

**EXTENT OF ADOPTION OF  
STRATEGIC HUMAN RESOURCE MANAGEMENT PRACTICES  
IN PRIVATE SECONDARY SCHOOLS IN NAIROBI //**

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**BY**

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**A Management Research Project Submitted In Partial  
Fulfilment Of Requirements For The Degree Of Masters Of  
Business Administration (MBA) School Of Business  
University Of Nairobi**

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University of NAIROBI Librarv

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## DECLARATION

This management project is my original work and has not been presented for a degree in any other University.

Signed

Date ..AfdAIII AQSQ.

KIBUINE, MARY KAREI

This management project has been submitted for examinations with my approval as the University Supervisor.

Signed



.....Date.

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GEORGE OMONDI

## **DEDICATION**

To my dear husband and our departed son Samuel for patience, support and love.

## **ACKNOWLEDGEMENT**

I would like to thank the Almighty God through whose grace I have come to the completion of this programme.

My very sincere gratitude goes to all who contributed immensely in one way or another to the completion of this research project and to my entire MBA course. My special gratitude goes to my supervisor, George Omondi for his guidance and advice throughout this project.

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## **ABSTRACT**

Today's business environment is characterised by constant change. The accelerated pace of advances in technology, increase in competition, widespread and growing unemployment create serious adjustment problems as well as diminishing resource supplies have affected the way business is conducted. Employers in private schools need to adopt strategic human resource management practices because people possess innate abilities, behaviours and personal energy.

Employers therefore need to remember that workers especially knowledge workers like professional teachers may regard themselves as free agents who can choose how and where to invest their talents, time and energy (Armstrong 2002). The primary objective of the study was to investigate the extent of adoption of strategic human resource management practices in private secondary schools in Nairobi.

The population of interest in the study consisted of all private secondary schools in Nairobi that offer 8:4:4 curriculum. The director, principal or deputy principals were the target respondents. The information was collected using structured questionnaires. The drop and pick method was used to administer the questionnaires. A total of seventy four questionnaires were completed out of 100 questionnaires sent out to the respondents.

The findings suggest that strategic human resource practices are not practiced in private secondary schools in Nairobi. Strategic human resource practices are significantly related to performance. The study results provide support for the suggestion that investment in human resource management practices can subsequently help a school perform better.

Several recommendations are made which requires management attention to make the human resource management function increase its contribution to the school's core function.



## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background**

Today's business environment is characterised by constant change. The accelerated pace of advances in technology, increase in competition, widespread and growing unemployment create serious adjustment problems as well as diminishing resource supplies have affected the way business is conducted. According to Bourgeo, (1980) the purpose of a strategy is to build a sustainable advantage over an organization's rivals. Hall (1992) argues that strategies enable a firm to define its business today and tomorrow, and determine the industries or markets to compete. Grant, (1991) suggest that the intensity of competition in an industry determines its profit potential and competitive attractiveness.

Armstrong (2002) asserts that all organisations exist to achieve a purpose and they must ensure that they have resources required to do so and they use them effectively. An organisation has to align human resource function with the overall strategic goals and objectives. Organisation culture, people and processes rather than capital or technology can form the base of sustained competitive advantage of a firm (Miner 1991). It is important that a firm adopts strategic human resource practices that make best use of its employees.

#### **1.1.1 Strategic human resource management Practices**

Boxall (1992) and Purcell (2003) argue that it is possible to find strategy in every business because it is embedded in the important choices managers and staff of the firm make about what to do and how to do it. It is referred to by them as strategic choice or as the strategies firms adopt in dealing with strategic problems. A further dimension to this is that strategy is directed towards either maintaining viability of the organisation and/or producing sustained advantage in the markets in which the organisation exists.

According to Storey (1992) firms can gain competitive advantage in many ways and one way that is often overlooked is through human resources practices. Competing using human resources is the most potent weapon, which is often difficult for the competitor to copy quickly and Storey recommends that firms in highly competitive environment use strategic human resource practices. Miner (1995) urges managers to adopt strategic human resources to improve performance.

Schools sell services and the client's view of the institution is to a large extent based on the performance at the National Examinations. Kenyans attach great importance on academic certificates either for employment or for further studies. Private schools must therefore provide a justification of the cost through quality education to attract high number of students. In support of this assertion, Johnson and Scholes (2002) notes that any organisation that competes on the basis of service it provides, there is no physical product. Here competitive advantage is likely to be much more related to the extent to which customers value less tangible aspects of the firm. This could be for example soundness of the advice given, attitude of staff, ambience of offices, swiftness of service and so on. Storey (1992) acknowledges that Human Resource Management may be a source of competitive advantage. He argues that resources leads to sustained competitive advantage when they are valuable, rare, un-imitatable and non substitutable. While technology, natural resources and economies of scale can create value, resource based theory argue that these sources of value are increasingly available to almost anyone, anywhere and they are easy to copy especially when compared to human resources (Ulrich, 1996).

Employers in private schools need to adopt strategic human resource management practices because people possess innate abilities, behaviours and personal energy. Employers therefore need to remember that workers especially knowledge workers like professional teachers may regard themselves as free agents who can choose how and where to invest their talents, time and energy (Armstrong 2002). As Daven (1999) notes "work is a two way exchange of value not a one-way exploitation of an asset by its

owner." Human resources as assets cannot be owned by an organisation the same way as the physical assets. Johnson and Scholes (2002) identifies the specific importance of Strategic human resource management as; auditing to assess human resource requirements to support strategies and identify people based core competencies on which future strategies might be built; goal setting and performance assessment of individual teams within a centrally designed appraisal scheme. This improves the chances of appraisal being linked to strategy, decide on rewards that take on board the reality of more team working in delivery strategy. Team rewards should complement individual rewards, which may sometime tend to undermine the teamwork. They also state that Strategic human resource management are critical to implementation of recruitment, redeployment, redundancy and succession. Succession planning in particular should be focused away from people for particular jobs in hierarchy to simply ensuring that a sufficiently pool of talented individuals exist to meet future leadership requirements.

Organisations should realise that existence of uniquely competent individuals in an organisation will not be robust source of long-term strategic advantage since those individuals may leave, retire or die. A major concern for human resources strategies should be how these persons' knowledge can be spread in the organisation. For example, there are some teachers who seem to have "magical touch" on students in some perceived difficult subjects like maths, chemistry and physics where average students score Grade A in national examinations.

