

**THE STRATEGIC RESPONSE TO SOCIAL CHANGES BY CATHOLIC
SECONDARY SCHOOLS IN THE ARCHDIOCESE OF NAIROBI, KENYA**

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DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the University of Nairobi for academic credit.

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DEDICATION

I dedicate this study to my family and friends for their support and encouragement during the entire study period. May God bless you.

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LIST OF ACCCRONYMS AND ABBREVIATIONS

AIDS	Acquired Immunity Deficiency Syndrome
BOG	Board of Governors
CMC	Church Missionary Society
HIV	Human Immunodeficiency Virus
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
OVC	Orphaned and Vulnerable Children
PESTEL	Political, Economic, Social, Ecological and Legal factors
PTA	Parent Teachers Association

According to Pearce and Robinson (1991) strategic responses are the set of decisions and actions that result in the formulation and implementation of plans designed to achieve a firm's objectives. It is thus a reaction to what is happening in the organization's environment. In 1992 they further stated that strategic responses are part of competitive strategies that organizations develop in defining their goals and policies. The external environment is the set of variables including the social aspect, which is how consumers, households and communities behave and their beliefs. For instance, change in attitude towards formal education, or greater numbers of people seeking formal job placements in a population. The social system is the fabric of ideas, attitudes and behavior patterns that are involved in human relationships. In particular, businesses are influenced by consumer attitude and behavior which depend on such factors as age, structure of population and nature of job and leisure, which are in turn influenced by available disposable income and upcoming needs in the wider system. Other key factors that affect this are continued positive attitude and acceptability towards formal education and formal jobs. These are characterized by growing competition and available opportunities in the job market, changing life styles from rural and farming to urban and formal jobs. Another key factor is the HIV and Aids pandemic that has left behind many orphans who need help to make a livelihood, this calls for a strategic response to all these social changes. The research design that was used was cross sectional survey which is also known as cross sectional analysis. This is a research design in which a statistically significant sample of a population is used to estimate the relationship between an outcome of interest

and population variables as they exist at one particular time. The research used stratified random sampling technique. A stratified sample survey is whereby the population is divided or split into different non - overlapping blocks or strata based on a particular criterion like geographical areas, school types and others. The random sample was then drawn from each of the strata. The sample consisted of 20% of all secondary schools in the Archdiocese of Nairobi. This was a total of 19 schools, 5 in Nairobi, 7 in Kiambu, and 7 in Thika/Gatundu. The sampling technique was stratified samples, with geographical divisions forming the strata. The schools that were sampled were defined by the schools representation in the region as a percentage of the total schools. The data type that the research collected was qualitative data from the category questions that sought to get the respondents response to questions on the variables. The research also had quantitative data in terms of numbers which were answers to variables like number of intake, increase in numbers in formal education, costs, and increase in enrollment of other religions in the schools. The questionnaire were administered to the principal/ Head Teacher who is a member of the board of governors and also part of the daily running of the school; the deputy head teacher who is involved in direct running of school; one member of the teaching staff who sits in the parent teachers association and the head of the guidance and counseling department. The objective of this study was to determine the strategic response to social changes by Catholic secondary schools in the Archdiocese of Nairobi over the last ten years. From the findings in chapter four and the discussion of chapter five, yes the Catholic secondary schools in the Archdiocese of Nairobi have responded to the social changes in the environment in a strategic manner. They have continuously expanded to accommodate more

students; new schools have also been built to cater for growing numbers seeking formal education. The schools have also made the performance in the standard eight national exams the main focus when admitting students which gives more opportunity to all who qualify. The schools have also been admitting students regardless of religion or family income and supporting them uniformly. The guidance and counseling, religious formation in school and HIV programs have been implemented to enhance an all round development of the young student. Majority of the schools have orphans or even HIV infected students they are supporting since this is a reality affecting all organization with these institutions of learning not exempted.

Key words: Strategic response, Social change, Catholic, Secondary schools,

Archdiocese, Nairobi, Kenya

CHAPTER ONE: INTRODUCTION

I. Background of the study

Organizations are open systems and they are both environment dependant and environment serving both at the same time. The environment offers opportunities and poses threats to an organization depending on organizational capabilities; further organizations exist in the context of turbulent environment. Mint berg (1998) noted that the environment does not change on any orderly or regular basis; the challenge is to determine these discontinuities that may affect future business. According to Pearce and Robinson (1997) in order for an organization to achieve their goals and objectives, it is necessary for them to adjust to their environment. An organization success is therefore dependent on its response to changes in the environment.

1.1.1 Strategic Response

A strategy is a game plan, a plan of action that is intended to lead an organization to greater heights. It indicates how the organization will develop a sustainable advantage in the future. A strategy is also referred to as the commercial logic of a business that defines why and how a firm can have a competitive advantage. It should match the company to its environment, help build sustainable competitive advantage and improve company performance.

Strategic management is the process of managing the pursuit of organizational mission while managing the relationship of the organization to its environment

(Gins. J). Strategic management relates to positioning and relating a firm to its environment. In the past we extrapolated the present to get the state of the future but currently it has been keenly noted that the future is not so much an extrapolation of the past. This is because a key factor, the environment, can be stable or turbulent. Each level of turbulence has different characteristics, require different strategies and different firm capabilities. This calls for a continuous strategic diagnosis which is a systematic approach to determining the changes that have to be made to a firm's strategy and internal capability in order to assure the firm's success in the future environment. Timely response is critical to avoid adverse effects or missed opportunities.

Ansoff (1998) states that, organizations must adapt new strategies to address new environmental conditions. The change in environmental factors will require strategies which in turn call for reformed organizational capabilities. Important to note is that strategic issues by nature are future oriented and require large amount of organizational resources. Because strategy represents the managerial game plan for running an organization, it is nearly always a blend of prior moves, approaches already in place and new actions being mapped out. Thompson and Strickland (1993) add that crafting strategy is an exercise in entrepreneurship because some degree of venturesomeness and risk taking is inherent in choosing among alternate business directions.

Strategic responses are closely linked to environmental uncertainty. This implies that the entity has the ability to change according to its needs (Nilson and Nordahl, 1995). As external environment becomes more volatile, companies need to develop

greater flexibility in order to respond to emerging conditions. Evans (1991) argues that organizational flexibilities would be in response to some form of external environment uncertainties or pressures. Ansoff and Mc Don ell (1990) note that strategic response involves changes to the organizational behavior. Such response may take many forms depending on the organization capability and environment in which it operates.

