CHALLENGES OF IMPLEMENTATION OF TURNAROUND STRATEGIES BY PUBLIC SECONDARY SCHOOLS IN KANGUNDO DISTRICT, MACHAKOS COUNTY, KENYA

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DECLARATION

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

Signature:………………………….. Date:…………………………………

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D61/68058/2011

SUPERVISOR'S DECLARATION

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

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DEDICATION

I dedicate this project to my loving husband Simba Boniface, my dear parents (Mabeya Silvanus and Alexina Mosomi), family and friends. Your support, love, patience, encouragement, sacrifice and prayers have transformed my dreams to the success of this degree. May God keep and bless you abundantly

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ABSTRACT

Many firms experience trends of deteriorating financial performance at some point in their organizational life cycle as a result of market erosion and / or maladaptive decisions by management. Turnaround is a strategy adopted by firms to arrest the decline and revive their growth. The objectives of this study were: to determine the challenges of implementing turnaround strategies by public secondary schools in Kangundo District, Machakos County, Kenya and to establish strategies used by public secondary schools in dealing with challenges of performance improvement in KCSE examination. This study used cross-sectional survey design. Cross-sectional survey design was chosen because it appeals for generalization within a particular parameter. The target population of the study was 20 public secondary schools. In particular, the study targeted three respondents from each public secondary school. Both primary and secondary data was used in this study. The main instrument for data collection was structured questionnaires that allow for uniformity of responses to questions. The completed questionnaires were first checked for completeness and consistency. Quantitative data collected were analyzed by the use of descriptive statistics using SPSS and presented through percentages, means, standard deviations and frequencies. The study established that majority of the respondents were neutral on whether there were adequate learning materials for use by students, the respondents further disagreed that the school had enough teaching staff required to improve their performance in KCSE. The study indicated that the schools didn't have enough playgrounds for students, on whether there is a high level of discipline, the study shows that the students didn't have a high level of discipline as was indicated in the questionnaire. The study also indicated that the level of discipline was not in the school hence affecting the performance in public secondary schools. The study therefore recommends that adequate learning materials be provided for use by the students, teachers and the whole schools team to improve the learning experience and performance at KCSE. This study therefore recommends that the schools find ways of raising more funds to fund their operations. The study therefore recommends that the school needs to find a way of acquiring adequate resources. The study recommends that more teaching staff need to be employed as well as communicating clearly the strategies meant to improve performance in KCSE examinations.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A strategy is a game plan that organizations use to direct the activities in an organization towards the realization of organizational objectives. When the set goals and objectives of an organization are not achieved, there is a deviation which necessitates a change of tact to ensure that future targets are met (Harker, 2001). Turnaround strategy is a strategy employed by organizations that want to change their fortunes. If an organization has consistently been missing its goals and objectives, it is important that it re-evaluates its strategies and employ turnaround strategies to see how it can improve its performance. In the implementation of turnaround strategy, organizations face several challenges which hinder their full implementation (Gibson and Andy, 2003). Some of these challenges have been identified to include lack of support from management, legal suits against the organization for breach of contracts, limited to lack of support from employees among others.

This study was guided by three theories including open systems theory, competitive and institutional theories. Open systems theory believes that organizations are strongly influenced by their environment made up of other organizations that exert various forces of an economic, political, or social nature (Pfeffer and Salancik, 2003). Competitive theory by Alderson (1965) stated that differential advantage might be achieved through lowering prices, selective advertising appeals and/or product improvement and innovations for corporations. For public secondary schools, this may be achieved by regular revisions of past papers, timely completion of the syllabus to allow time for

revision among others while the institutional theory which attends to the deeper and more resilient aspects of social structure in an organization believes that secondary schools are governed by rules, policies and norms which dictate what they ought to do at different times. As such, institutional framework is vital for the proper functioning of any institution including secondary schools.

Public secondary schools in Kangundo, Machakos County have posted a mixture of performance in the Kenya Certificate of Secondary Education (KCSE) over the past ten years. The average mean score for the District has been stagnant at less than five which is rather low compared to other neighboring Counties. This mean score has persisted in spite of the huge investments by key stakeholders including the Government of Kenya.

1.1.1 Concept of Strategy

Strategy refers to a set of beliefs on how a firm can achieve success and is the main route to attain corporate goals and objectives, leading to enhanced long-term performance (woods and Joyce, 2003). Thompson and Strickland (2007) define strategy as the match between an organization's resources, skills and the environmental opportunities as well as the risks it faces and the purposes it wishes to accomplish. The purpose of strategy is to provide directional cues to the organization that permit it to achieve its objectives while responding to the opportunities and threats in the environment (Pearce and Robinson, 2007).

Pearce and Robinson (2002) indicate that strategy is about winning. The concepts and theories of business strategy have their antecedents in military strategy. The term strategy derives from the Greek word strategia meaning "generalship," formed from stratos, meaning "army," and -ag, "to lead." Tushman and Anderson (1984) define strategy as:

"the art of distributing and applying military means to fulfill the ends of policy." Norton (1991) notes that strategy entered the management literature as a way of referring to what one did to counter competitor's actual or predicted moves. Pearce and Robinson (2002) define strategy as the direction and scope of an organization over the long-term, which ideally matches resources to its changing environment and its particular markets so as to meet stakeholders' expectations. This definition identifies three key components of strategy. First, the need to define the scope and range of an organization's activities within the specific environment it faces. Second, the needs of customers and markets are matched against resource capability to determine long-term direction; and third, the role that the stakeholders have on the strategy articulation because of their influence over the values, beliefs and principles which govern organizational behavior and business conduct.

Ansoff (1999) views strategy in terms of market and product choices where a strategy is viewed as a "common thread" among an organization's activities and the market. It is through a strategy that the activities in an organization are harmonized for a common objective. Johnson and Scholes (1998) define strategy as the direction and scope of an organization that ideally matches the results of its changing environment and in particular its markets and customers so as to meet stakeholder expectation. According to Pearce and Robinson (2002), strategy is a unified and integrated plan that relates the strategic advantages of the firm to the challenges of the environment and that is designed to ensure that the basic objectives of the enterprise are achieved through proper execution by the organization.

1.1.2 Turnaround Strategy

Turnaround is a strategy adopted by firms to arrest the decline and revive their growth (Di'Primio, 1988). A turnaround situation exists when a firm encounters multiple years of declining performance subsequent to a period of prosperity (Zammuto & Cameron, 1985). Turnaround situations are caused by combinations of external and internal factors and may be the result of years of gradual slowdown or months of precipitous performance decline. The strategic causes of performance downturns include increased competition and input shortages, while operating problems include strikes and labour problems, excess plant capacity and depressed price levels (Kottler, 1996).

Pearce and Robbins (1992) characterized decline as the opposite of successful adaptation to the environment. They suggested that organizations enter the state of decline when they fail to anticipate, recognize, avoid, neutralize, or adapt to external or internal pressures that threaten the organization's long-term survival. Morrow and Busenitz (2004), conclude that firms must develop turnaround strategies to match the pressures of its multilayered environment in order to become competitive. Chowdhury and Lang (1996) posit that turnaround strategies emphasize the improvement of operational efficiency through cost reductions and asset reductions.

The immediacy of the resulting threat to company survival posed by the turnaround situation is known as situation severity (Altman, 1983). Low levels of severity are indicated by declines in performance, while extremely high severity would be signaled by poor performance and extinction. The recognition of a relationship between cause and response is imperative for a turnaround process and hence, the importance of properly

assessing the cause of the turnaround situation so that it could be the focus of the recovery response. Prior studies have proposed that strategic choice for declining firms is contingent upon past financial performance trends. Norton (1991) indicates that firms substantially below financial break-even may initiate asset reduction strategies, while firms operating near break-even may implement revenue generation or cost reduction strategies.

Pearce and Robinson (1992) link strategic choice for declining firms to financial performance. They suggest that as severity of decline increases, retrenchment strategies should progress from cost reduction to asset reduction strategies. Pearce and Robinson (2002) also indicate that the intensity of decline is a contributing factor in whether the firm recovers and since severity is a success factor, past financial performance should therefore be considered as a factor in the strategic choice.

1.1.3 Challenges of Strategy Implementation

Strategy implementation faces a number of challenges and these can be either internal or external to the organization. These challenges vary depending on the type of the organization, type of the strategy and the circumstances that are prevailing (Bedeian and Palmer, 2004). The organization should be able to match strategy to the institutions of the organization such as structure, leadership, culture, support systems, processes and policies. Strategy implementation does not automatically follow strategy formulation because of the effects of such factors like, resistance, lack of adequate resources, political forces, and economic, social, cultural, ecological, technological and legal forces.

Failure to work out the strategy by ensuring that the organization's daily activities, work efforts and resources are directed as much as possible towards the implementation of strategy which involves developing operational plans and tactics through which the otherwise abstract strategy was to be implemented (Arogaswamy, Barker, & Yasai-Ardekani, 1995). Another key challenge in strategy implementation could involve inadequate resources namely funds, machinery /equipment, human capacity, skills and experience.

Whenever an organization fails to match the strategy to the institutions of the organization such as structure, leadership, culture, support systems and policies implementation of strategy becomes challenging (Burnes, 2003). Many organizational characteristics like culture, structure, policies and management style act as constraining factors to strategy implementation (Burnes, 2003). Sang (2006) identified the forces of resistance to change include: employee desires for security, satisfaction with the status quo, narrow force change, group inertia, threatening experience, and changes in the allocation of resources. Another key challenge in strategy implementation involves inadequate resources namely funds, machinery/ equipment human capacity, skills and experience and technological resources (Thompson, 1990).