## **1.2 Private Secondary Schools in Kenya**

Effective demand for schooling in Kenya substantially exceeds supply. The gap may widen because of population growth and government's fiscal difficulties which prevent the public sector from providing quality education (Mugambi, 2007). By 2004, there were 3,352 secondary schools among which 12% were private secondary schools (KCSE result analysis 2004). Currently private secondary schools account for 14% registering a growth of 2% over a period of two years. Apart from exclusive private schools, initially

private schools were low cost but following government's policy of encouraging participation in provision of education services as a way to reduce the burden on the public sector, many investors have entered the sector (Buku 2006). Most of these private schools are established in Nairobi and Mombasa (Karmokolias, et al 1996).

### **1.3 Statement of the Problem**

The greater the degree of competition faced by a firm, the greater the tendency to engage in strategic human resource management as a result of a skilled, motivated and adoptable work force (Barney, 1995). A firm that adopts strategic human resource management has three advantages namely, adopts to change quickly, can meet customer demands and achieves financial performance (Guest, 1989). Huselid (1996) concurs that strategic human resource management and other high performance work practices contribute to financial performance of an organisation. Strategic human resource could also help organisations improve their cost, promote operating efficiency, increase innovation, revolutionise ability and increase organisational performance benefit (Dyer, 1983). Beer et al (1984) argues that a rapidly changing environment creates a need for a more comprehensive and strategic perspective regarding human resources. Ulrich (1996) encourages organisations operating in a competitive environment to embrace strategic human resource management in order not only to survive but also to maximize profit.

Kamunge Report (1988) recommended that government allow establishment of private schools as a means of solving the problem of the number of those children who miss form one places in the public secondary schools. Private secondary schools in Kenya like any other firm operate in a competitive business environment. They face a myriad of challenges similar to those facing other firms and to remain competitive in the Industry they need to adopt Strategic Management. Private schools have long existed both in pre and postcolonial times. Nairobi Province alone has 100 private secondary schools offering 8:4:4 Curriculum (Nairobi, KCSE Analysis, March 2007). Some of the

key challenges facing private secondary schools in Nairobi include, Nairobi and its environs has the most coveted public secondary schools that perform extremely well in national examinations. Public schools charge relatively *lower school fees because of the subsidies given by the government such as salaries for the teachers*. Government intends to further lower the fees by waiving tuition fees (Barasa, 2007). Teachers also enjoy relatively lower workload and job security compared to their counterparts in the private schools (Ngare, 2007).

Murage (2005) found out that strategic human resource management existed only in 16% of the highly performing companies listed in Nairobi Stock Exchange. Nature and extent of adoption of the strategic human resource management in these companies is not known. The companies studied are in different industries and contribution of their strategic human resource management practices cannot be generalised for all firms. No study has been carried out on extent of adoption of strategic human resource management in organisations in the same industry, thus a knowledge gap. The focus of the study is to find out the extent of adoption of strategic human resource management practices in private secondary schools in Nairobi.

#### **1.4 Objective of the Study**

To establish the extent to which strategic human resource management practices are used in private secondary schools in Nairobi

#### **1.5 Importance of the Study**

- i. Using information generated from this study, school managers will be able to appreciate the role played by strategic human resource management practises in competitive business environment
- ii. Share holders among whom are the directors of private schools will appreciate the need of having professional managers as heads of their schools

- iii. The study will be invaluable to those with interests of investing in education when choosing knowledge based penetration strategies to adopt.
- iv. The study will also generate information useful to parents when choosing the schools for their children at secondary school level.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Introduction

Strategic human resource management as defined by Armstrong (2002) is an approach to making decisions on the intentions and plans of the organisation concerning employment relationship and organisations recruitment, training, career development, performance management, reward and employees relation strategies, policies and practice. Human resource strategies developed by Human Resource Management approach are essential for a school as a business strategy because it involves intangible services whose results as a performance measure is long term.

Management should implement those practices that will ensure commitment of all employees and more so the teachers. Committed employees will identify with the goals and values of the school, desire to belong to the school and willingly display effort on behalf of the school. In the learning situation, a committed teacher will display qualities that have the potential of motivating the learners and stimulating interest in the subject. These include teaching style, effective communication, application of different evaluation methods and exercise class control (Bonnars G.A. et al 1994) "A committed teacher takes care of differences in students capabilities and run the classes with the interest of the learner at heart and not teaching as if it is any other job to be done". Oakland (1998) emphasises that everybody in an organization has a role to play. He suggests that managers must plan strategically to maintain hold on market share, let alone increase it and that Total Quality Management depends on each individual at each level.

At school level, everybody (Managers, teachers, and support staff) must understand and execute their roles effectively because mistakes passed on to the learner (client) cannot be easily corrected. To achieve this requires a deliberate inner efforts, expertise, skill and commitment by each individual. The drive and motives of everybody can be set in motion and maintained through

appropriate human resource management strategies. Human resource management strategies are linked to the concept of strategy which as defined by Johnson and Scholes (2002) is "the direction and scope of an organisation over the long term, which ideally matches its resources to its changing environment and in particular to its markets, customers and clients to meet stakeholder expectations". The fundamental aim of strategic human resource management is to generate strategic capability of ensuring that organisation has skilled, committed and well-motivated employees it needs to achieve sustained competitive advantage. Its objective is to provide a sense of direction in an often turbulent environment so that the business needs of an organisation and the individual and collective needs of its employees can be met by development and implementation of coherent and practical Human Resource policies and programmes.

## **2.2 Strategic Human Resource Management**

The concept of strategic human resource management (SHRM) became popular in the 1980s with the development of the Harvard Business School's two models integrating strategy and human resource management, namely the matching model and the Harvard framework model. The Matching model was conceptualised by Formbrun *et al.* (1984, p. 453), who were known as the first formulators of Strategic Human Resource Management, and who identified three core elements as necessary for firms to function effectively. These are mission and strategy; organisation strategy and human resource management. Beer *et al.* (1984), argues that a rapidly changing environment creates an imperative need for a more comprehensive and strategic perspective regarding human resources.

Increasingly, strategic human resource management is becoming ever more popular. Today, human resources are seen as "the available talents and energies of people who are available to an organization as potential contributors to the creation and realization of the organization's mission, vision, strategy and goals" (Jackson and Schuler, 2000). Hence, Strategic human resource management is not a completely new and revolutionary field - rather its roots can



be traced back to the mid-1950s. Schuler and Jackson (1999) defined strategic human resource management as "the pattern of planned human resource developments and activities intended to enable an organization to achieve its goals". This definition integrates the two main points; linkage of human resource activities with the organisational strategy and harmonisation of various human resource activities.