According to Pearce and Robinson (1991) strategic responses are the set of decisions and actions that result in the formulation and implementation of plans designed to achieve a firm's objectives. It is thus a reaction to what is happening in the organization's environment. In 1992 they further stated that strategic responses are part of competitive strategies that organizations develop in defining their goals and policies. Migunde (2000) states that in a turbulent environment, an organization will succeed only if it takes a proactive/anticipatory stance towards change. Strategic response adopted by companies reflects the firm's internal strengths and the opportunities available in the external environment. Strategy will also consider how best to deal with internal weakness and avoid external threats. Strategic responses are crucial in hypercompetitive environments because, the established paradigms of sustainability of competitive advantage and stability of organizational form have limited applicability.

Despite the different approaches by different scholars/authors, the dominant idea is that an organization has to respond to changes in the environment. The environment dictates the responses the organization puts in place to guide managerial decision making.

1.1.2 Social Changes in the environment

Organizations are social entities that are goal directed, deliberately structured activity systems with identifiable boundaries (Bedeian, 1980). All organizations exist within an external environment and are environment dependant, have constant interaction with the environment plus depend on environment for continued survival. The environment can be classified into internal and external environment. The external environment refers to those factors that are outside an organization's influence but which affect the organization's operations. The external environment presents opportunities which the firm can exploit and or posses' threats to the organization activities.

According to Johnson, Scholes and Whittington (2005) an organization exists in the context of a complex political, economic, social, technological, ecological and legal environment/world. The environment changes and affects different organizations differently. They argued that how this affects the organization includes an understanding of historical environmental effects as well as expected or potential changes in the environmental variables. Many of these variables give rise to opportunities and others exert threats on the organization or sometimes do both. The external environment is the set of variables including the social aspect, which is how consumers, households and communities behave and their beliefs. For instance, change in attitude towards formal education, or greater numbers of people seeking formal job placements in a population.

The social system is the fabric of ideas, attitudes and behavior patterns that are involved in human relationships. In particular, businesses are influenced by

consumer attitude and behavior which depend on such factors as age, structure of population and nature of job and leisure, which are in turn influenced by available disposable income and upcoming needs in the wider system. Other key factors that affect this are continued positive attitude and acceptability towards formal education and formal jobs. These are characterized by growing competition and available opportunities in the job market, changing life styles from rural and farming to urban and formal jobs. Another key factor is the HIV and Aids pandemic that has left behind many orphans who need help to make a livelihood, this calls for a strategic response to all these social changes.

Examples of how changes in the social cultural environment influence people's attitudes to work, and trigger other changes elsewhere, social expectations for continuous increase in the standard of living, which must, however, be set against fewer opportunities for permanent secure employment, Demographic changes causing "gluts" or shortages in the number of young people coming in to the labor market, Change in family structures where men as well as, or instead of, women may wish to stay home to look after children, Demographic changes influencing the number of people in different age groups and therefore the number of people working of working age compared to those of retirement age.

Social cultural environment encapsulates demand and tastes which vary with fashion and disposable income. Organizations should be aware of demographic changes such as the structure of population by age, affluence, religion, numbers working among others which can have an important bearing on demand as a whole and demand for particular goods and services. (Pearce and Robinson, 2005).

1.1.3 Education sector in Kenya

Kenya's literacy rate is one of the leading in Africa. Historical records from the travels of Johann Ludwig Krapf and Johannes Rebmann reveal that Kenyans had access to education as far back as 1728 with a Swahili manuscript *Utendi wa Tambuka*, (the book of Heraclius) attesting to the fact. The CMS missionaries interacted with locals, in the coastal town of Mombasa and set up one of the earliest mission schools in the country at Rabai in 1846. With the expansion of the railway from Mombasa to Uganda, the Missionaries expanded their work into Kenya's interior. An attempt to set up a school and mission at Yatta in 1894 was resisted by the Kamba tribe. The missionaries then penetrated into western Kenya and set up schools and various missions. The first school in western Kenya was established at Kaimosi in 1902. During the colonial era, the number of Kenyans with exposure to education steadily increased and a good number of them were privileged to proceed abroad for further education.

Kenya began a campaign for free Primary Education after independence in 1963. Since then, her system of education has undergone transformation twice. Before independence elementary education was based on the colonial system of education. In 1967, Kenya, together with Uganda and Tanzania, formed the East African Community. The three countries adopted a single system of education, the 7-4-2-3, which consisted of 7 years of primary education, 4 years of secondary education, 2 years of high school and 3-5 years of university education. Under the system, which was similar to the British system of education, children began their elementary (primary) education at the age of 7 and completed at the age of 13 after sitting for a

regional examination known as the East African Certificate of Primary Education - EACPE. After primary education those who passed very well proceeded to secondary school which ended four years later with the writing of the East African Certificate of Education examination - EACE. The highest level of education that qualified one to attend university was attained after two years of high school at that time distinct from secondary school with students sitting for the East African Advanced Certificate of Education - EAACE.

With the collapse of the East African Community in 1977, Kenya continued with the same system of Education but changed the examination names from their regional identity to a national identity. The East African Certificate of Primary Education became the Certificate of Primary education - CPE, the East African Certificate of Education became the Kenya Certificate of Education - KCE and the East African Advanced Certificate of Education became the Kenya Advanced Certificate of Education - KACE. In 1985 President Daniel arap Moi, introduced the 8-4-4 system of education, which adopted eight years of primary education, 4 years of secondary education and 4 years of university education. With the introduction of the 8-4-4 system CPE became KCPE - Kenya Certificate of Primary Education while KCE became the Kenya Certificate of Secondary Education - KCSE.

The objectives of the secondary school education are to prepare students to make a positive contribution to the development of society, and to acquire attitudes of national patriotism, self-respect, self-reliance, cooperation, adaptability, and a sense of purpose and self-discipline (Sifuna 1990). There are two categories of secondary schools in Kenya, public and private. The public secondary schools are funded by the

government or communities and are managed through a board of governors and parent-teacher associations. The private schools, on the other hand, are established and managed by private individuals or organizations, including missionaries.

There has been a tremendous increase in both the number of secondary schools and in student enrollment in response to the rapidly increasing number of primary school graduates seeking entry to the secondary level. In 1963 there were only 151 secondary schools with a total enrollment of 30,120 students. In the year 2000, the number of secondary schools had risen to nearly 3,000 with a total enrollment of 620,000 students. Of this total, slightly over 40 percent are female. The rapid expansion at the secondary level has been the result of the vigorous harambee schools movement that has led to the establishment of numerous community secondary schools. Only about 50 percent of pupils that sit for the Kenya Certificate of Secondary Education (KCSE) get places in secondary school. These are categorized into four areas—national, provincial, district, and harambee. Students sit for a minimum of eight subjects at the end of Form Four for the award of KCSE. Compulsory subjects are English, Kiswahili, and mathematics.