A chosen strategy can't be successfully implemented with inadequate resources. Resource allocation is a central management activity that allows for strategy execution. It is not possible to implement a strategy that requires enormous resources than what is allocated by the organization. According to David (1997), lack of sufficient knowledge, organizational politics and overprotection can hinder effective resource allocation.

1.1.4 The Education Sector in Kenya

The education sector is basically divided into two; the public and the private sector. The education Act cap 211 is the one that is responsible for the registration of all schools despite of their status. It should be noted that in spite of private schools being managed privately, they are regulated so as to conform to education standards and regulations. The ministry of education has a clear vision and mission statements and these have been customized by both the public and the private schools. The vision of the ministry of education is to have "a globally competitive quality education, training and research for Kenya's sustainable development". On the other hand, its mission statement is to "provide, promote, and coordinate quality education, training and research". All these are geared at empowering individuals to become better citizens who value education because there is a very strong linkage between education and economic growth.

The education system is made up of early childhood development education, primary education which takes eight years, secondary education (4 yrs) and university education which takes a minimum of four years. The number of years one takes in university depends on the course that one is pursuing. Technical, industrial, vocational and entrepreneurship Training; Special Needs Education and Adult and Basic Education are also some of the other programs that are offered by the Kenyan education system. The ministry responsible for the education in Kenya is the Ministry of Education (MOE).The ministry is charged with the responsibility of formulating policy, planning, implementation and monitoring. The ministry is entrusted with the responsibility of developing strategies and regulating those other bodies which also provide education and training services.

The ministry has a cabinet secretary as its head and is assisted by two principal secretaries: Dr. Belio Kipsang (Principal Secretary, Education) and Prof. Colleta Akinyi Suda (Principal Secretary Science and Technology) who act as the accounting officers to the education ministry, Education secretaries and the four Directors are also part of the structure. All these are answerable to the principal secretaries. Various semi-autonomous bodies also exist and are entrusted with the development and management of different education and training issues. These SAGAS are also answerable to the principal secretary. Clear management structures are not only witnessed at the higher levels but also at the county, sub-county, divisional and zonal levels. At the school level, secondary schools are managed by the Board of managers (BOM) whereas primary schools and Adult Basic Education Centres are managed by school management committee and Centre management committee respectively.

1.1.5 Public Secondary schools in Kangundo District, Machakos County

The study was conducted in public secondary schools in Kangundo district in the outskirts of Nairobi County. It is located in Machakos County and is about 50 kilometers away from the city centre along Nairobi- Kangundo road. Kangundo is a metropolitan town which has students from different communities due to its close proximity to the city. Most students in boarding schools basically come from the city of Nairobi with the remaining population coming from the predominant native Akamba Community. The day schools are populated by the students from the Akamba Community which resides within the district.

A school is an administrative unit whose sole responsibility is to impart skills and knowledge to students. A school just like any other organization is affected by social cultural factors, political and legal forces, economic and technological forces. There are thirty eight (38) secondary schools in Kangundo District. Twenty (20) are public secondary schools and eighteen (18) private secondary schools. Public secondary schools can be National, county, and sub-county in nature.

1.2 Research Problem

Many firms experience trends of deteriorating financial performance at some point in their organizational life cycle as a result of market erosion and / or maladaptive decisions by management. Based on a deterministic perspective this organizational decline can be attributed to environmental factors while the voluntaristic perspective attributes decline to internal factors, particularly management actions and perceptions. Whether causality is attributed to external factors, internal factors, or both, managers can respond by selecting strategies that redirect resources in an attempt to improve their firm's competitive position. They suggested that organizations enter the state of decline when they fail to anticipate, recognize, avoid, neutralize, or adapt to external or internal pressures that threaten the organization's long-term survival. Secondary schools just like any other organizations have to adapt to the ever and rapidly changing environment if they are to survive and flourish.

All businesses operate as open systems (Pearce and Robinson, 2002). Public secondary schools in Kangundo District, Machakos County, Kenya are no exceptional. They have recorded low mean scores especially at District levels forcing school managements to get

concerned so as to correct the anomaly. For example, the performance of Kangundo District for the period between 2007-2012 has persistently remained low at below 4.5 score compared to the highest of 11 score. The mean score for the sub county was 4.197, 3.4924, 3.731, 4.236, 4.247 and 4.493 for the six years 2007-2012 respectively.

Different studies have been carried on strategic change management and turnaround strategies in many organizations in Kenya. Gibson and Andy (2003) studied best practices at Best Buy using a turnaround strategy. Best Buy, the huge retailer of electronics and appliances, was searching for a way to keep itself on an expansion curve yet temper its brashness with some much-needed management discipline. Furrer, Pandian and Howard (2007) did a study on corporate strategy and shareholder value during decline and turnaround. The study aimed at assessing the impact of corporate strategy on shareholder value in decline and turnaround situations. The study established that the beta excess return measures captured the hypothesized relationships between strategy and shareholder value for the sample firms studied. Evans, Chitnomrath and Theo (2013) studied the successful turnaround strategy using evidence from Thailand. The results indicate that over a three-year reorganization period successful companies were found to be most likely to adopt cost and expense reduction, company size reduction and disposal of non-core assets while operational strategies aimed at reconfiguring internal operations and systems were not likely to be associated with successful companies.

Locally, Saigilu (2008) studied the effectiveness of turnaround strategy at Kenya Revenue Authority (KRA). It was found that the turnaround strategies employed by KRA were highly effective in meeting organizational goals. Mwakida (2009) investigated the

turnaround strategies adopted by new Kenya Cooperative Creameries Limited. The study identified that the company pursued two distinctive strategies namely decline stemming that reverse the decline and recovery strategies that yield a defensible competitive position to the firm.

Kimutai (2010) investigated the challenges of implementation of turn-around strategies at Telkom Kenya limited and established that employees' attitude and culture were not in tandem with the management intentions and thus slowed the implementation of the turnaround. From the above discussions, it can be seen that limited research if any have focused on the challenges faced in the implementation of turn-around strategies in public secondary schools and education sector in general. This study therefore sought to fill this research gap by answering one research question: What are the challenges facing the implementation of turnaround strategies in public secondary schools in Kangundo District, Machakos County?

1.3 Research Objectives

The objectives of this study were:

i.   To determine the challenges of implementing turnaround strategies by public secondary schools in Kangundo District, Machakos County, Kenya

ii. To establish strategies used by public secondary schools in dealing with challenges of performance improvement in KCSE

1.4 Value of the study

This study would be important to the policy makers in Kenyan education sector as it would inform them of the various challenges faced by secondary schools in their efforts to improve their performance at Kenya Certificate of Secondary Education examinations. The Government and particularly the Education sector would benefit from the study in formulating policies and measures geared at stimulating growth of this sector .The public would also benefit given the fact that a lot of public funds and resources have been invested in the sector since education is key to the attainment of vision 2030. The study would be used by experts or educationalists to understand the key challenges facing this sector and be able to come up with relevant/appropriate solutions. This would facilitate development of responsive strategies and policies to help alleviate the challenges identified.

The findings of this study would also be important to secondary school management as it would inform them on how to successfully implement turnaround strategy in their schools for improved performance at the Kenya Certificate of Secondary Education examinations. This would help them improve the performance of their schools in KCSE examinations. The study would also avail significant information that would give a clear insight of the challenges that face the implementation of the turnaround strategies in Kangundo District, Machakos County Public secondary schools and assist the principals to tackle the challenges appropriately with the intention of ensuring that the schools perform well and continue shining in Kenya secondary Certificate of Education (KCSE). The information availed from the research would help stakeholders to understand and appreciate their role concerning those schools whose performance is below par.

The results of this study would also be important to researchers and scholars, as it would form a basis for further research. The scholars would use this study as a basis for discussions on challenges of implementing turnaround strategies in secondary schools in their quest to improve performance at the national KCSE examinations. The study would also be a source of reference material for future researchers on other related topics; it would also be used by other academicians who undertake the same topic in their studies. They might find this study relevant in formulating research areas in future.

This study would also be important in explaining the impact that the operating environment has on strategic management of an organization. Organizations are dependent on the environment for resources and release their outputs into the environment hence the importance of open systems theory in this study. In order for organizations to be successful in their business, they have to consider the operating environment which includes competition. In conducting their businesses, institutions are also guided by norms, policies, values and other rules as set in the institutional framework. Therefore, this study extends knowledge on the application of open systems and institutional theories.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the related literature on the subject under study presented by various researchers. It also reviewed literature with respect to the research objective on the challenges of the implementation of turnaround strategies by public secondary schools. The specific areas covered here are theoretical perspectives, concept of Turnaround strategy, effective strategy implementation process, the challenges of strategy implementation and finally the causes of organizational decline.

2.2 Theoretical Perspective

The study is founded on one theory: open systems theory. Open systems theory requires that organizations interact with their environment for resources and release outputs to the environment hence the open system. As such, organizations need to consider their operating environment if they are to be successful in their operations. The operating environment is very dynamic and constantly changing meaning that for organizations to adapt to these changes, they have to develop strategies that direct their operations.

2.2.1 Open Systems Theory

This study is built on the open systems theory which provides managers with metaphors, terminology and explanations about how organizations function. Open systems theory holds that organizations are strongly influenced by their environment made up of other organizations exerting various forces of economic, political, or social nature. The environment provides key resources that sustain the organization and lead to change and

survival (Pfeffer and Salancik, 2003). Open systems theory was developed in reaction to earlier theories of organizations, such as the human relations perspective of Elton Mayo and the administrative theories of Henri Fayol, which treated the organization largely as a self-contained entity (Scott, 2002).