Armstrong and Baron (2002) have recently regarded the concept of strategic human resources as "a general approach to the strategic management of human resources in accordance with the intentions of the organization on the future direction it wants to take". It is concerned with long term people issues as part of the strategic management processes of the business". Points highlights are similar to those made in 1994 by Armstrong and Long (1994) that strategic human resource management refers to an organisation's decision-making about its human resources; it is an organisation's overall plan to pursue to achieve its goals through people; where human resource management and strategic management are correlated with people being an integral component of any organisation's corporate strategy. Strategic human resource management therefore, can be considered as an overall process to deal with long-term human resources issues as part of the strategic management of the organisation. This includes comprehensive concerns about structures, values, culture, quality, commitment and performance and the development of the human resources through whom the goals of an organisation are accomplished.

Strategic human resource management has the following two main perspectives namely human resource management as an integral part of an organisational strategy, "which is chiefly about ensuring that the organisation has the skilled, committed and well-motivated workforce it needs to achieve its business objectives. It can be achieved by linking human resource strategies to basic competitive strategies" (Armstrong, 2000) and human resource management as a strategy in itself, which means developing staff in order to face the challenges of a rapidly changing world.

The aim of strategic human resource management is to provide a future direction, i.e. to manage people in an organisation in terms of the long-term planning of human resource management by aligning it with an organisation's overall strategic plan (in this case a library's overall plan). With this understanding of strategic human resource management, this study tested various hypotheses within a specific organisational context to collect respondents' perceptions on some of the Strategic human resource management issues - for instance, whether or not the type of 'library' they are serving influences their opinions.

### **2.3 Strategic Human Resources Practices**

The rationale for strategic human resource management is the perceived advantage of having an agreed and understood basis for developing approaches to people management in the long run. Lengnick - Hall (1990) contends that underlying this rationale in a business is the concept of achieving competitive advantage through human resource management strategy. Competitive advantage is the essence of Human Resource Management Strategy. It encompasses those capabilities, resources, relationships and decisions which permit an organisation to capitalise on opportunities in the market place and to avoid threats to its desired position. Unique talents among employees include superior performance, productivity, flexibility, innovation and the ability to deliver high levels of personal customer services, are ways in which people provide critical ingredient in developing an organisation competitive position. Strategic human resource management as identified by Armstrong (2002) that would enhance employee capabilities unique to a organisation are: -Resourcing, human resource development, performance management, reward and employee relations. Strategic human resource management is holistic. It is concerned with the organisation as a total entity and addresses what needs to be done across the organisation as a whole in order to enable it to achieve strategic objectives. However certain "bundles" of practices will be applicable to a given organisation depending on the driving force such as quality, performance, processes and policies which are designed to link together and operated in concert to deliver certain defined results.

MacDuffie (1995) Urther (1992) and Ichniowski et al (1997) have explored the extent to which combinations of practices can be determined and whether organisational performance is related to adoption of such "bundles". Their conclusion was that a firm with "bundles" of human resource practices should have a higher level of performance, provided it also achieves higher levels of "fit" with competitive strategy. The logic in the favour of bundling is straight forward because the employee performance is a function of both ability and motivation. It makes sense to have practices aimed at enhancing both. These practices include ways in which an employee can acquire needed skills through careful selection and training and multiple incentives to enhance motivation through different forms of financial and non-financial rewards.

Dyer and Reeves (1995) defined human resource strategies as "internally consistent bundles of human resource practices" Delay and Doty (1996) referred to bundling of Human Resource Management practices as "configurational model" while MacDuffie (1995) called them complementaries. A study by Dyer and Reeves of various models of listing Human Resource practices for analysing the link between Human Resource Management and business performance found that the activities appearing in most of the models were careful selection, extensive training, involvement and contingent compensation.

### Strategic Human Resource Practices

<i>Guest</i>	<i>Patterson et al (1997)</i>	<i>Pfeffer(1994)</i>	<i>US Department of Labour (1993)</i>
<i>Selection and the careful use of selection tests to identify those with potential to make a contribution</i> <i>Training, and in particular a recognition that training is on-going activity</i> <i>Job design to ensure flexibility, commitment and motivation, including steps to ensure that employees have the responsibility and autonomy to use their knowledge and skills to the full</i> <i>Communication to ensure that a two way process keeps everyone fully informed</i>	<i>Sophisticated selection and recruitment processes.</i> <i>Sophisticated induction programmes</i> <i>Sophisticated training</i> <i>Coherent appraisal systems</i> <i>Flexibility of workforce skills</i> <i>Job variety on shop floor</i> <i>Use of formal teams</i> <i>Frequent and comprehensive communication to workforce</i> <i>Use of quality improvement teams.</i>	<i>Employment security</i> <i>Selective hiring</i> <i>Self-managed teams</i> <i>High compensation contingent on performance.</i> <i>Training to provide a skilled and motivated workforce</i>	<i>Careful and extensive systems for recruitment, selection and training.</i> <i>Formal systems for sharing information with employees.</i> <i>Clear job design</i> <i>High-level participation processes</i> <i>Monitoring of attitudes.</i> <i>Performance appraisals.</i> <i>Properly functioning grievance procedures.</i> <i>Promotion and compensation</i>

<i>Employee share ownership programmes (ESIOS) to keep employees aware of the implications of their actions, including absence and labour turnover, for the financial performance of the firm.</i>	<i>Harmonized terms and conditions Basic pay higher than competition Use of incentive schemes.</i>	<i>Reduction of status differentials Sharing information.</i>	<i>schemes that provide for the recognition and reward of high-performing employees.</i>
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Source: Adopted from Armstrong M (2002) A handbook of Human Resource Management Page 38

Through experience, a school should be able to identify a combination of human resource practices that brings out the best performance of their employees. As the management attempt to formulate strategic human resource policies, some form of guidelines need to be followed. For example:- when formulating training policies and objectives, the following questions need to be answered. Who should get trained, how much training should be done, what sort of training should be done and how will training be evaluated?