1.1.4 Catholic Secondary schools in Archdiocese of Nairobi

This section will in brief state how the Catholic Secondary schools have grown, and will also touch on structure, vocation and funding of these schools. The initial stage was the age of planning. It was a time of planting the Catholic faith. It was marked by the arrival of missionaries, with the main focus of spreading the religion.

This was followed by the age of Catholic expansion. The Church development took centre stage in areas such as medical, educational, social economic and political development. Schools were established to train sons of chiefs so that they could learn how to read and write and get jobs with the missionaries and assume much of the responsibilities in the community leadership and development. They were the easiest initial targets since their fathers were already in influential political positions. The missionaries hoped that this would have a positive influence on others who could also follow suit and take their children to school.

Next was the age of consolidation which was 1910 to 1934. This was a new age of formal education. Missionaries were involved in building numerous schools and attracting more pupils. It was at this time that the Catholic Secretariat came together. The age of tensions in growth, 1934 to 1962 was next. This was the time towards independence, and was marked by missions speedily being given to the local church. It was also the time for the struggle for independence when native Africans lost trust in the British. There was revival of the traditional religion as a way of reducing focus on the British and the colonialist to concentrate on the struggle for independence.

In the present phase which is 1963 onwards the missions have predominantly been handed over to the local Bishops and the Kenyan Government through the Ministry of Education. This is an age where the local people have continually been assuming more and more responsibilities. The role of the Christian churches in the development of education in Kenya cannot be over-emphasized.

Since the Church Missionary Society established the first school in Rabai, Coast province in the early 19th century, the development of education like Alliance Boys and Girls near Nairobi, Maseno in Western Kenya or Ngandu Girls and Mang'u in Central province, were started by the churches.

The Archdiocese of Nairobi is situated in Nairobi province, Kenya. The mission was founded in 1862 as the Prefecture of Zanzibar, which extended along the coast of the Indian Ocean from the Cape of Guadafui as far as Delgade. No western boundary was assigned to it. Until 1872, Mgr. Maupoint, Bishop of Reunion remained Ordinary of the Prefecture but in that year it was transferred to the congregation of the Holy Ghost Fathers. On 26th February 1860, it was established as Apostolic Prefecture of Zanzibar. On 23rd November 1883, it was promoted as Apostolic Vicariate of Zanguebar. In the year 1887 it was renamed as A Vicariate of Northern Zanguebar. On 21st December 1906 it was again renamed as Apostolic Vicariate of Zanzibar. On March 25 1953, it was promoted as Metropolitan Archdiocese of Nairobi. The special church was named Holy Family Minor Basilica. The Ecclesial Province of Kenya was established on March 25, 1953. Then the Vicariate of Zanzibar became the Archdiocese of Nairobi. The Archdiocese comprises the Nairobi province, the district of Kiambu and part of Thika district.

Catholic secondary schools in the Archdiocese of Nairobi are structured as follows:

The Archdiocese has three Geographic subdivisions that include; Nairobi, Kiambu and Gatundu/Thika. The schools are also divided into four categories which are: Public schools sponsored by the church - these are partially funded by government and by parents; private schools that are owned by Archdiocese - these are funded by

parents paying school fees with few subsidies by the church; schools owned by religious groups of men and women these are either private with parents paying fees or fully/partially funded by the religious group, and schools owned by lay catholic groups who are seeking to address a specific mission. In addition to providing excellent education, the schools also seek to ground the students in faith and produce an all round person strong in academic, spiritual, sports, and leadership all with respect to an individual giftedness.

1.2 Statement of the problem

Recognition has grown in recent years of the importance of faith based sector to the vibrancy of the civil society and to the implementation of certain policies. Scrutiny of the sector by the press and the public has increased as well as generating "a crisis of accountability" (Salamon, 1997). Within this context, the need for competent strategic management and leadership is widely acknowledged (Bryson, 1995). The strategic response to social change by catholic secondary schools in the archdioceses of Nairobi is the area of focus for this study. Following the strategic success, hypothesis by Ansoff and Mc Donell (1990) it means then that the organizations' strategy and internal capability keeps changing to match the environmental conditions. Various studies have been carried out to determine how different organizations have responded to changes in environment.

Kandie (2001) studied strategic response by Telkom Kenya, Kathuku (2005) studied strategic response by Cooperative bank, Lalampaa (2006) studied strategic response

by Higher Education Loans Board, Gitau (2009) studied strategic response by Citi bank to external environment challenges, Cherop (2009) studied strategic response by Wildlife services. Muthike (2009) in suggestion for further research observed that different organizations respond to environmental changes in different ways hence more studies can be done on strategic response.

Despite having many studies in this area, the results obtained cannot be applied to any other organization due to contextual differences like diversity in industry and organization internal factors. Though numerous studies have been carried out in the area of strategic response, no known one specifically focused on Catholic secondary schools in Arch diocese of Nairobi. This study therefore seeks to fill the knowledge gap by providing an in depth research on strategic response to social changes by Catholic secondary schools in Archdiocese of Nairobi.

1.3 Objective of the study

To determine the strategic response to social changes by Catholic secondary schools in the Archdiocese of Nairobi over the last ten years.

1.4 Value of the study

The external environment is continuously changing and affecting all organizations. Faith Based Organizations with specific interest in the Catholic secondary schools in Archdiocese of Nairobi, like all organizations, need to respond to the social environmental change in a strategic manner to be able to remain competitive and

relevant. This study seeks to find out if the educational organizations are responding to social changes in their environment in a strategic manner. The study will inform on the impact of what they are responding to already and also inform on areas that they need to work on both at institutional level and at the government level through the ministry of education.

To the government of Kenya through the ministry of education it will inform on the key changes in the social environment and form basis for follow up for better service delivery.

To the management in the education catholic secretariat, it will give a follow up and a documented report on the strategic response to the social environmental changes.

To other scholars, it will form basis for further research.

It will add to the existing pool of knowledge.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter summarizes the information from other researches that have been carried out in the same field of study. Among the PESTEL factors that form the external environment of an organization, this study focus is on the social aspect. PESTEL analysis is carried out by managers to enable them to develop more informed strategies. The PESTEL framework is a vigorous approach to identify and understanding the main external environment factors which affect an organization. The chapter will cover strategic response, change management with a specific focus on social change both at theoretical and empirical level

2.2 Theoretical Literature

This section of the research will discuss theories of strategic response, change management with a specific focus on social change. Available academic literature will be the source.