Environmental influences that affect open systems can be described as either specific or general. The specific environment refers to the network of suppliers, distributors, government agencies, and competitors with which a business enterprise interacts. The general environment encompasses four influences that emanate from the geographical area in which the organization operates (Pfeffer and Salancik, 2003). The open-systems theory assumes that all large organizations are comprised of multiple subsystems, each of which receives inputs from other subsystems and turns them into outputs for use by other subsystems. Learning institutions like any other organization rely on the environment for input resources in form of human capital and at the same time, its customers and competitors are in this environment (Scott, 2002). As such, it has to understand how to manage all these resources and stakeholders for effective turnaround strategy.

2.2.2 Competitive Theory

Early literature alluded to the development of sustainable competitive advantage by nations. Competitive theory evolved from the traditional trade theories, 'The effect of the Wealth of Nations' (Smith, 1776). Competitive theories proposed some kind of advantage as enabling a country gain more out of international trade. The same is true for the learning institutions. If sustainable superior performance which equals sustainable competitive advantage is to be achieved a firm must differentiate itself. Alderson (1937)

hinted at a basic tenet of sustainable competitive advantage, that a fundamental aspect of competitive advantage is the specialization of suppliers to meet the variations in buyer demand. Specialization ensures that the right quality and quantity of inputs are acquired at the right price, time and location to facilitate the progress of business activities for the betterment of the organization.

In the same manner, secondary schools need to differentiate themselves by adopting a unique culture that will improve their performance in the national examinations. Alderson (1965) stated that differential advantage might be achieved through lowering prices, selective advertising appeals and/or product improvement and innovations for corporations. For public secondary schools, this may be achieved by regular revisions of past papers, timely completion of the syllabus to allow time for revision among others.

2.2.3 Institutional Theory

Another relevant theory for this study includes the institutional theory which attends to the deeper and more resilient aspects of social structure in an organization. It considers the processes by which structures such as; rules, norms, and routines, become established as authoritative guidelines for social behavior which is an important aspect in change management. Debate on institutional theory mainly begins with making the distinction between the 'old' and 'new' institutionalist approach.

The pioneer work of Selznick (1949, 1957) established the 'old' institutionalist approach, where the unit of analysis was a single organization. Some of the main issues investigated were values, organization-environment interaction, coalitions, influence, power and

informal structures (Greenwood & Hinings, 1996). As any institutions, secondary schools are governed by roles, policies, norms which dictate what they ought to do at different times. As such, institutional framework is vital for the proper functioning of any institution including secondary schools.

2.3 The Concept of Turnaround Strategy and implementation

Turnaround strategy refers to an action plan that gives struggling business owners the guidance and direction they need to revitalize their business (Khadwel, 2001). The onset of problems such as declining profit and increased debt require that an organization rethinks its strategies to change the trend otherwise it will close down business. When management starts restructuring the business to correct its decline, they are probably using turnaround strategy (Burnes, 2003). Therefore a turnaround strategy is an in-depth plan, designed not only to save the business but make it financially sound as well.

Turnaround management is a process involving establishing accountability, conducting diagnostic analyses, setting up an information system, preparing action plans, taking action, and evaluating results (Di Primio, 1988).

The need for turnarounds is, in part, attributable to factors such as increased competition, overinvestment in technology, more knowledgeable shareholders, and a willingness to gamble on the part of managers (Heany, 1985). A turnaround strategy puts emphasis on speed of change and rapid cost reduction and or revenue generation. Managers have to be keen on bringing about quick and significant improvements by prioritizing things. Turnaround strategy is a type of strategic change.

DiMarco (1996) offers the guidelines for a successful turnaround strategy that are summarized into three substantive steps as: Step one; Develop the turnaround strategy objectives, define success and identify the key problems to fix, Step two; Focus on execution activities that eradicate value destruction and Step three; Stabilize and nurture the value creating businesses. DiMarco (1996) observes that it is often said that there is no such thing as a bad strategy; it is just the execution that is flawed. The success of this step of focusing on execution activities that eradicate value destruction relies on the ruthless execution of a portfolio of projects, all aimed at the eradication of value destroying activities. The nature of the projects could include divesting underperforming businesses, implementing a new pricing strategy, selling underutilized assets, pruning unprofitable product lines and overhead cost reduction. The third phase on stabilizing and nurturing the value creating businesses usually requires a style of management that is different to the earlier phases, involving nurturing of management talent to guide value creating businesses to the next stages of their development.

Organizations in the 21st century are highly subjected to a lot of dynamism and changes and therefore they have to continue reinventing their strategy (Hamel, 2002).The dynamism and changes have been brought about by environmental factors such as advancement in technology, economic factors, political factors and social cultural factors. Managers have to read and listen to what is happening in the environment. Organizations should adjust to the ever changing environment in order to survive or else they will fail. This can only be possible if organizations embrace strategic management.

The environmental conditions facing many firms have changed rapidly. Today's global competitive environment is complex, dynamic, and largely unpredictable. To deal with this unprecedented level of change, a lot of thinking has gone into the issue of how strategies are best formulated. Strategic management is about managing the future, and effective strategy formulation is crucial, as it directs the attention and actions of an organization, even if in some cases actual implemented strategy can be very different from what was initially intended, planned or thought.

Woods and Joyce (2003, p. 219) observe that "despite the importance of the strategic execution process, far more research has been carried out into strategy formulation rather than into strategy implementation", while Alexander concludes that literature is dominated by a focus on long range planning and strategy "content" rather than the actual implementation of strategies, on which "little is written or researched" (Keith, 1998, p. 91). Reasons put forward for this apparent dearth of research effort include that the field of strategy implementation is considered to be less "glamorous" as a subject area, and that researchers often underestimate the difficulties involved in investigating such a topic – especially as it is thought to be fundamentally lacking in conceptual models (Keith, 1998). More "practical" problems associated with the process of strategy implementation, meanwhile, include communication difficulties and "low" middle management skill levels (Alexander, 1985).

Burnes (2003) defines strategic management as the process of managing changes to adapt to the changed strategy .This is geared at ensuring that an organization copes in the environment in which it operates in which is full of challenges and threats. The process ensures that there is continued interaction between the organization and the environment.

This is done by ensuring that there is a conducive environment for growth and prosperity. Strategic Management therefore is a process involving both the formulation of strategies and their implementation. Developing a strategy for an organization is not equivalent to success. Effective strategic change management very much determines the success of implementation of such strategy. Strategic implementation is quite vital to every successful strategy including a turnaround strategy (Thompson and Strickland, 2007).

Turnaround strategies are meant to bring about quick and significant results in declining organizations. This has not been the case always. Enormous resources are invested in trying to turnaround the situation but the results turn out to be disappointing. Lewis (1999) suggests that strategy within business is basically about two things: creating value for stakeholders, customers and employees and ensuring that the business makes a profit by the managers. Creating value without profit is like engaging in charitable work but creating profit without adding value is equivalent to theft hence the need to balance between the two aspects. The process of strategic management focuses on setting long range goals, planning how the organization will implement this vision and then managing the implementation (Feurer and Chaharbaghi, 1995).

Setting strategy requires the organization to focus on a specific range of business activities in which it can perform competitively. This is to avoid spreading its resources too widely. Strategy should involve both internal and external environments of the organization, its people and processes and cultural attributes as well as what is occurring amongst its competitors, customers, regulators and share-holders. Developing a strategy for an organization is not equivalent to success. Effective strategic change management very much determines the success of implementation of such strategy.

2.4 Approaches to Turnaround Strategy

Mukherjee (1999) classifies turnaround mechanisms into organizational, efficiency measures and dealing with the external environment. The organizational mechanisms include; Change in the top management, Centralized decision-making, Decentralization and Formation of new departments. The efficiency measures include; Divestiture, Retrenchment, Research and Development, strengthening and Refocusing, Higher incentives, Automation or renovation of plant and machinery. On dealing with the external environment, the firm engages in; Diversification of new product lines, Aggressive marketing, Collaboration and joint ventures, New market development and Negotiation of settling debts.

Although little research on turnaround in the public sector has been undertaken, there are a substantial number of studies of decline and recovery in private firms. Evidence from these studies suggests that turnaround is more likely in companies that pursue retrenchment, repositioning and reorganization.

Pearce and Robinson (1992) concluded that retrenchment is an integral component of successful recovery from decline. Retrenchment, defined as a set of organizational activities undertaken to achieve cost and asset reductions and disinvestment, has received strong academic and practitioner support as an expeditious means for reversing declining financial performance (Pearce and Robbins, 1992). Retrenchment revolves around cutting costs. Retrenchment is a corporate-level strategy that seeks to reduce the size or diversity of an organization's operations.

Retrenchment is also a reduction of expenditures in order to become financially stable. Retrenchment is a pullback or a withdrawal from offering some current products or serving some markets. In a military situation a retrenchment provides a second line of defense. Retrenchment is often a strategy employed prior to or as part of a Turnaround strategy (Pearce and Robbins, 1992).

Keith (1998) observes that contemporary turnaround paradigm regards retrenchment as the first stage of a two-stage turnaround strategy. The other is to renew, revitalize, and grow stronger. With this approach, the retrenchment phase is overlapped and often obscured by a subsequent recovery stage as the firm implements its strategic redirection. The business press advises firms in industries where profits rise and fall with the general business cycle called pro-cyclical to use retrenchment as a response to poor macroeconomic conditions (Khandwel, 2001).