On staffing the kind of questions one should ask includes; how many employees should a firm have, should there be a mix of full and part-timers, should contingent employees be used and should a firm offer employment security? Hiring and selection should involve identification of a criteria to be used when choosing new employees. An organisation should decide whether to recruit or engage an agency in recruitment exercise. Concerning work place governance, policies should address the kind of decisions that employees should be involved in, whether they should have a formal voice of decision or not. Should there be collective agreements or individual contracts be encouraged? Work organisation can be based on whether jobs are narrowly or broadly defined, should there be a flat or steep hierarchy and whether workers be organised into teams or not.

### **2.3.1 Strategic Recruitment and Selection**

Recruitment and selection is a process of obtaining number and quality of employees required to satisfy the human resource needs of an organisations at minimum cost. According to Cole (2002), the principle purpose of recruitment is to attract sufficient and suitable potential employees to apply for vacancies in the organisation while selection is the identification of the most suitable potential employees to apply for vacancies in the organisation while selection is the

identification of the most suitable applicants and persuade them to accept the position in the organisation. If organisations are able to find and employ staff that consistently fulfil their roles and are capable, the organisation is immeasurably better placed to deal with the opportunities and threats arising from their operating environment than competitors who are always struggling to build and maintain their workforce. Johnson and Scholes (2002) concurs that "the starting point of successful strategies is acquiring, retaining and developing resources of at least threshold standards and it applies to people as a resource" Nzuve (1997) emphasis that recruitment is not employing or employment, it is a search for qualified people to apply for existing job position or newly created ones. He further identifies the process of recruitment as critical "The process cannot be started until the organisation decides what type of employees are required and how many". Reputable recruitment agent can be used to source for suitable persons to fill the vacancies. Of importance is also "poaching" of known employees whose performance record is known.

Private schools have a pool of people in the labour market from which they would get a large number of applicants. The government froze automatic employment of teachers by Teachers Service Commission in 1997 and employment to public schools is dependent on vacancies available. A strategic manager should not be enticed by unemployment to source for cheap labour because such people may not necessarily produce results. Instead, a thorough job analysis should be carried out from which job description and personal specification of the persons required identified. The purpose of job analysis (Nzuve, 1997) is that "each employee in an organisation has a specific job to perform and has a separate position or title and therefore, each position must be differentiated by a comprehensive job study - job analysis"

### **2.3.2 Strategic Training and Development**

Training is the process of teaching new and present employees skills they need to perform their jobs (Stoner, 1994, Desler, 1997). It is formal and systematic modification of behaviour through learning, which occurs as a result of education, instruction development and planned experience. (Armstrong 2002).

The fundamental aim of training is to help the organisation achieve its purpose by adding value to its key resource, the people it employs. Training means investing in people to enable them perform better and empower them to make the best of their natural abilities. Employees need to be helped to do their present job correctly and effectively (Tan 1995). Greenhans (1987) Slocum and Woodman (1989) differentiated the concept of training and development. Training is short term in nature and is designed to permit learner acquire knowledge and skills needed for the current job while development is training of a long-term nature which is aimed at developing current and future employees for future jobs within the organisation or to solve a problem.

Private schools need to keep the teachers updated with the current trends in the education. Since introduction of 8.4.4.system of education in 1985 the curriculum and hence the syllabuses have changed three times. Such information is communicated through the seminars and workshops that are organised by Kenya Institute of Education and provincial director of education office. During such meetings the publishers take the opportunity to display the recommended and other textbooks that are available in the market. It's very important that the school allows and funds teachers to participate because as Johnson and Scholes (2002) asserts that in knowledge based economy people are truly the most valuable asset which human resources policies need to reflect.

The ministry of education in conjunction with the Japanese government has started a four cycle training in four years of inservicing all the practising teachers of science and mathematics through the *smasse* programme. It is important that teachers in private schools participate in acquiring new methodologies that would improve the teaching of maths and science. A major purpose of training and development is to eliminate performance deficiencies whether current or anticipated. Training to improve performance is particularly important to organisation with stagnant or declining rates of productivity. Another purpose of training and development especially relevant to organisations that are rapidly incorporating new technologies is to make the current workforce more flexible and adaptable. A teacher should be computer literate whose application is necessary in executing tasks such as keep and analyse students' performance

trends and generating information to clients quickly. Computer is a powerful teaching aid too. By use of certain programmes abstract concepts in chemistry and maths for example can easily be communicated. If teachers are trained to apply latest technology in doing their work, the schools adopting would be strategically advantaged compared to those that have not. Wright and Noel (1996) affirms it, "if an organisation can increase its own adaptability, it can enhance its chances of survival and adaptability".

Development programmes are important for several reasons. These include:- source of management talent, helps organisations retain and develop productive employees, provides challenging assignments, prescribes new responsibilities and helps employees grow by developing their abilities. Organisations show commitment to the employees by providing continuous development opportunities to better themselves and in turn the employees will reciprocate by being committed to organisation. In this way, the organisation is not merely providing jobs but also helping employees to upgrade their skills and build a career in the organization (Tan 1997)

According to Oakland (1998) it is no longer enough to be efficient. To be successful to day and in the coming millennium, organisations have to be fast and responsive and it requires responding to customers needs for quality variety customisation, convenience and timeliness. Meeting these new standards requires a workforce that is more than just technically trained. It requires people who are capable of analysing and solving job related problems working productively in teams and "switching gears" and shifting from job to job as well.

Teachers in Kenya have been trained at the University level and other tertiary institutions to competently teach two subjects only. A teacher with such qualification is promoted to head a department comprising of a wide range of subjects which one has no knowledge of. While this happens in public schools, the private schools should be more dynamic and plan career developmental programmes that enhance multi-disciplinary knowledge acquisition. Private schools should create space strategically that encourage personal managed

learning especially now that universities and other tertiary institutions have introduced flexible education programmes suitable for working people.

### **2.3.3 Strategic Performance Management**

Human resource management is fundamentally about matching human resources to the strategic and operational needs of the organisation and ensuring full utilization of those resources. It is concerned not only with obtaining and keeping the number and quality of staff required but also with selecting and promoting people who "fit" the culture and strategic requirements of the organisations. Performance management is the "tool" that can aid in the achievement of the individual-organisation fit. Performance is simply the records of outcomes, Armstrong (2002). It can be regarded as behaviour - the way in which organisation's teams and individuals get work done. Performance management is about getting better results from the organisations teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. Performance requires that employees be capable, have clearly defined job roles, know what is expected of them, have tools to do the job, have the knowledge and skills to perform, receive regular feedback on performance, understand and receive rewards for good performance. (Power, 1986). "These are the elements of effective performance management system".