2.2.1 Strategic Response

Strategy is a set of decision making rules for guidance of organizational behavior (Ansoff, 1965). Andrews (1971) defines strategy as a pattern of decisions in a company that determines and reveals its objectives, purpose or goals, produces the

principle policies and plans for achieving those goals. Further it is defined as the range of business the company is to pursue, the kind of economic and human organization it is or intends to be and the nature of the economic and non economic contribution it intends to make to its shareholders, employees, customers and communities (Smith, 1985, p. 100). Aosa (1988) defines strategy as solving a strategic problem, which is, a mismatch between the internal characteristics of an organization and its external environment, by matching organizational core capabilities with the external environment in order to exploit opportunities existing in the external environment and minimize the impact of threats from the external environment in the organization.

Hoofer and Schendel (1979) define strategy as the basic characteristics of the match an organization achieves with its environment. Strategy is the fundamental means organizations will use, subject to a set of environmental constraints and changes, to try and achieve its objectives. Strategy is the fundamental interactions that indicate how the organization will achieve its objectives. Strategy is realized in practice through consistent stream of actions and decisions over time (Pettigrew, 1985).

The actions and decisions are those which revolve around the mobilization of organizational resources to exploit environmental opportunities and/or defend the organization against threats (Andrew, 1980). These actions and decisions may have been taken deliberately, to achieve stated organizational goals or they may have emerged in the absence of consciously articulated plans (Mint berg, et al, 1980). Effective strategy may enable an organization to influence the environment in its favor and even defend itself against competition.

Strategic management is defined as the set of decisions and actions resulting in the formulation and implementation of strategies designed to achieve the objectives of the organization (John A. Pearce II and Richard B. Robinson, Jr.). Strategic management is the process of examining both present and future environments, formulating the organization's objectives, and making, implementing, and controlling decisions focused on achieving these objectives in the present and future environments (Garry D. Smith, Danny R. Arnold, Bobby G and Bizzell).

Strategic management is to create strategic intents and make necessary organizational changes to ensure that opportunities are grasped, risks are acceptable, failure can be contained and success can be built upon, creating a sustainable competitive advantage and a superior profit potential for the company (Cole, 1994). It is also used to refer to the entire scope of strategic-decision making activity in an organization. Strategic management as a concept has evolved over time and will continue to evolve. As a result there are a variety of meanings and interpretations depending on the author and sources.

An organization is a social arrangement for achieving controlled performance in pursuit of collective goals (Buchanan and Huczynski, 2004, p.5). Organization is a social entity that has a purpose, has a boundary so that some participants are considered inside while others are considered outside and patterns the activities of participants into a recognizable structure (Daft, 1989). Organizations are environment dependant and environment serving. Ansoff and MacDonnell (1990) notes that strategic response involves changes to organizations' strategic behavior to assume success. In transforming future environment, strategy is the bridge between

firm resources and opportunities and risks the firm faces in the environment. Well developed and targeted strategic responses are formidable weapons for a firm in acquiring and sustaining competitive edge. Some strategic response may include development of new products, new markets, new processes, new services, new strategies for entering market restructuring, marketing, information technology, leadership and cultural change.

Strategic response according to the classic organizational literature is organizational reactions in predictable ways to the conditions that surround them, adjusting their purpose and shape to meet market and other environmental characteristics. Some authors (Child, 1972 and Weick, 1977) argue that this process is not unidirectional, that is, organizations can also create their own environment through choices regarding markets, products, technologies, scale of operations among others. According to these authors firms constantly adjust to their environment in a dynamic process or adaptive cycle and can be accordingly classified into several strategic types that include reactors, defenders, analyzers and prospectors (Miles and Snow, 1978) from the most reactive to most proactive. This typology alludes to broad aspect inherent to the firms' nature which is Organizational structures, processes, management style and others.

2.2.2 Change Management with a specific focus on Social Change

Change can be a relatively small scope, such as a modification in a work procedure which is incremental change. Such a change, in essence, are fine-tuning of the

organization, or the making of small improvements. Radical change on the other hand is more exciting and interesting to discuss, most research on change has focused on evolutionary/incremental rather than revolutionary change. Change can also be of a large scale, such as the restructuring of an organization which is a strategic change. In a strategic change, the organization moves from an old state to a known new state during a controlled period of time.

Strategic change usually involves a series of transition steps. The most massive scope of change is transformational change, in which the organization moves to a radically different and sometimes unknown future state. In transformational change, the organization's mission culture goals, structure and leadership may all change dramatically (Nelson and Quick, 2008).

Change can simply be defined as a transition from one state to another with focus on being different (Burnes, 2004). Change is the only constant in today's life of individuals and organizations with some changes reversible and others not reversible, hence risk is involved in managing change. The individual or group that undertakes the task of introducing and managing change in an organization is known as a change agent. Change agents can be internal, such as managers or employees who are appointed to oversee the change process. Change agents can also be external, such as outside consultants. If the intended change is on a large scale or strategic in nature, it may take a team of leaders to make the change happen.

Dynamics of Change

Change in organizations is really the norm today. Organizations are influenced by a multitude of factors, which are influenced by both the internal and external environment. Change in an organization does not happen in a vacuum. If nothing happened to disturb organizations life, change would be very slow and perhaps merely accidental. However commentators on organization life have evidenced that the pace of change is accelerating and all organizations, if they are to benefit from continued survival, must be prepared not only to respond to but to anticipate change.

The environment changes and affects different organizations differently. Burnes (2004) further argues that there is considerable support for the view that the pace of change is accelerating at is as never before and organizations have chart their way through an increasingly complex environment. Organizations have to cope with pressure of globalization, rapid changes in technology, rise in e-commerce, situations where customers and suppliers can be both competitors and allies and a change in emphasis from quantity to quality and from products to services.

Key to note is that Organizations exist in the context of a complex commercial, economic, political, technological, legal and social environment which are key to their success. The environment can be relatively stable or turbulent. Each level of turbulence has different characteristics and requires a different strategy to match. The strategy in turn has to be matched by appropriate organizational capability for survival, growth and development (Ansoff, 1990).

Environment has been characterized as complex, dynamic, multifaceted and having far reaching impact (Kazmi, 2002). As a result of these characteristics the environment is composed of various factors, events, conditions and influence which interact with each other to create an entirely new set of influences leading to environmental change in shape and character. According to Johnson and Scholes (2003) dealing with the environment is difficult because of three factors which are; first is diversity of the different influences that affect a business, second is the speed of change which is relatively too high in comparison to space for response, third is the problem of complexity of both the organization and the change. Strategic response is triggered once the rational trigger point is reached, that is, we must do something at this point if we hope to still remain in business.

