2005

(SOURCE: PDE, NAIROBI)

National schools

1. Kenya High School
Mandera Road Kileleshwa
P.O Box 30035 Nairobi
Tel 202-3878057, 3877316, 3876402
2. Lenana High School
Off Ngong Road
P.O Box 30253, Nairobi 00100
Tel:020-3872805
3. Moi Forces Academy
Juja Road
P.O Box 77155 Nairobi
Tel 020-6761155/6
4. Nairobi School
Waiyaki Way
P.O Box 30047 Nairobi
Tel:020-4442798/4445885
5. Starehe Boys Centre And School
Gen Waruingi Street Eastleigh
P.O Box 30178 Nairobi 00100
Tel 020-6761221/4

Provincial Schools

6. Agakhan High School
Waiyaki Way
Next To Bright Star Petrol Station
P.O Box 42171 Nairobi 00100
Tel: 020-4445812/4442607
7. Aquinas High School
Next to Jogoo Road Police Station
P.O Box 72000, Nairobi 00200
Tel: 020-559046
8. Buruburu Girls School

Rabai Road
Opp Metropolitan Hospital
P.O Box 50465 Nairobi
Tel 020-787653

9. Dagoretti High School
Waithaka-Kikuyu Road
P.O Box 21070 Nairobi 00505
Tel 020 3876201
10. Dandora Secondary School
Dandora Estate
P.O Box 6459 Nairobi 00505
Tel 020-783030
11. Easleigh Secondary School
Gen Waruinge Street
P.O Box 42520 Nairobi
Tel: 020-6760800
12. Highway Secondary School
South B behind Uchumi
Mombasa Road
P.O Box 30385 Nairobi
Tel 020-7120582
13. Huruma Girls High School
Off Jogoo Road, Nyasa Road
P.O Box 49068 Nairobi 00100
Tel:020-558609
14. Jamhuri High School
Off Limuru Road
P.O Box 40584 Nairobi 00200
Tel: 020-3742105, 3749941
15. Hospital Hill School
P.O Box 56607 Nairobi
Tel 020-7120582
16. Kamukunji Secondary School
Landhis Road
P.O Box 74929 Nairobi 00200
Tel: 020-810854

17. Kangemi Secondary School
Waiyaki Way Kangemi
P.O Box 29267 Nairobi
Tel: 020-630413

18. Kamiti Secondary School
P.O Box 50552 Nairobi
Tel: 020-810854

19. Kayole Secondary School
Komarock Section 1 Spring Road
P.O Box 6818 Nairobi 00300
Tel: 020-789295

20. Langata Secondary School
P.O Box 47990 Nairobi
Tel:020-608213

21. Mainawanjigi Secondary School
P.O Box 69273 Nairobi
Tel 020-6767738

22. Moi Girls, Nairobi
Kangethe Road
P.O Box 43112, Nairobi
Tel: 020 – 6767738

23. Muhuri Muchiri Secondary School
P.O Box 41023, Nairobi
Tel: 020 – 787616, 783827

24. Mutuini Secondary School
P.O Box 24893, Nairobi
Tel: 020 – 882988

25. Nairobi Milimani Sec. School
P.O Box 41892, Nairobi 00100
Tel: 020 – 2714213

26. Nembu High School
Waithaka Estate
Kikuyu Road
P.O Box 21153, Nairobi 00505
Tel: 020 – 3878184

27. Ngara Girls' High School
Ngara Road Opposite Post Office
P.O Box 31624, Nairobi
Tel: 020 – 3742001, 3751218
28. Nile Road Secondary School
Nile Road
P.O Box 74820, Nairobi 00200
Tel: 020-780476, 786710,786983
29. Ofafa Jericho Secondary School
Ofafa Jericho Estate
Nile Road
P.O Box 45530 Nairobi
Tel: 020-783380, 787203
30. Our Lady of Fatima Sec. School
Kamundu Road
P.O Box 20511 Nairobi 00200
Tel: 787350
31. Our Lady Of Mercy Sec School
Nairobi South B Plains View Road
P.O Box 47515 Nairobi
Tel: 020-559790
32. Pangani Girls Secondary School
Juja Road
P.O Box 30152 Nairobi
Tel 020-6760401, 6760299
33. Parkland Arya Girls High School
2nd Park Road Avenue
P.Ol Box 42866 Nairobi
Tel 020-3745908
34. Parkland Secondary School
2nd Park Road Avenue
P.Ol Box 42866 Nairobi
Tel 020-3745908
35. Precious Blood School
Off Waithaka –Kikuyu Road, Riruta
P.O Box 21283 Nairobi
Tel: 020-3866218

36. Pumwani Secondary School
Gen'waruinge Street Eastleigh
P.O Box 16364 Nairobi 00618
Tel: 020-8560303
37. Ruaraka High School
Off Outering Road
P.O.Box 57378, Nairobi 00618
Tel: 020-8560303
38. Ruthimitu Secondary School
Kikuyu Road
P.O Box 53399 Nairobi
Tel: 020-3871503
39. St George's Secondary School
Dennis Pritt
P.O Box 11635 Nairobi 00400
Tel: 020-2719857
40. St Teresa Boys Sec School
Juja Road
P.O Box 71324 Nairobi 00622
Tel: 020-6760651
41. State House Girls High School
State House Road
P.O. Box 30252, Nairobi
Tel: 020-2724125/6
42. St Teresa's Girls High School
Juja Road
P.O Box 71417 Nairobi 00622
Tel: 020-2724125/6
43. Uhuru Secondary School,
P.O Box 17083 Nairobi
Tel: 020-784646
44. Upper Hill Secondary School
Upper Hill Road
Near British High Commission
P.O Box 30424 Nairobi
Tel: 020-2724920/33

District Schools

45. Embakasi Secondary School
P.O Box 7465 Nairobi

46. Ruthimu Girls Sec School
P.O Box 10598 Nairobi 00100
Tel. 020-3877588