According to Fitzgerald et al (1989) performance measures in a service industry is unique because; most services are intangible, services output varies and production and consumption of the services are inseparable and services are perishable. Education is a unique service in the service industry in the sense that all outcomes of performance are long-term unlike services such as in hospitality industry where performance measures can be evaluated in the short term.

Implementation of performance management in education becomes complex because a teacher can actually move from one school to another in intervals of four years without challenging his/her performance because the actual



performance can only be evaluated based on students passing external examinations, the main interest of the clients (students and their parents).

Setting of appropriate standards once the actual dimensions and performance measures have been established involves consideration of who sets the standards, at what levels the standards are set and whether the standards facilitate comparison across business units (Drury, 2004). Performance standards, actual dimensions and performance measures need to be agreed upon by the management and the teachers in a school because the conventional performance "tools" namely schemes of work, lesson plans and records of work are only a "top dressing" which can only work if a teacher is committed and motivated to do the work. Teachers and the management team should collectively formulate performance agreements and plans as working documents incorporating provision for new demands and new situations as they arise. Objectives should be amended while work and personal development plans updated. Learning and work should be integrated. Everyone should be encouraged to learn from the successes, challenges and problems inherent in their everyday work.

#### **2.3.4 Strategic Reward Management**

Reward management is about how people are rewarded in accordance with their value to an organisation. It is concerned with both financial and non-financial rewards. An employee reward system consist of an organisation intergrated policies, processes and practices for rewarding it's employees in accordance with their contribution, skill and competence and their market worth. Cole, (2002) concurs that employers seeking staff who are rare or want to achieve fairness in pay in relation to effort, responsibility and other factors find that monetary incentives are needed to encourage employees to put extra effort. Armstrong (2002) asserts that the aim of reward management is to support the attainment of the organisation strategic and short term objectives by helping to ensure it has skilled, competent, committed, and well motivated work force it needs.

The financial rewards could be fixed or variable pay and employee benefits which together comprise total remuneration. The system also incorporates non-financial rewards such as recognition, praise, achievement, responsibility and personal growth and in many cases performance management process. Among the concerns of the employees' quality of work life, security, impact of work on family life pay and benefits top the list (Susan and Schuler, 2000). Apart from pay, strategic reward management in a school could be unique benefit such as being housed within the school, easy transport for those who stay away from school, flexible working hours, percentage contribution to pension fund, medical cover, waiver part or all school fees for employees children, create succession posts and any other benefit suitable to the location of the school

To be a source of sustainable competitive advantage human resources must also be rare. If competitors can easily access the same pool of talents, then that talent provides no advantage against competitors (Kathryn T. July 2006 HR Journal). By being an employer of choice, organisation can access the best available talent. In other words 'the best get the best'. By managing and remunerating well employers can further enhance their advantage.

### **2.3.5 Strategic Employee Relations**

Employee relations consist of all those areas of human resource management that involve relationships with employees directly and or through collective agreements where trade unions are recognised, "employee relations refers to interrelationships, both formal and informal, between managers and whom they manage" Cole (2002). It embraces; contractual obligations, communication policy and practice; joint decision - making and problem solving; collective bargaining; individual grievance and disciplinary policy and practice; employee development and employee welfare. Employee relations' processes consist of the approaches and methods adopted by employers to deal with employees collectively or individually. These are based on organization's articulated or implied employee relation policies and strategies recognising the uniqueness of each organisation, Armstrong (2002) emphasise that "there is of course no such

a thing as a model employee relations policy. Every organisation develops its own policies."

Approaches to employee relations strategies should flow from business strategy. For example if business strategy is to concentrate on achieving competitive edge through innovation and service delivery to its customers employee relation strategy should emphasize process of involvement and participation, including the implementation of programmes for continuous improvements and total quality management (Oakland, 1998). In a participatory work system an employee is empowered to meet customer needs (Agiulano and Chase, 1991). The power to meet customer needs gives the employee the right to remedy a situation on the spot without referring to multiple layers of bureaucracy. Employee empowerment also involves equipping them with right skills, resources and work environment necessary for improving their productivity and satisfying the customer.

If possible a school management could sell some shares to the employees so that they can develop a sense of ownership. Appropriate employee relationship strategy is about trust between the employer and the employee which can be built on a mutually agreed framework and communication. Employee participation systems and internal labour markets that provide an opportunity for employee to advance within a firm and team based production system are all focus of work organization that have been argued to positively affect firm performance. According to (Oreilley, 1993) formal information sharing is important for the sake of making employee maximize on their job performance. For example, the clearer an employee is about the basic goals and mission of the organization the easier it is to direct job activities in that direction. Research carried on the importance of communication shows positive relationship between effective communication and improvement of the quality (Feather 1981). The above view is supported by (Hall 1991) "information is critical as it affects attitude and motivation of employees"

When formulating or adopting Human Resource Management strategies (Drucker 1967) provides an insight that would assist a visionary manager. A knowledge worker himself, Drucker was particularly interested in the growing

importance of people who worked with their minds rather than their hands. He was intrigued by employees who knew more about certain subjects than their bosses or colleagues but who still had to cooperate with others in the organisation. Drucker analysed it and explained how it challenged the common thinking of about how organization should be run and he concluded that the great potential hidden in human capital of an organisation could be a solution to most of the organisation problems if it's exploited through appropriate strategic Human Resource Management.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Research Design**

The research design used in this study is a descriptive census survey. A descriptive study is concerned with description of the phenomena, discovery of association among different variables and characteristics associated with the subject population (Cooper and Schindler, 2003). A descriptive census was appropriate for the study because the whole population was to be studied.

### **3.2 Population**

The population of the study consisted of all the private secondary schools in Nairobi offering 8:4:4 Curriculum. There were 100 of these private schools in Nairobi (KCSE Result Analysis, March, 2007).

### **3.3 Data Collection**

The data collection instrument was a structured questionnaire which was administered by drop and pick method. The respondents were either school directors, principals, deputy principles or heads of departments. The questionnaire had two sections: Section A provided general information about the school while Section B focussed on strategic human resource management practices in school.