Organizational change is episodic activity with a start point, proceeds through steps and culminates at an outcome which is an improvement of the starting point. If the environment was static, organizational change would not be of importance to managers. Organizations' environment is turbulent hence require organization to undergo dynamic change if they are to perform at competitive levels (Pearce and Robinson, 1991). Organization change is a form of social change (De wit and Meyer, 2004). Change in organization can be strategic or operational. Strategic change is one that involves fundamental change in the business of the organization and its future direction. Successful strategic change is built on an overall strategic management system of the organization. The goal of strategic management is to build and maintain sustainable competitive advantage and maximize shareholders value. Strategic change ensures effectiveness through heading to the right direction.

Social Change Management

Pearce and Robinson (1997) states that in order for an organization to achieve their goals and objectives, it is necessary for them to adjust to their environment. The dynamism of the environment implies that organizations have to constantly redesign their strategies in order to remain competitive. Failure to effectively adapt the organization to its environment, according to Ansoff and McDonnell (1990) leads to a strategic problem. Such a problem will be evidenced by a mismatch between what the organization offers and what the market demands. Grundy (1995) states that responsiveness and flexibility are increasingly important factors that determine the success of an organization Hill and Jones (2001) add that the achievement of superior efficiency, quality, innovation and responsiveness enables an organization to create superior value and attain a competitive advantage.

Organizations are social entities that are goal directed, deliberately structured activity systems with identifiable boundaries (Bedeian, 1980). Organizations exist within an external environment and they can only achieve their goals through appropriate interactions with the environment. The way in which an organization interacts with the environmental factors is crucial for survival. For the interactions to be effective, the organization must obtain requisite resources from the environment and transform them into something of value (output) discharge them back to the environment while controlling and coordinating its internal activities in the face of environmental turbulence and uncertainty (Aldrich and Mindlins, 1980).

Aldrich and Mindlins further argue that this interrelationship between the organization and its environment reflects an organization dependence on the

environment. Hoter and Schendler (1978) observed that for organizations to be effective and hence successful, they should respond appropriately to the changes that occur in their respective environment. Consequently they need strategies to focus on their customer and deal with the emerging environmental challenges. This calls for the organization to constantly scan the environment so as to identify the trends and conditions that may eventually affect the industry and adapt them (Thompson and Strickland, 1993).

Environment is key to the success of any organization, as every organization exists y being dependant to and to serve the environment. Any level of turbulence in the environment therefore calls for a strategic response for both survival and growth. In a stable environment, organizations are under no pressure to change and past measures of performance could be extrapolated to correctly indicate future performance. The major concern then is maintaining a firm's position against the competition. Turbulence in the business environment however, puts pressure on organizations to be sure they can effectively meet fundamental changes that are occurring. Past success, as Ansoff stresses, will no longer be an extrapolable measure of future success, as the future is now not necessarily expected to be an improvement over the past(Ansoff, 1990).

Kotler (1998) says that to adopt to environmental changes firms require effective leadership. He further states that while leadership is crucial, most organizations are over managed and others are under managed. In this regard therefore it is necessary to examine the impact of leadership and strategic management have on an organization in relation to the external environment.

Change management is not a distinct discipline with rigid and clearly defined boundaries. Rather, the theory and practice of change management draws on a number of social science disciplines and traditions. Though this is one of the strengths, it does make the task of tracing its origin and defining its core concepts more difficult than might otherwise be the case. The task is complicated further by the simple fact that the social sciences themselves are interwoven. As an example, theories of management education and learning, which help to understand the behavior of those who manage change, cannot be fully discussed without reference to theories of child and adult psychology. Neither can these be discussed without touching on theories of knowledge (epistemology), which is itself a veritable philosophical minefield. The challenge, then, is to range wide enough to capture the theoretical foundation of change management, without straying so far into its related disciplines that clarity and understanding suffer (Burnes, 2004).

Change management is the use of systematic methods to ensure that an organization change can be guided in the planned direction, can be conducted in a cost effective manner and be completed within the targeted time frame with desired results being attained. This perspective views change management as a process. Change management is a structured and systematic approach to achieving a sustainable change human behavior within an organization, this perspective views change management as a people's perspective.

Pearce and Robinson (1991) define social cultural variables as variables which affect an organization that involves beliefs, values, attitudes, opinion activities and lifestyles of persons in organizations external environment. They are developed from

cultural, ecological, demographic, religion, education and income; they tend to change and dictate an individual wants and needs. Changes in these variables shape the way people live, work, produce and consume commodities hence a need for organizations to understand this and produce what meets these needs at a given time.

Social cultural environment encapsulates demand and tastes which vary with fashion and disposable income. Organizations should be aware of demographic changes such as the structure of population by age, affluence, religion, numbers working etc which can have an important bearing on demand as a whole and demand for particular goods and services. Threats for existing products might be increasing while opportunities for differentiation and market segmentation might be emerging (Pearce and Robinson, 2005). Sababu (2007) states that Social demographic changes have an impact on the organization. Demographic variables are human attributes of a given community. They include age, gender, family life, life cycle experiences, income, education, occupation, religion, ethnic groups and nationality. They guide organization in selecting the kind of product or service to offer to a particular population at a given point in time.

Some analysts have found it useful to group different environmental factors into categories under the mnemonics PEST (Johnson and Scholes, 1999) and the STEP (Goodman, 1995), both of which refer to the political, economic, technological and social cultural factors that influence organizations, their strategies, structure and means of operating, including their human resource practices. In addition, it is a useful metaphor to distinguish different aspects of the organizational of the

organizational environment and their specific relationship to organization as trigger for change. All these factors, at some time, will impact upon an organization's formal and informal subsystems and their components as well as which products or services it offers and in which markets (Senior and Fleming, 2006).

Senior and Fleming (2006) continues to explain triggers for change from the Social-cultural environment as follows; as government policies, laws and actions affect organizations and people's everyday lives, so do the attitudes and expectations of people towards work, in the context of other aspects of their lives. All these factors influence the way an organizations are set up, run and managed as well as their capacity to attract people to work within them. Examples of how changes in the social cultural environment influence people's attitudes to work, and trigger other changes elsewhere, social expectations for continuous increase in the standard of living, which must, however, be set against fewer opportunities for permanent secure employment, Demographic changes causing "gluts" or shortages in the number of young people coming in to the labor market, Change in family structures where men as well as, or instead of, women may wish to stay home to look after children, Demographic changes influencing the number of people in different age groups and therefore the number of people working of working age compared to those of retirement age.