When firms face declining financial performance, research suggests that cost and asset retrenchment can lead to improved performance among poorly performing firms (Morrow Jr., et al., 2004). These researchers show that in growth industries, asset retrenchment is positively related to performance improvement while cost retrenchment is unrelated. In declining industries, cost retrenchment is positively related to improved performance while asset retrenchment has a negative effect on firm performance.

Scott (2004) indicate however, that retrenchment, even when it is done superbly, can produce a weaker, frightened organization that has lost muscle, market, bone, and spirit. A company restructures its operations or structure by cutting costs, such as payroll, or reducing its size through the sale of assets. This type of corporate action is usually made

when there are significant problems in a company, which are causing some form of financial harm and putting the overall business in jeopardy. The hope is that through restructuring, a company can eliminate financial harm and improve the business. When a company is having trouble making payments on its debt for instance, it will often consolidate and adjust the terms of the debt in a debt restructuring.

After a debt restructuring, the payments on debt are more manageable for the company and the likelihood of payment to bondholders increases. This is often seen as necessary when the current situation at a company is one that may lead to its collapse. Keith (1998) posits that corporate reorganization can be tricky and difficult to get through. The approach to successful repositioning includes four distinct phases. The first two, Research and Repositioning, are aimed at converting the brand. Phase three which is Realignment, focuses on making believers of your staff. And Phase four referred to as Reinforcement, is about converting others.

Another approach to turnaround strategy involves corporate repositioning. Corporate repositioning is about change. It's about repositioning the company in the mind of prospects. Corporate repositioning is about repositioning your company and its products and services to be seen as having few credible substitutes in the market place. It's about largely winning the sale before a salesperson ever talks to the prospect or knows the prospect is in the market to buy. Corporate repositioning is about repositioning your brand (Keith, 1998). If nearly every sale of yours seems to come down to price, if you're closing fewer sales than you used to, if your margins keep shrinking, you may need to reposition your company in the marketplace, in the minds of both your prospects and

your people. The manner in which a company is positioned in the market place largely determines your success. It determines how many sales opportunities you receive. It determines whether you can breeze through your prospect's qualifying rounds to the finals, or whether you'll have to do battle just to get a seat at the table. Your position in the marketplace also determines the prices you can charge and the margins you realize. Sometimes, corporate repositioning is a transformation in who you are, what you do, and how you go to market. Other times, corporate repositioning is about polishing the apple; the company fundamentals are good, but its market positioning needs work (Keith, 1998).

2.5 Features of a Turnaround Strategy

There are eight stages geared towards transformational changes (Kottler, 1996). These are; establishing a sense of urgency , coming up with the guiding coalition, developing a vision and strategy, communicating the changed vision, empowering people to take action, generating short term wins ,consolidating gains and producing even more change and instutionalizing new approaches in culture . With this regard Lovet et al (1999) recognizes seven steps as follows:

Crisis stabilization is the first element of a turnaround strategy. The concern at this given point is to ensure that control over the deteriorating position is gained. The focus is on cost reduction and /or revenue increase through good management practices. The difference is the speed at which they are carried out and the focus of managerial attention on them. Turnaround strategies will be more successful if they focus on reducing direct operational costs instead of overheads. However, it should be noted that turnarounds do not just entail cost cutting exercise. Critical analysis should be taken into consideration to

find a wider alignment between causes of decline and solution. For instance, in a case where the decline is mainly attributed to changes in the external environment it is illogical to expect that cost-cutting alone can result to rejuvenated/renewed growth. Other elements of turnaround stages are quite vital.

Carrying out management changes is the next step and is quite vital. Changes in management are significant particularly at the top level. This may encompass introducing of a new chairman or chief executive. These changes can also be extended by bringing changes on board especially in marketing sales and finance. These management changes are mandatory because, the current management may be seen as part of the problem by the stakeholders, new management will bring in management with experience of turnaround management; and finally the new management which is likely to come from outside the existing organization, they may come in with quite different approaches as compared to the ones that were used in the same organization.

Gaining stakeholder support is step number three which should not be ignored. After there have been changes in management, there is a need to work hand in hand with the stakeholders. Quality information has to be given to the key stakeholders at the right time. This is geared at gaining stakeholders' support all else if this is not done, performance will continue dwindling .Stakeholders like the bank and key shareholders and employees should be aware of the situation as it is and improvement as they are being made .The power of the different stakeholders should be understood for purposes of managing turnaround. Another step is clarifying the target market(s).For any turnaround to succeed clarity on the target market or market segments should be made. This is likely to generate cash and growth profits by emphazing on revenue generating

activities on those key market segments. Otherwise if this is not done the organization is likely to fail. This therefore points to the need for not just engaging in cost-cutting strategies by organizations but also re-orienting itself to the market. A successful turnaround strategy also involves having a strong relationship with the customers and improving the channels of conveying information particularly to senior levels of management.

Re-focusing and clarifying target market is significant for it provides a chance to do away with those products and services that are not making sufficient financial contribution or consuming management time for meager returns. Financial restructuring is also one of the steps. There is a need to have changes in the financial structure of the organization. This consists changing the current capital structure, raising additional finance or engaging in negotiations with creditors, specifically banks with the aim of reaching agreements. Finally is the prioritization of critical improvement areas. The management needs to have the ability to identify priority areas that give quick and significant improvement. This implies that the management should not engage in all the areas haphazardly.

2.6 Causes of Organizational Decline

According to Cameron et al (1987) organizational decline can either be gradual or sudden. Survival of the firm is threatened in a case where there is substantial organizational decline (Johnson and Scholes, 1998). Organizational decline is attributed to external factors beyond the manager's control, for instance competition. However, Empirical Studies indicate that only very few business failures are attributed to external factors (Heany, 1985). In most cases organizational failures is linked with internal

problems such as failure to invest in core competencies, and control cost (Starbuck, Greve and Hedberg, 1978). Overconfidence is one of the causes of organizational decline and this is quite true as per Furrer, Pandian and Howard (2007), Di'Primio (1988) Organizational decline can be as a result of both internal and external factors.

Competitors in the environment may also gain patents or market share through new products causing the organization revenue to decline and creating the new challenge of regaining lost market share. Fierce competition could also negatively affect the performance of an organization. It includes practices of aggressive pricing, luring their established client base with bonus deals, acquisition of competitive technologies and developing parallel products. Many times, the hostile takeover by the large and established company is for the purpose of quick termination of the competitor.

2.7 Challenges of strategy implementation

Strategy implementation faces number of challenges and these can be either internal or external to the organization. The challenges vary depending on the type of organization, type of the strategy, and the circumstances that are prevailing (Bedeian and Palmer, 2004). The organization should be able to match strategy to the institutions of the organization such as structure, leadership, culture, support systems processes and policies. Strategy implementation does not automatically follow strategy formulation because of the effects of such factors like resistance, lack of adequate resources, political forces, and economic social, cultural, ecological, technological and legal forces.

Whenever an organization fails to match the strategy to the institutions of the organization such as structure, leadership, culture, support systems and policies implementation of strategy becomes challenging (Burnes, 2003). Many organizational characteristics like culture, structure, policies and management style act as constraining factors to strategy implementation (Burnes, 2003). Sang (2006) identified the forces of resistance to change include: employee desires for security, satisfaction with the status quo, narrow force change, group inertia, threatening experience, and changes in the allocation of resources.

Coupling strategy development and implementation is a big challenge. In most cases the top management formulates strategy without involving those in the lower cadre. It is quite unrealistic for the top management to conceive a strategy and cascade it to the lower cadre and expect it to be successful (Johnson Scholes and Whittington, 2005). For a strategy therefore to be successfully implemented, those persons who will implement the strategy should be involved in its formulation (Pearce and Robinson, 2007).

Another key challenge in strategy implementation involves inadequate resources namely funds, machinery/ equipment human capacity, skills and experience and technological resources (Thompson and Strickland 2007). A chosen strategy can't be successfully implemented with inadequate resources. Resource allocation is a central management activity that allows for strategy execution. It is not possible to implement a strategy that requires enormous resource than what is allocated by the organization. According to David (1997), lack of sufficient knowledge, organizational politics and overprotection can hinder effective resource allocation.

Annual goals and objectives serve as guidelines for action, directing and channeling efforts and activities of organization members. They serve as a measure of performance and motivate the managers and employees to perform (Simba, 2003). These objectives are a major instrument for monitoring progress towards achieving long term objectives (David, 1997). If the goals and objectives are not sufficiently understood, there is lack of clarity and motivation, hence leading to poor implementation of strategy. A strategy that is not sufficiently understood makes those who are supposed to implement it, to disown it.

Advocates and supporters of the organization leaving during implementation is also a great challenge because when advocates and supporters leave during implementation; it means that the process is going to be derailed and therefore take a long time than expected. Longer time implies increased costs on the part of the organization (Di'Primio, 1988).

The reward system should match strategy so as to motivate strategy execution (Tushman, and Anderson, 1984). This requires clearly and tightly linking the reward system to strategic performance. Actions that are consistent with strategy implementation should be rewarded. Such actions could include attitudes, behavior or some performance that fosters accomplishment of the strategic objectives. An effective reward system energizes people in the organization to take actions that are consistent with strategy implementation (Woods and Joyce, 2003). However, in most organizations there is lack of co-ordination between reward systems and strategic performance.

Usually such forces; include economic forces, political-legal forces, social cultural forces, and ecological forces. According to Thompson and Strickland (2007) the organization exists in the context of a complex, commercial, political, economic, social, technological environmental and legal world. This environment changes and is more complex for some organizations than others. It is advisable for organizations to have a good understanding of the environmental variables for purposes of successful strategy implementation (Johnson and Scholes, 1998).