### **3.4 Data Analysis**

Data was analysed using statistical package for social sciences (SPSS). Descriptive statistics such as frequency, percentages and mean were used. Data presentation was done using tables. The extent of adoption of strategic human resource practices covering five major human resource functional areas of recruitment and selection, training and development, performance management, reward management and employees relations were measured

using a five-point scale ranging from strongly agree assigned a value of 1 to strongly disagree with a value of 5 (Likert Scale). Mean score was calculated. The lower the mean score the higher the tendency for the respondents to agree and the higher the mean score the higher the tendency for respondents to disagree. Similar scale has been used successfully in strategic human resource management studies (Huselid, 1996, Schuler 1992, Ulrich 1999).

## CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

### 4.1 Introduction

The objective of the study was to establish the extent to which strategic human resource management practices are used in private secondary schools in Nairobi. The chapter was divided into two sections, one of which was related to the objectives of the study. The first section analysed the demographic information of respondents; the second section analysed the strategic human resource practices. From the study population targets of 100 respondents, 74 responded to the questionnaire, constituting 74% response rate. The analysis was presented in form of tables.

### 4.2 Demographic information

The demographic information of the respondents considered in the study included the position in the organization, gender of the respondent, age, highest level of education duration of working in the school and the performance of the school over the years.

**Table 4.2.1 Respondent's current position**

	Frequency
Director	13
Principal	22
Deputy principal	25
Human resource director	14
Total	74

The above table shows the position of the respondent in the schools. The findings show that 33.8% were deputy principals, 29.7% were principals, and 18.9% were human resource managers, while 17.6% were directors. The low percentage of human resource managers respondents show that few schools had heads of human resource departments. 17.6% of director response could be

attributed to absence of directors in schools probably because they are not involved in daily management of the schools. It is also possible that the human resource department is either under the offices of the principal and deputy principal or it did not exist at all.

**Table 4.2.2 Gender of the respondents**

	Frequency
Male	45
Female	29
Total	74

The findings in the above table shows that there were more males than females in the administration. Males constitute 60.8% while females were 39.2%.

**Table 4.2.3 Age of the respondents**

	Frequency
20-30 years	4
31-40 years	45
Above 40 years	25
Total	74

It was clear that the majority of the respondents were 31-40 years, 33.8% were above 40 years, while a small proportion of respondents comprising of 5.4% were aged between 20-30 years.

**Table 4.2.4 Highest level of education of the respondents**

	Frequency
Professional graduate (degree)	46
Professional graduate (diploma)	26



Certificate level	2
Total	74

It was clear that the majority of the respondents as shown by 62.2% were professional graduates (degree), followed by professional graduates (diploma) rated at 35.1%, while a small proportion comprising of 2.7% were of certificate level. The highest percentage of qualified professionals show that that the owners of the schools appreciate the importance of knowledgeable workforce or there was a large pool of labour available in the market.

**Table 4.2.5 Period of service of the respondent**

	Frequency
Below 2 years	4
2-5 years	23
5-10 years	29
Above 10 years	18
Total	74

In the above table, it was found that 39.2% had served the school for 5-10 years, 31.1% had served the school for 2-5 years, 24.3% had served the school for above 10 years, while 5.4% had served the school for below 2 years. From the above information, it was clear that the majority of the respondents had served the school for over 5 years (63.5%), which means that they were well versed with the human resource practices in their school.

**Table 4.2.6 Performance of the schools**

	Frequency
Very good	28
Improving each year	43
Declining	3
Total	74

The study found out that performance in 58.1% of the schools was improving. 37.8% of the schools had good results while performance in 4.1% of the schools was declining. However, the good or improving performance could not be attributed to adoption of strategic human resource practices in the school.

### **4.3 Strategic Human Resource Practices**

The respondents were asked to state to what extent they agreed to the existence of strategic human resource practices in their schools. The first five items sought to establish whether there was a human resource department in each school while the rest aimed at finding out the extent of adoption of the five key functional areas of strategic human resource practices in the schools.

#### **4.3.1 Existence of human resource department in the school.**

89.2% agreed that school had a human resource department while 10.8% disagreed. 97.3% agreed that employees were treated as important people in the school, but 2.7% disagreed. 32.5% agreed that human resource department had a head who was part of the top management while 67.5% disagreed. 98.7% agreed that employees were valued assets of the school, 1.3% disagreed. The low mean scores of 1.29 showed that the respondents felt that they were valued assets of the school and they were treated as important people. This meant that the employees would have easily identified themselves with the school and possibly they were ready to use more of their potential for the benefit of the school. High mean scores of the statements:-human resource department had a head who was part of the top management team (3.47) and human resource department was treated as important as other departments (4.24) meant that the respondents disagreed. However, this view contradicts the response that school had a human resource department (mean score 1.32). Either respondents did not understand the statement, gave responses to please the researcher or they did not know that human resource function is a department by its own right.

#### **4.3.2 Strategic recruitment and selection practices**

31.5% agreed that they were provided with realistic job preview during recruitment and selection, 68.5% disagreed. 17.6% agreed that schools obtained new employees through reputable recruitment agencies but 82.4% disagreed. The high mean scores for these statements (3.61 and 4.17) respectively, meant that the work force in the schools is not necessarily the most qualified and most skilled. Unique talents among employees such as superior performance, productivity, flexibility, innovation and high ability to provide students with individualised service may not be available in most of the schools.

#### **4.3.3 Strategic employee relations practices**

33.8% of the respondents agreed that employees were asked to participate in decision making but 66.2% disagreed. 43.3% agreed that there was formal grievance procedure while 56.7% disagreed. 31.1% agreed that there was a formal disciplinary procedure in the school while 68.9% disagreed. 28.4% agreed that the school had a formal sharing system but 71.6% disagreed. 23% agreed that employees were allowed to make decisions while 77% disagreed. The mean scores for the statements were;- employees were asked to participate in decision making (2.23), school had formal discipline procedure (3.52), school had a formal sharing system (3.67) and that employees were allowed to make decisions (3.87). All the mean scores were high because the respondents agreed that there were no strategic employee relations in their schools. Lack of a participatory work system in private secondary schools in Nairobi means that the employees are not empowered to meet student's needs and they can not remedy a situation on the spot without referring to multiple layers of bureaucracy.