Ansoff and Mc Donnell (1990) further argue that this can be done by; firstly positioning of the firm through strategy and capability planning in its rightful competitiveness, secondly, use of real time response through issue management and thirdly, systematic management of resistance to change during strategic

implementation. According to Ross (1996) the firm has to learn, adopt and reorient itself to the changing environment. Demographics is the distribution of individuals in a society in terms of age, sex, marital status, income, ethnicity and other personal attributes that may determine buying patterns. Understanding this basic information about a population can help a firm determine whether its products or services will appeal to customers and how many potential customers for this product or service it will have. Culture is the values, beliefs and norms that guide behavior in a society. These values, beliefs and norms define what is right and wrong in a society, what is acceptable and what is not acceptable, what is fashionable and what is unfashionable. Failure to understand changes in culture or difference between cultures can have a large impact on the ability of a firm to gain competitive advantage.

Different scholars have discussed this aspect of social change under different titles, some call it social demographic, others use social cultural, others social economic. This study tries to synchronize them and express the dynamics of social change.

2.3 Empirical Evidence

This section of the research will discuss actual studies by other scholars and their findings in the field of strategic response, change management with a specific focus on social change. Available academic literature will be the source.

In Kenya, a study on the strategic response by Kenyan insurance companies following liberalization found out that the firm responded by increasing their asset

base and employing more of marketing strategies such as promotion and quality in order to survive (Abdullahi, 2000). In another study on the strategic response of commercial banks to the threat of substitute products, Goro (2003) found out that commercial banks employ more of market strategies such as advertising and quality so as to maintain their market share. In yet another study on strategic responses, Kandie (2001) found out that Telkom Kenya Ltd responded by reducing costs of operations in terms of cutting down on staff. This was in order to survive in the competitive environment.

Migunde (2003) on the other hand found out that Kenya broadcasting corporation responded to increased competition by improving the quality of its program as well as venturing on an expansion strategy to reach a wider coverage. Mugambi (2003) on the other hand did a case study of tourist hotels in Nairobi to determine their strategic response to the changes in environment. The study found out that tourist hotels have responded to changes in environment by employing various marketing as well as promotional studies.

Kiptugen (2003) also did a case study on strategic response of Kenya Commercial Bank to a changing competitive environment. The study found out that the bank responded to the changing environment by expanding its coverage as well as closing down some branches. Thiga (2002) on the other hand dealt with the issue of strategic response by focusing on the airlines operating in Kenya. The study found out that the airlines operating in Kenya responded to the competition by improving their quality, entering into strategic partnerships with other airlines and by using pricing strategies.

Mbugua (2009) used a case study which would be most appropriate to give a detailed analysis of a single unit of study so as to provide focused and detailed insight to phenomenon according to him. Data was collected through structured questionnaires which is a primary data collection instrument. It was administered to 3 out of 6 head of departments heading functional areas. It was also administered to 25 out of 35 managers across functional business areas who report to head managers giving broad representation of population responsible for crafting and implementing corporate and business level strategies. For secondary data, annual reports and strategic papers were used. The SPSS program was used to carry out data manipulation. The conclusion of the study was that the strategic response adopted by Zain Kenya towards change in external environment is reactive.

Chelule (2009) in a study of strategic response to competitiveness of globalization, he does a case study of Telkom Kenya through descriptive survey. Primary data was collected by self administered questionnaire drop and pick latter to give time to be filled at convenient time. Data analysis was by SPSS. The findings of the study were that Telkom Kenya responded by increasing their asset base and employing more of marketing strategy such as promotion and quality in order to survive. To respond to threat of substitute products the company employed more of marketing strategy such as advertising and quality to be able to maintain market share. Another major action to be able to beat competition is reducing cost of operations in terms of cutting down on staff. This was in order to survive competitive environment.

Gumo (2009) did a research on strategic response of companies listed on the Nairobi stock exchange to globalization. The researcher used a descriptive survey; the

population of study was the entire 47 companies listed on the Nairobi stock exchange. Primary data was collected using a questionnaire with closed, open ended questions and matrix questions administered to finance managers of the target companies. Data collected was analyzed using SPSS. The conclusion was that globalization affected the listed companies both positively and negatively. The Strategic responses to globalization were environmental scanning, operational excellence, customer intimacy, product leadership, market development, differentiation and product development.

Karina (2009) did a research on strategic response to external environment changes by issuers of credit cards in Nairobi. The researcher used a census survey since out of the 45 banks only 15 were issuing credit cards. Primary data was collected using structured questionnaires with both open and closed questions which were administered by dropping hard copies and emailing soft copies. The respondents were managers in charge of credit card business in large banks and to directors involved in strategic planning in smaller banks. Data analysis was through non empirical analysis and descriptive statistics. The conclusion was that the strategic responses undertaken by these firms were in line with the expected as outlined in study of strategy. Social economic variable have had and will continue to have impact on credit card business. Continued economic growth will lead to more acceptance and access.

Gachugu 2009 is one among the few who have done a study on Faith Based Organization. He did a study on Strategic change management at Presbyterian church of East Africa Eastleigh community centre. A case study research design was

used. Primary data was collected from respondents through personal interviews while secondary data was collected from documents available at the organization as well as existing literature on strategic change management. 17 respondents who were people in management, administrators and people in the lower levels. Data collected was qualitative, conceptual content analysis method was used in analyzing data. The study concluded that strategic change was managed at Presbyterian Church of East Africa Eastleigh community centre through regular reviews of the strategy, introduction of new programs like refugee empowerment, adoption of ICT technology to enhance service delivery among others.

2.4 Knowledge Gap

Recognition has grown in recent years of the importance of faith based sector to the vibrancy of the civil society and to the implementation of certain policies. Scrutiny of the sector by the press and the public has increased as well, generating "a crisis of accountability" (Salamon, 1997). Within this context, the need for competent strategic management and leadership is widely acknowledged (Bryson, 1995).

The strategic response to social change by Catholic secondary schools in the Archdiocese of Nairobi is the area of focus for this study.

Following the strategic success, hypothesis by Ansoff and Mc Donnell (1990) it means then that the organizations' strategy and internal capability keeps changing to match the environmental conditions. Various studies have been carried out to determine how different organizations have responded to changes in environment.

Kandie (2001) studied strategic response by Telcom Kenya, Kathuku (2005) studied strategic response by Cooperative bank, Lalampaa (2006) studied strategic response by Higher Education Loans Board, Gitau (2009) studied strategic response by Citi bank to external environment challenges, Cherop (2009) studied strategic response by Wildlife services. Gachugu (2009) studied Strategic change management at Presbyterian church of East Africa Eastleigh community centre. Muthike (2009) in suggestion for further research, observed that different organizations respond to environmental changes in different ways hence more studies can be done on strategic response.

Despite having many studies in this area, the results obtained cannot be applied to any other organization due to contextual differences like diversity in industry and organization internal factors. Though numerous studies have been carried out in the area of strategic response no known one specifically focused on Catholic secondary schools in Arch diocese of Nairobi. This study therefore seeks to fill the knowledge gap by providing an in depth research on strategic response to social changes by Catholic secondary schools in Archdiocese of Nairobi.