Pressure arising from stakeholders like creditors, suppliers, customers, government, shareholders and the local community can impose challenges that could impair strategy implementation (Hamel, 2002). Often people know little, if any, about a strategy when it is being hatched in the boardroom. Reality begins to dawn on them the moment implementation begins (DiMarco, 1996). Some of the approaches for reducing stakeholders' resistance are as follows; understanding the sources and planning for them, effective communication with stakeholders, and involving key stakeholders during the strategy formulation phase.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology that was employed in the study. It gives specific procedures that were followed in undertaking the study. The research design, data collection and data analysis is described in this chapter.

3.2. Research Design

This study used cross-sectional survey design. This is a type of descriptive research design involving the collection of information from any given sample of the population element once (Ngechu, 2004). Mugenda and Mugenda (2003) noted that a survey attempts to collect data from members of a population and describes phenomenon by asking individuals about their perceptions, attitudes, behaviour or values.

Cross-sectional research design was chosen because it appeals for generalization within a particular parameter. The data obtained was able to be standardized to allow easy comparison. Moreover, it explores the existing status of two or more variables at a given point in time. This design is meant to enhance a systematic description that is accurate, valid and reliable as possible regarding the challenges of the implementation of turnaround strategies by public secondary schools in Kangundo District, Machakos County, Kenya.

3.3 Population of the Study

Target population in statistics is the specific population about which information is desired. According to Bryman and Bell, (2003) a population is a well defined or set of people, services, elements, events, group of things or households that are being investigated. The target population of the study was 20 public secondary schools. In particular, the study targeted three respondents from each public secondary school. These included Head Teacher/Deputy, Head of examinations and career department and head of guidance and counseling.

Table 3.1: Summary of schools in Kangundo District

School	Frequency
Girls boarding school	1
Boys boarding school	2
Mixed day schools	15
Mixed day and boarding schools	1
Mixed boarding school	1
Total	20

Source: (District Education Officer, Kangundo Sub-County, 2013)

The researcher chose Kangundo district because it is within reach by the researcher conforming to what singleton (1993) advised. It also permitted the researcher instant rapport with the respondents. Wairuhiu and karugu also point out that being familiar with the research location will help in gaining acceptance. The accessibility of Kangundo district made it economical for the study because the researcher worked there. This also reduced the expenditure in terms of transport cost.

3.4 Data Collection

The target population of the study was 20 public secondary schools in Kangundo Sub-County. In particular, the study targeted three respondents from each public secondary

school. Following the small number of schools and easy accessibility, all of them were studied, hence a census. These included Head Teacher/Deputy, Head of examinations and career department and head of guidance and counseling. These respondents were chosen upon because of their high level of involvement in student performance management. Both primary and secondary data was used in this study. According to Mugenda and Mugenda (2003), primary data is data the researcher collects while secondary data refers to data from other sources.

Primary data is considered more reliable and up to date. The main instrument for data collection was structured questionnaires that allow for uniformity of responses to questions. The questionnaire is a fast way of obtaining data as compared to others instruments (Mugenda & Mugenda, 2003). Questionnaires gave the researcher comprehensive data on a wide range of factors. Both open-ended and closed-ended questions were used. Questionnaires allowed greater uniformity in the way questions are asked, ensuring greater compatibility in the responses.

3.5 Data analysis

The completed questionnaires were first checked for completeness and consistency. Quantitative data collected were analyzed by the use of descriptive statistics using SPSS and presented through percentages, means, standard deviations and frequencies. The data was split down into different aspects of turnaround strategy implementation aspects and the factors affecting its success. This offered a systematic and qualitative approach to the study objectives. To help generalize the findings the collected data was grouped using percentages and measures of central tendency. Descriptive statistics including, mean, frequencies and percentages and standard deviation were used for comparison.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter presents research findings, analysis of the data and interpretation of the data collected from the respondents. It also presents findings and the discussion about the challenges of implementing turnaround strategies by public secondary schools in Kangundo District, Machakos County, Kenya and to establish strategies used by public secondary schools in dealing with challenges of performance improvement in KCSE. The data was collected and reports were produced in form of tables and figures and qualitative analysis done in prose.

4.2 Response Rate

A total of 60 questionnaires were administered out of which 59 were filled and returned giving a response rate of 98.3%. This response rate was made a reality after the researcher dropped the questionnaires and made personal visits and phone calls to the respondents who then completed the questionnaires.

Table 4.1: Gender

Gender	Frequency	Percentage
Male	34	57.6
Female	25	42.4
Total	**59**	**100.0**

Source: (Research Findings, 2014)

Table 4.1 illustrates the gender of the respondents interviewed. From the findings, 34 of the respondents were male which represents 57.6% while 25 of the respondents were female which translates to 42.4%.This findings show that most of these respondents were male compared to female. However, the study included both gender.

Table 4.2: Position in School

Position in the School	Frequency	Percentage
Head Teacher	8	13.6
Deputy Head Teacher	11	18.6
Others	40	67.8
Total	**59**	**100.0**

Source: (Research Findings, 2014)

The table 4.2 illustrates that 8 respondents were Head Teachers which translates to 13.6%, 11 of the respondents were Deputy Head Teachers which is equivalent to 18.6% while 40 of the respondents equivalent to 67.8% were neither Head Teacher nor Deputy Head Teacher. This study therefore shows that most of the respondents were regular teachers and heads of departments.

Table 4.3: Years of Teaching

Years of teaching	Frequency	Percentage
0-5 years	8	13.6
6-10 years	13	22.0
11-15 years	14	23.7
15-20 years	7	11.9
21-25 years	11	18.6
Over 25 years	6	10.2
Total	**59**	**100.0**

Source: (Research Findings, 2014)

From table 4.3 above, 8 of the respondents had taught between 0-5 years, this translates to 13.6%, 13 respondents which is equivalent to 22.0% have between 6-10 years of teaching.14 of the respondents interviewed, which is equivalent to 23.7% have between 11-15 years of teaching experience, while 7 of the respondents interviewed have between 15-20 years of teaching experience, this translates to 11.9% of the respondents.11 of the respondents which equates to 18.6% have between 21-25 years of teaching while 6 of the respondents have over 25 years of teaching experience this translates to 10.2% of the

respondents. This study indicates that majority of the respondents which is equivalent to 14 had between 11-15 years of teaching while the minority which is equal to 6 respondents had over 25 years of teaching. These shows that the respondents had enough experience in teaching and student performance hence were better suited to provide responses for this study.

Table 4.4: Years in School

Years in School	Frequency	Percentage
0-5 years	28	47.5
6-10 years	14	23.7
11-15 years	11	18.6
15-20 years	3	5.1
21-25 years	3	5.1
Total	**59**	**100.0**

Source: (Research Findings, 2014)

From table 4.4, 28 of the respondents have had between 0-5 years in that particular school. This is equivalent to 47.5% while 14 of the respondents have had between 6-10 years in school, this translates to 23.7% of the respondents.11 of the respondents interviewed have had 11-15 years in school, this corresponds to 18.6% of the respondents. 5.1% of the respondents, equivalent to 3 have had between 15-20 years in that particular school. Similarly, 5.1% of the respondents which is equivalent to 3 respondents had had between 21-25 years in that particular school. These findings show that the respondents had been in the respective schools for more than 6 years hence were more informed of the performance and turn around strategies employed by the secondary schools.

Table 4.5: Level of Education

Level of Education	Frequency	Percentage
Masters	7	11.9
Postgraduate Diploma	4	6.8
Graduate	39	66.1
Diploma	7	11.9
High School	2	3.4
Total	**59**	**100.0**

Source: (Research Findings, 2014)

From the table 4.5 above, 7 of the respondents interviewed which is equivalent to 11.9% were holders of masters' degree while 4 of the respondent equivalent to 6.8% had postgraduate diploma.39 of the respondents translating to 66.1% are graduates while 7 respondents equivalent to11.9% are holders of diploma.2 of the respondents which translates to 3.4% completed their education at the High School level.

4.3 Challenges of Implementation of Turnaround Strategies

Under Challenges of Implementation of Turnaround Strategies, the study reviewed some common challenges in the implementation of strategies meant to improve the performance of public schools. The findings are presented below.

Table 4.6: Challenges of Implementation of Turnaround Strategies

Statement	Mean	S.D
We have been provided with adequate learning materials for the use by our students	2.9661	1.09806
The school has had enough teaching staff required to improve the performance in KCSE	2.3390	1.21215
The school's culture has promoted improved performance in KCSE examinations	3.2373	1.17941
School goals have been well communicated to all stakeholders in the school	3.4746	1.02311
School has an appropriate administration structure for improved performance in examinations	3.5932	1.00204
The school has adequate financial resources to improve performance of students in KCSE examinations	2.4746	1.07248
The school has adequate resources to improve performance of students at KCSE examinations	4.1695	7.60026
Management styles employed by the top managers encourages better performance at KCSE	3.4746	1.17965
Teachers' job security affects student performance in KCSE examinations	3.4407	1.29016
The school has well equipped laboratories	2.6271	1.23034
The school has enough playground for students	2.5085	1.35663
There is high level of discipline among students	3.1356	1.12123
High co-operation from parents	2.5085	1.05655
Involving parents in students development	3.6102	1.01738

Source: (Research Findings, 2014)

Table 4.6 above gives a summary of the respondents' level of agreement on statements relating to challenges of implementation of turnaround strategies by public secondary schools in Kangundo District, Machakos County, Kenya.