#### **4.3.4 Strategic Performance Management practices**

42% of the respondents agreed that appraisal process involved consultation between supervisors and subordinates but 58% disagreed. 24.4% agreed that heads of department discussed performance appraisal with their subordinates

while 75.6% disagreed. 89.2% agreed that performance in the job was the most important determinant of earning but 10.8% disagreed. The respondents agreed that performance in the job was the most important determinant of earning. This item had a mean score of 1.61. They strongly disagreed that appraisal process involved consultation between supervisors and subordinates (3.46) and heads of departments did not discuss performance appraisal with their subordinates (3.93). Since performance was the main criteria for earning, the employees were disadvantaged because no forum was provided for them to explain the circumstances or conditions that affected their performance. There is a possibility that employees were rated unfairly. Performance standards, actual dimensions and performance need to be agreed upon by the management and teachers because the conventional 'tools' like schemes of work, records of work, continuous assessment can only work if a teacher is committed.

#### **4.3.5 Strategic training and development practices**

35.2% agreed that employees went through training programs regularly but 64.8% disagreed. 36.5% agreed that the school had a formal training program while 63.5% disagreed. 70.3% agreed before the school engaged training, it carried out training needs analysis while 29.7% disagreed. 31.1% agreed that school did cost-benefit analysis of the training programs while 68.9% disagreed. 32.4% agreed that the school evaluated training programs. 90.5% agreed that school promoted often from internal source than external source whenever there was a vacancy while 9.5% disagreed. Only 27.5% agreed that there were defined positions of promotion in the school while 74.3% disagreed. The mean scores of all the items regarding training and development practices in schools showed that majority of the schools did not have them. These include;- before engaging in training, school did training needs analysis (2.48), employees in school went through training programmes regularly (2.82), school had formal training programs (3.51), school did cost-benefit analysis of training (3.61), school evaluated training programmes (3.61), school had defined positions of promotion (3.66) and school promoted often from internal source than external source whenever vacancy arose (2.09). The schools did not invest in people to

enable them perform better and empower them to make best use of their natural abilities.

#### **4.3.6 Strategic reward management practices**

Only 28.4% agreed that salary for employees in the same category was same as elsewhere while 71.6%disagreed. 48.7% agreed that school offered opportunity to be promoted to the highest level but 51.3% disagreed. 32.8% agreed that salaries were regularly reviewed but 67.2% disagreed. 37.9% agreed that the school had a reputation as a good employer but 62.1% disagreed. Only 16.2% agreed that on considering everything they would prefer to work for the school while 83.8% disagreed. The salary was same for employee in the same category as elsewhere, had a mean score of (3.84), school offered opportunity to be promoted to the highest level (3.84), school reviewed benefits regularly (3.58), school had a reputation as a good employer (2.93) and compensation was fair and adequate (3.0). Majority of the schools did not have strategic reward management practices because the respondents said that the salaries were not the same as elsewhere for employees in the same category. Opportunities for promotion were not offered to the highest level, benefits were not reviewed regularly, compensation was not fair and adequate and many schools did not have a good reputation as a good employer. Considering everything, only a few employees would have preferred to work for their schools while majority would have left if provided with an opportunity.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

From the analysis and data collected the following discussions, conclusions and recommendations were made. The analysis was based on the objectives of the study.

### **5.2 Summary**

The respondents consisted of 74 employees from private schools in Nairobi. The response rate was 74%. Majority of these respondents were Principals and Deputy Principals only a small number of respondents were Directors and heads of human resource department. The respondents agreed that majority of the schools had a human resource department; however, from the responses to the other statements very few schools have it. Probably the respondents did not understand the statement or they did not know much about a human resource department. School administration had more male managers than females who were above 30 years of age and they had served the school for over 5 years. Majority of the employees were professional graduates and only a few were certificate holders. Performance of the schools was good or improving but it can not be attributed to adoption of strategic human resource management practices.

Regarding strategic human resource management practices, respondents felt that they were valued assets of the school. Schools did not recruit or select employees through professional recruitment agencies and they did not provide them with a realistic job preview when hiring. On employee relations, majority of the schools did not involve employees in decision making and there were no formal information sharing systems. Also there are no formal grievance and disciplinary procedures.

Job performance was the most important determinant of earning, supervisors did not involve or consult employees on appraisal processes. Majority of the schools did not have strategic reward management practices because the respondents

said that the salaries were not the same as elsewhere for employees in the same category, opportunities for promotion were not offered to the highest level, benefits were not reviewed regularly, compensation was not fair and adequate and many schools did not have a good reputation as a good employer. Considering everything, only a few employees would have preferred to work for their schools while majority would have left if provided with an opportunity.

### **5.3 Conclusions**

The objective of the study was to find out the extent to which strategic human resource practices have been adopted in private schools in Nairobi. From the findings it can be concluded that although management of these schools is aware of the key role played by employees, there are no significant strategic human resource practices to support the assertion in majority of the schools. Very few of these schools are employers of choice and the retention of the employees is probably because there are few employment opportunities available elsewhere. Compensation is the key form of reward. Management needs to realise that financial rewards alone cannot sustain long term development because employees value non-financial rewards like personal growth, quality of working environment, security and impact on family life.

### **5.4 Recommendations**

Private schools operate in a very dynamic service industry. Investment in strategic human resource management can help improve the cost, promote operating efficiency, increase innovation, revolutionise ability and increase performance. This can be achieved by establishing a human resource management department with a head who is part of the top management. Human resource function should therefore be de-linked from the office of the principal and deputy principal so that they can concentrate on curriculum implementation and development. Some of the key strategic practices that should be implemented as soon as possible include continuous training so that employees particularly teachers are able to adopt to the continuous changes in

curriculum and also address behavioural challenges of the students. Employees should be involved in decision making since they are well versed with the challenges in classroom and can provide useful solutions. Compensation should be made fair, adequate and slightly above market rate to help in retention of employees. Other forms of rewards should be provided depending on the unique circumstances of the school such as location, the size, and number of students among many others. There should be clear positions of promotion and career progression. Recruitment and selection be done through reputable recruitment agencies to ensure that schools get the most qualified and skilled employees.

### **5.5 Limitations of the study**

Some of the respondents did not fill the questionnaire and the response rate was reduced to 74%. The population of the study was restricted to Nairobi and the conclusions will not hold for the private schools in other parts of the country. The population was made up of schools with individual and group ownership while others were part of chain of schools, so the directors were not available to respond to the questionnaires.

### **5.6 Area for further research**

Since the study found out that adoption of strategic human resource practices is insignificant in private secondary schools in Nairobi, a study should be carried out to find out if the same case prevails in private secondary outside Nairobi. A study could also be carried to find out the factors that affect the adoption of strategic human resource management practices in private secondary schools in Nairobi.