My population frame will be a list of all Catholic secondary schools in the Arch Diocese a list obtained from the Arch diocese education offices. The Arch diocese has three Geographic subdivisions that include; Nairobi, Kiambu and Gatundu/Thika. The schools are also into four categories which are; Public schools sponsored by the church, private schools that are owned by Archdiocese, schools owned by religious groups of men and women, and schools owned by Lay Catholic groups/Individuals.

The study will pick representation from the geographical division that is the three divisions of the Archdiocese and will enhance representation of the four school categories. It will focus on the last ten years. It will be through questionnaires and interviews to the school head teacher, deputy head teacher, one teacher in the parent teachers association and a guidance and counseling teacher. Document analysis technique may be used where the head has not been in the school that long. Secondary data will also be got from records available in the school.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used to carry out this study. The chapter presents the research design, the population, sample, sampling technique, data collection method and instruments and data analysis.

3.2 Research Design

The PESTEL factors[^] (Political, Economic, Social, Technology, Ecological, and Legal) have been significant in the external environment influencing all organizations' strategic response. This study focused on the Social aspect of these factors.

The research design that was used was cross sectional survey which is also known as cross sectional analysis. This is a research design in which a statistically significant sample of a population is used to estimate the relationship between an outcome of interest and population variables as they exist at one particular time.

3.3 Population

The population of study was all the Catholic secondary schools in the Archdiocese of Nairobi. Nairobi province has a total of 22. schools, Thika/ Gatundu district has 37 schools and Kiambu district has 37 schools. The secondary schools are further divided into 4 categories: Schools fully owned by the Archdiocese, Schools owned by

the Government through the Ministry of Education and sponsored by the Catholic Church, Schools owned by Catholic Religious Congregations and Schools owned by Lay Catholic Faithful.

3.4 Sample

The research used stratified random sampling technique. A stratified sample survey is whereby the population is divided or split into different non - overlapping blocks or strata based on a particular criterion like geographical areas, school types and others. The random sample was then drawn from each of the strata. The sample consisted of 20% of all secondary schools in the Archdiocese of Nairobi. This was a total of 19 schools, 5 in Nairobi, 7 in Kiambu, and 7 in Thika/Gatundu. The sampling technique was stratified samples, with geographical divisions forming the strata. The schools that were sampled were defined by the schools representation in the region as a percentage of the total schools.

3.5 Data Collection

The data type that the research collected was qualitative data from the category questions that sought to get the respondents response to questions on the variables. The research also had quantitative data in terms of numbers which were answers to variables like number of intake, increase in numbers in formal education, costs, and increase in enrollment of other religions in the schools.

Primary data was collected using self administered questionnaires. The questionnaires were structured with multiple choice questions on the variables under study, open ended and closed questions. The mode of collection was by "drop and pick latter" method which enabled respondents dedicate some time convenient to themselves to fill it in. In order to ensure integrity of data collected the filled questionnaires were collected within a week of being dropped and instructions were clearly stated on the questionnaire. Secondary data was collected from available records at the schools under study. Ministry of Education and The National Bureau of Statistics.

3.5.1 Respondents

The questionnaire were administered to the principal/ Head Teacher who is a member of the board of governors and also part of the daily running of the school; the deputy head teacher who is involved in direct running of school; one member of the teaching staff who sits in the parent teachers association and the head of the guidance and counseling department.

3.6 Data Analysis

Data Analysis covers: Descriptive Analysis which employs the use of graphical presentation of the variables under study and Inferential Analysis which employs inferential techniques to derive relationships between the variables. Several Computer applications were used in the data analysis like Statistical Package for Social Scientists (SPSS) and Microsoft Excel 2007.

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. Descriptive statistics simply describes what is or what the data shows. Inferential statistics on the other hand tries to reach conclusions that extend beyond the immediate data alone. For instance, inferential statistics is used to try to infer from the sample data what the population might think or to make judgments of the probability that an observed difference between groups is a dependable one or one that might have happened by chance in the study. Thus, inferential statistics is used to make inferences from data to more general conditions and descriptive statistics is used simply to describe what's going on in the data.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter gives the analysis and interpretation of the data from the field. It is a summary of description, analysis, and presentation of the research findings. The response rate was 80% with sixty questionnaires out of the total seventy six being returned and analyzed. The data collected from the survey was analyzed using SPSS 17.0 and Microsoft Excel 2007 applications.

The analysis in the pages ahead is divided into four categories which are; Basic description of data collected, Descriptive analysis of social changes in the schools, Strategic response by schools to the Social changes and the effect, cost and implications of the Strategic response to the social changes investigated. This categorization is for easier understanding and in order to depict the information collected in the most appropriate way in accordance to the research's objective.

4.2 Basic description of data collected

Data collected, as stated previously was from a sample of Catholic secondary schools in the Archdiocese of Nairobi. The following is a description of the sample by gender, boarding/ day characteristics, ownership/management and years of existence:

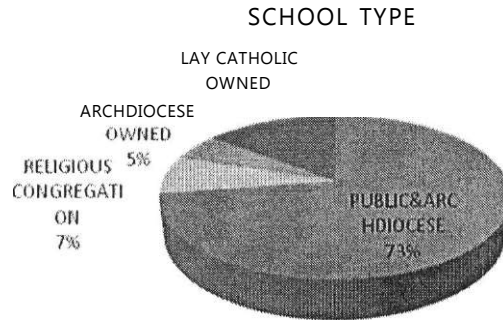


Figure 1: School type of sampled schools

Figure 1 above shows that a majority of the secondary schools are now public schools which are sponsored by the church. The private schools owned by Catholic faithful is second with the schools now fully owned by Religious groups and the Archdioceses having the least percentages. Having a majority of the secondary schools now public, enables all primary graduates to be eligible for admission based on their academic performance.

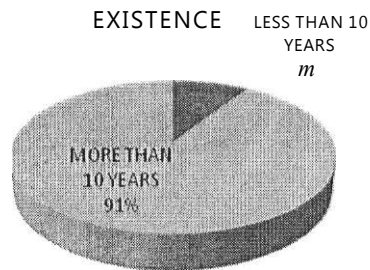


Figure 2: Number of years of school existence

Figure 2 above shows majority of the schools sampled are more than 10 years old, with about 9% being below ten years since inception. The 9% represents the new schools that have been built in the last ten years with the other 91% continuing to expand to accommodate more students.