The study found out that majority of the respondents was neutral on whether they had been provided with adequate learning materials as shown by a mean of 2.9661. Learning materials are necessary in improving the performance of students. These institutions rely heavily on input resources such as books (Scott, 2012). The researcher requested the respondents to indicate their level of agreement on the statement on whether the school has had enough teaching staff required to improve their performance in KCSE

examination. To this query, most of the respondents disagreed as shown by mean of 2.3390. Scott, (2002) established that learning institutions rely heavily on resources in form of human capital such as the teaching and non teaching staff. As to whether the school culture has promoted improved performance in KCSE examinations, the respondents were neutral as shown by the mean of 3.2373. Alderson (1965) highlighted that secondary schools need to differentiate themselves by adopting a unique culture that will improve their performance in the national examinations.

Most of the respondents agreed that the school goals had been well communicated to all stakeholders in the school as shown by a mean of 3.4746. According to Feurer and Chaharbaghi (1995) the process of strategic management focuses on setting goals and thus communicating them to the organization members so as to achieve them similarly in learning institutions the management needs to clearly communicate the expected goals to be achieved to the staff so as to improve the organizational performance. Concerning the issue on whether the school had an appropriate administration structure for improved performance in examinations, most of the respondents agreed as shown by a mean of 3.5932. These findings are consistent with those of Chaharbaghi (1995) who established that the performance of an organization is influenced greatly by the administration. In order for learning institutions to perform well the administration of the institution needs to embrace strategic leadership. About the issue of school having adequate financial resources to improve performance of students in KCSE examinations, majority of the respondents disagreed as shown by the mean of 2.4746.On whether the school had adequate resources to improve performance of students at KCSE examinations, Majority of the respondents interviewed agreed as shown by the mean of 4.1695.

When asked whether the management styles employed by the top managers encouraged better performance at KCSE, majority of the respondents agreed as depicted by the mean of 3.4746, Also when asked whether teachers' job security affects student performance in KCSE examinations, majority of them agreed as shown by the mean of 3.4407. Most of the respondents were neutral that the school had well equipped laboratories as shown by the mean of 2.6271. Burnes (2002) defines strategic management as the process of managing changes to adapt to the changed strategy. Learning institutions have a dynamic environment that keeps changing and thus teachers need to be able to adapt to the various changes. On whether the school has enough playgrounds for students, majority of the respondents were neural as shown by the mean of 2.5085. When the respondents were asked whether there is high level of discipline among students, majority of them were neutral as shown by the mean of 3.1356.

The respondents further disagreed that there is high co-operation from parents as shown by the mean of 2.5085 and on the issue of involving parents in students development, majority of the respondents agreed as shown by the mean of 3.6102.

4.4: Dealing with the Challenges of performance improvement in KCSE

Table 4.7 below gives a summary of the respondents' level of agreement on statements relating to measures taken to deal with the challenges of performance improvement in KCSE by public secondary schools in Kangundo District, Machakos County, Kenya.

Table 4.7: Challenges of Performance and Improvement in KCSE

Statement	Frequency	Percentage
By applying for more teaching staff	47	79.7
By communicating clearly the strategies meant to improve performance	44	74.6
By teaching students beyond the normal hours	52	88.1
Having a performance management team	32	54.2
Involving parents in the students' academic work and Performance	55	93.2
Development of strategic plan for the school	45	76.3
Holding regular meetings with parents to share on students' performance	51	86.4
Regular guiding and counseling of students	57	96.6
Inclusive leadership in the school	46	78
Disciplining errant students	55	93.2
Other (Please specify)	19	32.2

Source: (Research Findings, 2014)

Majority of the respondents agreed that applying more staff has helped the school deal with the challenges of performance improvement as shown by 79.7 percent of the respondents. This is in line with Andrews (1971) who indicated that strategic management involves decision making from the management, however, he highlighted that in learning institutions senior management empowers teachers with the ability to make decisions and thus an increase in teachers increases the management of the school and thus improving the performance of the organization. The findings established that communicating clearly the strategies meant to improve performance has helped the schools deal with the challenges of performance improvement as shown by 74.6 percent of the respondents interviewed. This is consistent with the work of Feurer and Chaharbaghi (1995) who established that strategic management focuses on implementing the vision of the organization. He further highlighted that in order to successfully implement the vision and mission the management needs to communicate the same to the staff of the organization.

Teaching students beyond normal hours was agreed upon by majority of the respondents interviewed as a way of dealing with the challenges of performance improvement in school; this is represented by 88.1 percent of the respondents. One of the major strategies adopted by learning institutions is extra hour coaching. This is in line with the work of Porter (1985) highlighted that organizations need to differentiate themselves by offering unique products. Coaching is one way of gaining competitive advantage.

Majority of the respondents agreed that having a performance management team has helped the schools deal with the challenges of performance improvement as shown by 54.2 percent of the respondents interviewed. 93.2 percent of the respondents also agreed that involving parents in the students' academic work and performance has helped the school deal with challenges of performance improvement. A turnaround strategy refers to an action plan that gives struggling business owners the guidance and direction they need to revitalize their business (Khadwel, 2001).

Developing a strategic plan for the school was agreed upon by majority of the respondents as shown by 76.3 percent of the respondents interviewed while on the issue of holding regular meetings with parents to share on students performance, majority of the respondents agreed that it has helped the schools deal with the challenges of performance improvement as shown by 86.4 percent of the respondents interviewed. In order to improve the performance of institutions all stake holders must be involved in the management progress. Chowdhury, (2002) highlighted that learning institutions can use a turnaround strategy which is an in-depth plan, that involves all the various stake holders of the organization so as to manage it effectively.

The researcher also found out that majority of the respondents agreed that regular guiding and counseling of students has helped the schools deal with the challenges of performance improvement as shown by 96.6 percent of the respondents interviewed. The study also found out that 78 percent of the respondents agreed that inclusive leadership in schools has helped deal with challenges of performance improvement. Inclusive leadership enables the organization to match strategy to the institutions of the organization such as structure, leadership, culture, support systems, processes and policies Majority of the respondents also agreed that disciplining errant students helped in dealing with challenges of performance improvement as indicated by 93.2 percent of the respondents. This is in line with Di Primio (1988) who indicated that effective turnaround strategy involves taking action. Teachers are able to take action against errant students and behaviors by disciplining them. On others, majority of the respondents disagreed that there was no need of other measures as shown by 32 percent of the respondents interviewed.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the research findings and links them to other studies in the literature review. It states whether the findings are in agreement or otherwise with the previous studies.

5.2 Challenges of Implementation of Turnaround Strategies

Regarding the challenges of implementation of turnaround strategies by public secondary schools in Kangundo District, Machakos County, Kenya, the study established that the respondents had a divided opinion on whether they had been provided with adequate learning materials. This is contrary to the work of Scott (2012) who posited that learning materials are necessary in improving the performance of students. The study also established that the schools did not have enough teaching staff required to improve their performance in KCSE examination. This is in contravention with the findings of Scott (2002) that learning institutions rely heavily on resources in form of human capital such as the teaching and non teaching staff. Inadequacy of teaching staff lowers the quality of learning and the ability of teachers to teach. As to whether the school culture has promoted improved performance in KCSE examinations, the study established that the respondents had a divided opinion on that statement. Alderson (1965) highlighted that secondary schools need to differentiate themselves by adopting a unique culture that will improve their performance in the national examinations.

The school goals had been well communicated to all stakeholders in the school. This is in line with work by Feurer and Chaharbaghi (1995) who posited that the process of strategic management focuses on setting goals and thus communicating them to the organization members so as to achieve them similarly in learning institutions the management needs to clearly communicate the expected goals to be achieved to the staff so as to improve the organizational performance. Clearly communicated organizational goals ensure that the implementing agents are well informed of the end goal and how to achieve them. The study revealed that school had an appropriate administration structure for improved performance in examinations. A clearly defined administration structure ensures that there is order in the management and flow of information in the organization. These findings are consistent with those of Chaharbaghi (1995) who established that the performance of an organization is influenced greatly by the administration. The schools did not have enough playgrounds for students, hence leading to poor performance. The study also established that there was minimal co-operation from parents but it revealed that parents were involved in students' development.

5.3 Dealing with the Challenges of Performance Improvement in KCSE

On dealing with the Challenges of performance improvement in KCSE, the study established that applying more staff has helped the school deal with the challenges of performance improvement. This is in line with Andrews (1971) who indicated that strategic management involves decision making from the management. Communicating clearly the strategies meant to improve performance has helped the schools deal with the challenges of performance improvement. Feurer and Chaharbaghi (1995) established that strategic management focuses on implementing the vision of the organization. He further

highlighted that in order to successfully implement the vision and mission the management needs to communicate the same to the staff of the organization. Teaching students beyond normal hours was a way of dealing with the challenges of performance improvement in school. This is in line with Porter (1985) who highlighted that organizations need to differentiate themselves by offering unique products and coaching is one way of gaining competitive advantage.

The study established that regular guiding and counseling of students has helped the schools deal with the challenges of performance improvement. The study also established that inclusive leadership in schools has helped deal with challenges of performance improvement. Inclusive leadership enables the organization to match strategy to the institutions of the organization such as structure, leadership, culture, support systems, processes and policies Majority of the respondents also agreed that disciplining errant students helped in dealing with challenges of performance improvement as indicated by 93.2 percent of the respondents (Di Primio, 1988). According to Di Primio (1988) effective turnaround strategy involves taking action. Teachers are able to take action against errant students and behaviors by disciplining them. It was established that there was no need of other disciplinary measures.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presented the summary of key data findings, conclusion drawn from the findings highlighted and recommendations made there-to. The conclusions and recommendations were drawn in addressing the research question or achieving the research objectives which included determining the challenges of implementing turnaround strategies by public secondary schools in Kangundo District, Machakos County, Kenya and to establish strategies used by public secondary schools in dealing with challenges of performance improvement in KCSE.