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**APPENDICES**

**APPENDIX I**



**UNIVERSITY OF NAIROBI  
SCHOOL OF BUSINESS  
AFR06EAH - LOWER KABETE CAMPUS**

Telephone: 4184160 Ext. 208  
Telegrams: "Varsity", Nairobi  
Telex: 22095 Varsity

P.O. Box 30197  
Nairobi, Kenya

date... .iQ<sup>ch</sup>£^p:t.efT>.\aer.. 50.07

**TO WHOM IT MAY CONCERN**

The bearer of this letter ...KI&UIH5....MIAR1....KAR ^ J

Registration No;, .3P>.6>..I/.P f.TID.6 & . U Q . Q 2

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.

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**J.T. KARIUKI**  
**COORDINATOR, MBA PROGRAM**

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## APPENDIX II: QUESTIONNAIRE

### Part A: GENERAL INFORMATION

Name of the School:

Year started:

Number of Students:

Number of Employees:

Your current position?

Director

Principal

Deputy Principal

Human Resource Director

What is your sex?

Male

Female

What is your age?

20 - 30 years

31 - 40 years

Above 40 years

What is the highest level of education

Professional graduate (degree)

Professional graduate (diploma)

Certificate level

Others (Please specify)

How long have you served the school

Below 2 years

2 - 5 years

5 - 10 years

above 10 years

6. How has the performance of the school been over the years?

Very good

Improving each year

Stagnated

Declining

**Part B: STRATEGIC HUMAN RESOURCE PRACTICES**

Respond to the following statements about your school by putting a tick in the relevant box.

No	Statement	Strongly Agree	Agree	Somehow agree	Disagree	Strongly Disagree
	School has human resources department					
	Employees are treated as important people in the school.					
	Human resources department has a head who is part of the top management team					
	Human resource department is treated as important as other departments					
	Employees are valued assets of the school					
	School obtains new employees through reputable recruitment agencies					
	When hiring, employees are provided with a realistic job preview					
	Employees in the school are allowed to make decisions					
	Employees in the school are asked to participate in decision making					
	The school has a formal grievance procedure					
	The school has formal disciplinary procedure					



No	Statement	Strongly Agree	Agree	Somehow agree	Disagree	Strongly Disagree
	The school has formal information sharing system					
	The heads of department discuss performance appraisal with their subordinates					
	Appraisal process involves consultation between supervisors and subordinates					
	Performance in the job is the most important determinant of earning					
	The school has defined positions of promotion					
	School promotes often from internal source than external source when vacancy arises.					
	School reviews benefits regularly					
	Employees in the school go through training programs regularly					
	The school has formal training program					
	Before engaging in training the school does training needs analysis					
	The school does cost-benefit analysis of training programs					
	The school evaluates training programs					
	The compensation is adequate and fair					

No	Statement	Strongly Agree	Agree	Somehow agree	Disagree	Strongly Disagree
	School offers opportunities to use and develop employee skills					
	The salary is about the same for employees in the same category as elsewhere					
	My school treats employees as responsible and important persons					
	School offers opportunities to be promoted to highest level					
	My school has a reputation as a good employer					
	Considering everything I prefer to work for my school					

### **APPENDIX III: PRIVATE SECONDARY SCHOOLS IN NAIROBI**

Kianda School  
Strathmore School  
Sunshine Secondary School  
Riara Springs Academy  
Consolata Secondary School  
Loreto Convent - Valley Road  
St. Hanna's Boys High School  
Marion Preparatory School  
Makini Academy - Langata  
Karengata Academy  
Compuera Girls High School  
Light Academy  
Forest View Academy  
Loreto Convent - Msongari  
Brookshine School  
St. Elizabeth Academy - Karen  
Karura SDA Secondary School  
St. Hanna's Preparatory School  
St Mary's School Nairobi  
St. Martin's Girls Secondary School Kabarage  
The Aga Khan High School (Waiyaki Way, Westlands)  
Muslim Girls Secondary School  
Queen of Apostles Seminary  
Parkland's Arya Girls Secondary School  
Wamy High School  
Malezi Secondary School  
St. Nicholas Senior School  
MSB Institution, Nairobi  
Rasul Al Akram Academy  
Kitsuru Boys High School  
Kibera Glory Secondary School  
Agbon Academy  
Apostolic Commercial Girls Secondary School

Calvary School Nairobi  
Wiltrue Education Centre  
Justino Secondary School  
Compassionate Secondary School  
Kayole Twilight School  
Dima Academy  
Good Samaritan Secondary School  
Buruburu High School  
St. Deborah Girls Secondary School  
Kenya Muslim Academy  
Riruta Central School  
Stephjoy School  
Don Bosco School  
Lili Vision High School  
Shauri Moyo Muslim Harambee Secondary School  
Friends Secondary School, Dandora  
Welkim Senior Academy  
Nile Road Secondary School  
Temple Road High School  
St. Gabriel Secondary School  
Arya Girls Secondary School  
Kyuna Academy  
St. Dominic Savio's Secondary School  
Guru Nanak Secondary School  
Global Vision Secondary School  
Ngara Queens Academy  
St. John's High School  
Sharda High School  
Kibera Academy  
R.G.S. Secondary School  
Pan African High School  
Shepherds Hills High School  
St. Joan Senior School  
S.S.D. Secondary School

Khalsa Girls Secondary School  
Enna School  
Satellite Star Secondary School  
La Verne School  
Gitu Academy  
Kenyan College  
Ridgeways Boys Academy  
Mother of Mercy Centre Secondary School  
Malezi Secondary School  
Exeter Complex  
St. Mary Academy  
Nairobi Muslim Academy  
Frames of Mind Secondary School  
St. Bernard Secondary School  
Bulkan High School  
Sunflower Secondary School  
Beverly Secondary School - Ruai  
Riverside Academy  
Kasarani Academy  
St. Eunice Academy  
Akiba Secondary School  
Arya Boys Secondary School  
Imperazza Secondary School  
Kibra Academy  
Race Course Educational Centre  
Charity Students Centre  
Forest View Academy  
Good Shepherd High School  
Brightstar High School  
St. Catherine's Mountain View Academy  
St. Edwards High School  
Wakulima Secondary School  
Ananda Marga Academy

**Source:** KCSE Analysis, March 2007.