6.2 Summary

From the findings of the study on the first objective, it was established that majority of the respondents were neutral on whether there were adequate learning materials for use by students, the respondents further disagreed that the school had enough teaching staff required to improve their performance in KCSE. Learning materials are key in improving the performance of students. These institutions rely heavily on input resources such as books (Scott, 2002).Majority of the respondents were neutral on the findings that the school's culture promoted improved performance in KCSE, majority of the respondents also agreed that the school goals have been well communicated to all the stakeholders in the school.

The findings also showed that the schools had an appropriate administration structure for improved performance, about the school having adequate financial resources; the respondents indicated that indeed the school lacked adequate financial resources to improve their performance of students in KCSE examinations. Majority of the respondents indicated that the schools do not have adequate resources to improve the performance of students in KCSE examinations. The study also established that management styles employed by the top managers encouraged better performance in KCSE examinations. The findings further showed that teachers' job security affects students' performance in KCSE examination but the respondents disagreed that the school had well equipped laboratories. Furthermore, the study indicated that the schools didn't have enough play ground for students, on whether there is a high level of discipline, the study shows that the students didn't have a high level of discipline as was indicated in the questionnaire. Chowdhury and Lang (1996) highlighted that learning institutions can use strategies such as a turnaround strategy which is an in-depth plan, that involves all the various stake holders of the organization so as to manage them effectively.

The study also indicated that the level of discipline was not in the school hence affecting the performance in public secondary schools. The finding also revealed that there is no high cooperation from parents. The study revealed that involving parents in students' development helped in improving the performance in KCSE examinations. On the second objective the study established that the respondents want more teaching staff to be employed, they also want the strategies to be communicated clearly so as to deal with the challenges of performance improvement in KCSE examination. Further findings show

that majority of the respondents want students' teaching to go beyond normal hours, having a strategic performance management team as well as involving parents in the students' academic work and performance. Alderson (1965) argued that secondary schools need to differentiate themselves by adopting a unique culture that will improve their performance in the national examinations.The study also revealed that majority of the respondents interviewed wanted regular meetings with parents to share on students performance, regular guiding and counselling for students, inclusive leadership in school as well as disciplining errant students. The findings show that majority of the respondents had no other suggestions on dealing with the challenges of performance improvement.

6.3 Conclusion

From the findings, the study established that although there were learning materials for use by the students, the materials were not adequate. The findings further show that there was no enough teaching staff required to improve their performance in KCSE examination The study also concludes that school culture promoted improved performance in KCSE examination. Furthermore, the study concludes that the school goals were well communicated to all the stakeholders in the schools and the schools had an appropriate administration structure for improved performance. The study further concludes that there were inadequate financial resources as well as inadequate resources to improve the students' performance in KCSE examinations.

The study further concludes that the management style employed by top managers encouraged better performance at KCSE examination. However, teachers' job security, lack of well equipped laboratories and lack of discipline among students were challenges

affecting the improvement of performance in KCSE examinations. The study also established that high cooperation from teachers and involving parents in students' development were significant to improvement of performance in KCSE examination. On the second objective, the study finding indicate that more teaching staff were being employed by schools as well as communicating clearly the strategies meant to improve performance in KCSE examinations among all stakeholders. All these were geared towards improving the performance of schools at KCSE examinations.

Further the study concludes that the schools adopted the practice of teaching students beyond normal hours, having a performance management team, involving the parents in the students' academic work and performance, developing a strategic plan for the schools, holding regular meetings with parents to share on students' performance, Regular guiding and counseling of students, inclusive leadership in the school, disciplining errant students as better ways of dealing with the challenges of performance improvement in KCSE examination. These were used to deal with the different aspects of performance improvement in schools.

6.4 Implication of the Study on Policy and Practice

The findings imply that the public secondary schools in Kangundo district, Machakos County have faced several challenges in implementation of turnaround strategies. In order to improve performance in KCSE examination it is important that the schools implement all the recommendations from the study.

6.4.1 Implication on Policy

In order to improve performance in KCSE examination it is important that the schools implement all the recommendations from the study. The study established that the respondents were neutral on whether there had been adequate supply of learning materials. These findings reveal that the education policy makers in the county needs to come up with effective policies that will help in the proper procurement of learning materials and also ensure fair distribution of the resources. The government can also develop policies that will see the distribution of learning materials equally in schools across the country thus reducing the imbalances in accessing the educational materials.

The study also established that the schools do not have adequate financial resources to improve the performance of the students. In Kenya the education policy stipulates that the government caters for the tuition fees of secondary school students, this has posed a challenge to the management of the schools. The implication from the findings of the study will therefore enable the policy makers and the government in general to come up with a policy or develop a fund that will cater for the development needs of the learning institutions.

The government can also use the findings of the study to devise policies that will ensure effective management and accountability in the management of these finances to discourage the misappropriation of the funds. The study findings also revealed that the co-operation from the parents was not high. These findings imply that the administration of the schools needs to come up with policies that will engage the parents more in the activities of the school. These will ensure that parents as stakeholders are also involved in

the management of the school thus promoting accountability. The implication of this study is that there was a high level of indiscipline among the students and that those who misbehaved were punished. These findings imply that management and administrators schools can use these policies to come up with effective disciplinary measures and thus in the long run improving the performance of the students.

The findings also established that the teacher's job security affected the performance of the students. The Government can come up with policies on employment termination and transfers that will ensure it does not happen in the middle of the academic term so as not to disrupt the learning process. The study also established that there was need for well equipped laboratories. These findings imply that the county governments need to come up with strategies in which they can ensure such amenities are accessible to the students thus promoting equal access to the learning facilities. The policies will also contribute greatly to the development of the education sector in the county and national development as well.

6.4.2 Implication on Practice

In practice, the findings of this study can be used by the government and other organizations both public and private in planning and implementing strategies to ensure improvement in performance in KCSE examinations in public secondary schools. The study established that the schools did not have enough teaching staff required. The government can embrace better employment mechanisms to ensure that they employ more teaching staff so as to reduce the deficit and improve the performance of the students.

The government can also use this study to determine the students' teacher ratio so as to ensure that each student receives the attention needed from the teachers. This will improve the performance of the students since they will each be attended effectively by the teacher. The study also established that there were no financial resources available to improve the performance of the student's, this implies that there is need for mechanisms that will generate better financial resources or better management of the available resources. In practice, the government needs to review its financial resource allocation mechanism to schools.

The government can also conduct audit reports to assess the developments the already allocated funds have done and whether there is need for allocation of more funds. The government can also reduce the financial burden on the parents by embarking on major developments that are capital intensive for the schools. The findings also imply that members of the board as well as the school management needs to come up with strategies that will enable effective management of the available financial resources as well as strategies through which they can generate additional funds for the management of the schools.

The respondents agreed that the teachers' job security affects the performance of the management. In practice the signing of performance contracts has ensured that teachers do not quit without notice. The government can also ensure that they do not transfer teachers in the middle of the academic year so that they do not disrupt the learning. The findings of the study also established that the management styles employed by the top managers encourage better performance of the students.

6.4.3 Implication on the Theory

The results of this study would also be important to researchers and scholars, as it would form a basis for further research. The findings of this study have contributed to increasing the already existing literature on the challenges of implementation of turnaround strategies. These findings can be accessed by future researchers so as to increase their knowledge on the topic. The findings of the study also imply that researchers in the future can be able to criticize the already existing theories, identify gaps as well as recommend areas that can be further researched on.

The findings of this study also imply that it has added literature to the already literature in existence and can be archived for future reference. This study was anchored on the theory of open systems. The theory holds that organizations are strongly influenced by their environment. The findings of the study therefore imply that school managers and administrators can be able to assess the environment in which the schools are operating under and devise proper management strategies to effectively run their schools. The findings of the study have also contributed to the competitive theory.

The findings of the study established that the schools offer extra coaching lessons that have given them competitive advantage over other learning institutions and thus improved the performance of the students. This has given some schools competitive advantage over others. The findings of the study also established that the culture of the schools has also enabled the improvement of the performance of the students. This implies that the study has significantly contributed to the institutional theory that holds that processes by which structures such as; rules, norms, and routines, are established as

authoritative guidelines for social behavior which is an important aspect in change management. The findings of the study also imply that researchers in the educational field can use the theories discussed and relate them to the studies thus identifying gaps that need to be addressed to ensure effective implementation of turnaround strategies in public secondary schools in the country as well as other learning institutions in Kenya.

6.5 Recommendations

From the summary of findings and conclusions in this chapter, the study established that the schools didn't have adequate learning materials. This study therefore recommends that adequate learning materials be provided for use by the students, teachers and the whole schools team to improve the learning experience and performance at KCSE examination. The study also established that the schools did not have enough teaching staff. To improve student performance, the study recommends that the County plans on ways of improving teacher to student ratio by hiring additional teachers. This study therefore recommends more teaching staff to be employed to improve performance in KCSE examination.

The study further concluded that the schools did not have adequate financial resources to improve performance in examinations. Many strategies implemented in the schools within the District required resources. However, the resources available at the schools were not sufficient to implement all the strategies meant to improve performance. This study therefore recommends that the schools find ways of raising more funds to fund their operations. The study therefore recommends that the schools need to find a way of acquiring adequate resources.

The study also established that teachers' job motivation affected students' performance in KCSE examination. The study therefore recommends that teachers be provided with job security such as subscribing them to life insurance, medical cover and enrolling them into pension scheme. The study also established that the schools did not have adequate and well equipped laboratories and enough playgrounds. The study therefore recommends that the schools invest in laboratories and enough playgrounds as they are strategic in ensuring better performance in examination. Finally the study established that there is a high level of indiscipline among students and therefore recommends that indiscipline among students should be dealt with according to the school rules and regulations.

On the second objective, the study recommends that more teaching staff need to be employed as well as communicating clearly the strategies meant to improve performance in KCSE examinations. Further the study recommends that teaching students beyond normal hours, having a performance management team, involving the parents in the students' academic work and performance, developing a strategic plan for school would improve performance of students at KCSE examination. Holding regular meetings with parents to share on students' performance, regular guiding and counseling of students, inclusive leadership in the schools as well as Disciplining errant students were the better ways of dealing with the challenges of performance improvement in KCSE examination.

6.6 Area for Further Research

This study concentrated on determining the challenges of implementing turnaround strategies by public secondary schools in Kangundo District, Machakos County, Kenya and to establish strategies used by public secondary schools in dealing with challenges of performance improvement in KCSE examination. Change has occurred in the education

sector all over the country following the implementation of the new constitution. This study therefore proposes that future research be conducted on all public secondary schools in all the counties in Kenya about the challenges of implementing turnaround strategies by public secondary schools as well as ways of dealing with the challenges of performance improvement. This will help generalize the findings to all public secondary schools.

In addition, this study recommends that future research be conducted on learning environment in public secondary schools in Kenya. The learning environment in public schools has changed especially due to poor management and poor remuneration of teachers.

6.7 Limitations of the Study

This study considered limitation as any factor that was present during the study and affected the achievement of the objective of the study. The study faced a limitation as regards respondents confidence that the information provided would not be misused but used for the purpose for which it was meant. To overcome this challenge, the researcher assured the respondents that the information they provided would be treated with confidentiality and used for academic purposes only.

Some of the target respondents in some of the schools visited were not available during the interview process due to their busy schedule in preparation for their pre-mock exams especially the form four students. Some of the respondents were also engaged in other co-curricular activities like inter-school games that were on going and hence had no time to fill in the questionnaire.

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APPENDICES

Appendix 1: List of Public Secondary Schools in Kangundo District

1. Misyani Girls Secondary school
2. Kangundo High School
3. Kyevaluki Secondary school
4. Kathithymaa Secondary school
5. Imilini Secondary school
6. Matungulu Mixed secondary school
7. Kamanzi Secondary school
8. Manyatta Secondary school
9. AIC Muisuni Secondary school
10. Kikambuani Secondary school
11. Kawauni Secondary school
12. Matetani Secondary school
13. Mbusyani Secondary school
14. Mulingana Secondary school
15. Mukunike Secondary school
16. Kavilunguni Secondary school
17. Kwakathule Secondary school
18. Kitwi Secondary School
19. Kakuyuni Secondary school
20. Kawethei Secondary school

Source: (District Education Officer, Kangundo Sub-County, 2013)

Appendix 2: Research Questionnaire

CHALLENGES OF IMPLEMENTATION OF TURNAROUND STRATEGIES BY PUBLIC SECONDARY SCHOOLS IN KANGUNDO DISTRICT, MACHAKOS COUNTY, KENYA

Please take a few minutes to complete this questionnaire. This research is being undertaken for purely academic reasons. Your honest answers will be treated with high level of confidentiality. Your views will be very helpful and highly appreciated in this research. Kindly answer all questions.

PART I: BIOGRAPHIC DATA

1. Please indicate your gender (tick as appropriate) Male [ ]   Female [ ]

2. Please indicate your position in the school?

   Head Teacher   [   ]   Deputy Head Teacher [   ]

   Other (please specify)   _____

3. How long have you been teaching:

   0-5 years   [ ]   6-10 years   [ ]   11-15 years   [ ]

   15-20 years   [ ]   21-25 years   [ ]   Over 25 years   [ ]

4. How many years have you been in this school?

   0-5 years   [ ]   6-10 years   [ ]   11-15 years   [ ]

   15-20 years   [ ]   21-25 years   [ ]   Over 25 years   [ ]

5. Your Highest Level of Education:

   PHD   [ ]   Masters   [ ]   Postgraduate Diploma   [ ]

   Graduate   [ ]   Diploma   [ ]   High School   [ ]

   Other: Specify_____

PART TWO: CHALLENGES OF IMPLEMENTATION OF TURNAROUND STRATEGIES

6. Below are some common challenges in the implementation of strategies meant to improve the performance of public schools. Please indicate your level of agreement on each in as far as performance improvement of the school in KSCE examinations is

concerned using the following scale; 1= strongly disagree   2=Disagree

3=Neutral   4= Agree and 5=Strongly agree

Statement	1	2	3	4	5
We have been provided with adequate learning materials for the use by our students					
The school has had enough teaching staff required to improve the performance in KCSE					
The school's culture has promoted improved performance in KCSE examinations					
School goals have been well communicated to all stakeholders in the school					
School has an appropriate administration structure for improved performance in examinations					
The school has adequate financial resources to improve performance of students in KCSE examinations					
The school has adequate resources to improve performance of students at KCSE examinations					
Management styles employed by the top managers encourages better performance at KCSE					
Teachers' job security affects student performance in KCSE examinations					
The school has well equipped laboratories					
The school has enough playground for students					
There is high level of discipline among students					
High co-operation from parents					
Involving parents in students development					

7. In what ways has the school dealt with the challenges of performance improvement in KCSE? (Please tick all that apply)

By applying for more teaching staff   [   ]

By communicating clearly the strategies meant to improve performance [   ]

By teaching students beyond the normal hours   [   ]

Having a performance management team   [   ]

Involving parents in the students' academic work and Performance   [   ]

Development of strategic plan for the school   [   ]

Holding regular meetings with parents to share on students' performance [   ]

Regular guiding and counseling of students   [   ]

Inclusive leadership in the school   [   ]

Disciplining errant students   [   ]

Other (Please specify)   [   ]

_____

_____

_____

Appendix 3: Kangundo District KCSE Results Analysis

Name of Secondary School	Mean score and year				
	2008	2009	2010	2011	2012
Misyani Girls	5.85	6.892	7.206	7.4	7.689
Kangundo High	5.42	5.8	6.037	6.157	6.484
Kathithymaa	3.767	3.625	4.786	5.729	5.31
Kyevaluki	4.188	4.618	5.04	4.932	5.298
Imilini	3.72	4.293	5.04	5.219	5.128
Matungulu Mixed	3.3	3.64	4.118	4.358	4.959
Kamanzi	4.286	4.07	4.452	4.476	4.643
Manyatta Secondary	3.387	3.812	4.463	4.333	3.967
AIC Muisuni		New	New	New	3.92
Kikambuani			2.765	1.455	3.805
Kawauni	2.962	2.925	4.343	3.321	3.795
Matetani		3.238	3.14	3.458	3.75
Mbusyani	3.765	3.717	3.756	4.576	3.65
Mulingana	2.864	3.347	3.137	3.264	3.519
Mukunike	3.297	4.073	4.188	4.151	3.481
Kavilunguni	2.939	3.294	3.69	3.54	3.368
Kwakathule	2.575	3.255	3.574	2.87	3.25
Katwi Secondary	2.974	3.524	3.313	3.548	3.058
Kakuyuni	2.94	3.275	3.033	2.821	3.053
Kawethei	2.394	2.644	2.644	2.851	2.677

Source: (District Education Officer, Kangundo Sub-County, 2013)

Appendix 4: Kangundo District National Examination performance (KCSE)

Year	Entry	Mean score	Development
2007	3076	4.197	
2008	3322	3.4924	-0.7046
2009	1475	3.731	+0.2386
2010	1655	4.236	+0.505
2011	1646	4.247	+0.011
2012	1572	4.493	+0.246

Source: (District Education Officer, Kangundo Sub-County, 2013)

Appendix 5: Data Collection Letter from the University Of Nairobi

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
MBA PROGRAMME

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

P.O. Box 30197
Nairobi, Kenya

DATE 23/5/14

TO WHOM IT MAY CONCERN

The bearer of this letter MABEYA AGNES MORAA

Registration No. D61/68058/2011

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.

PATRICK NYABUTO
MBA ADMINISTRATOR
SCHOOL OF BUSINESS

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
2 3 MAY 2014
P.O Box 30197 – 00100, NAIROBI

Appendix 6: Ministry Of Education Authority to Conduct Research

MINISTRY OF EDUCATION

Telegrams: 'SCHOOLING' KANGUNDO
Telephone: 044-621382
          020- 233895
FAX: 044-621382
Email: deokangundo11@yahoo.com
         edukangundo@yahoo.com

When replying please quote

DISTRICT EDUCATION OFFICE
P.O. BOX 1273 - 90115
KANGUNDO.

DATE: 9th June 2014

Your Ref. No/KDO/ED/A/1/VOL.II/201

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
MABEYA AGNES MORAA – UNIVERSITY OF NAIROBI

Following your application for authority to carry out research on *"Challenges of the implementation of turnaround strategies by public secondary schools in Kangundo District in Machakos County, Kenya"* We are happy to inform you that you have been authorized to undertake the research in Kangundo District.

Peter Kariuki
FOR: DISTRICT EDUCATION OFFICER
KANGUNDO