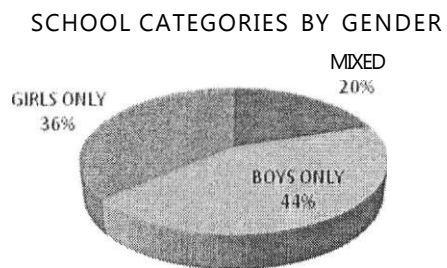


Figure 3: School category by gender

Figure 3 above shows that from the sample selected, single sex schools were more than the mixed schools. This means that popularity of single sex schools is way higher than that of mixed schools.

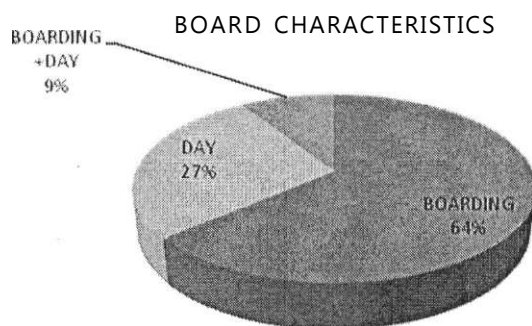


Figure 4: Boarding characteristics

Figure 4 above shows that a majority of the schools sampled were boarding schools, followed by day schools and a small percentage composed of schools that are both day and boarding with the main reason of boarding facility being to enable the school accommodate students from far and those orphaned and have no guardian. Boarding schools are most popular because they give the student a learning atmosphere with fewer distractions.

4.3 Descriptive analysis of social changes in the catholic secondary schools of Archdiocese of Nairobi

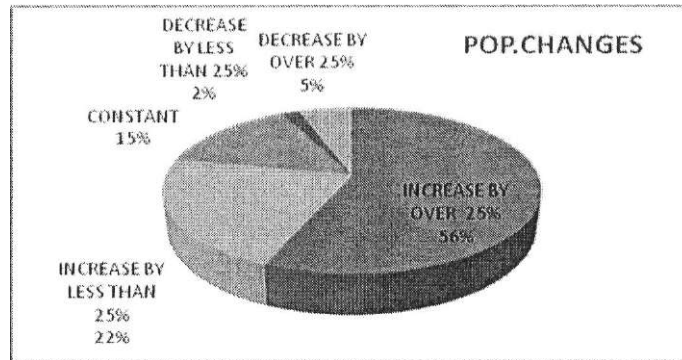


Figure 5: Student population changes

Figure 5 above shows that student population from a majority of the schools sampled has increased by over 25%, this is followed by an increase of less than 25% in the school student population. This constitutes above 78% of the sampled schools recording an increase in student population. A further 15% has their student population remain constant with the remaining 7% recording a decrease in student population.

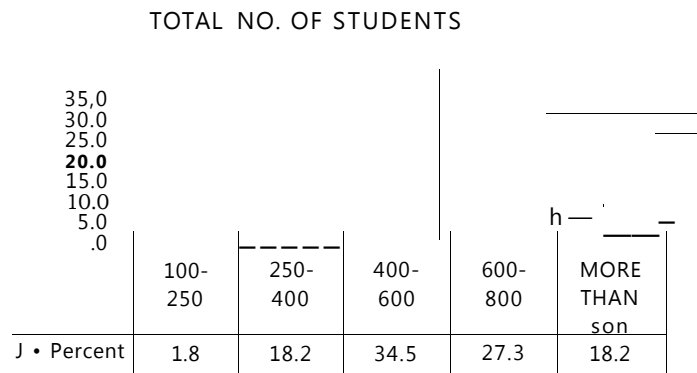


Figure 6: Total number of student in different schools

Figure 6 represents the total student population in the school. Schools with between 400 and 800 students were the majority from the sample.

Population composition

A majority of the schools sampled had a large population of catholic students with a majority picking the class of between 51- 75% of the student population as show by figure 7. About 30% of the schools have half of the student population as Catholics.

CATHOLIC STUDENTS POPULATION

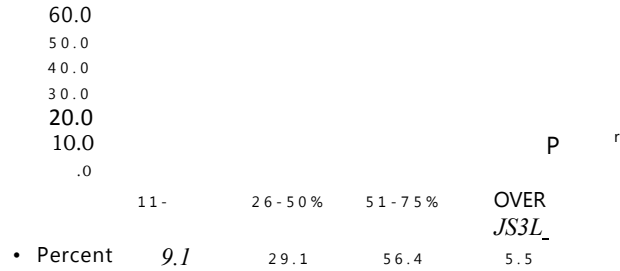


Figure 7: Catholic students' population in different schools

There was a population of about 26-50% of student being non Catholics and Christians in a majority of the sampled schools as shown in figure 8 below.

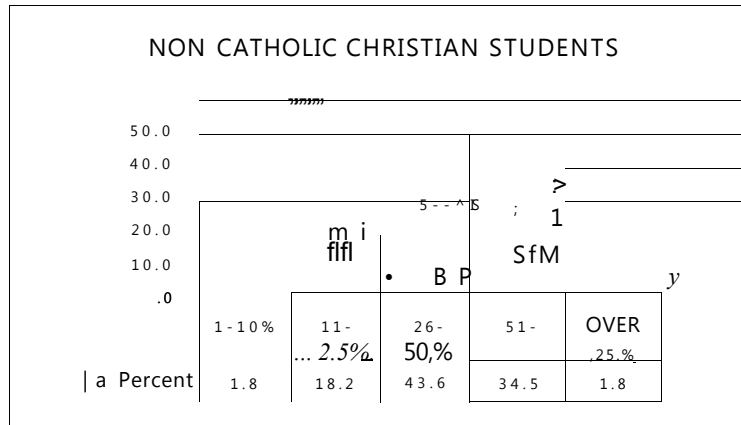


Figure 8: Non catholic Christian student population in different schools

In a majority, about 80%, of the schools sampled the non Christian population was between 1-10%. A very small number of the students' population is not Christian as show in figure 9 below.

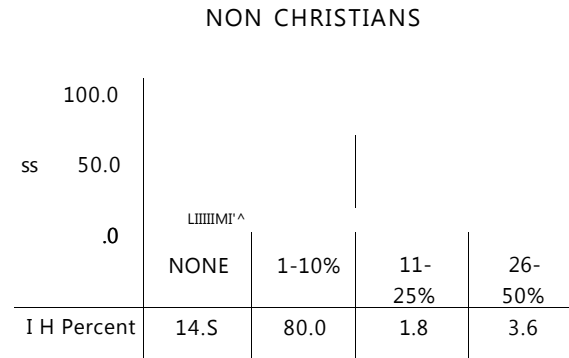


Figure 9: Non Christian student population in different schools

Figure 10 below shows that in a majority of the schools sampled there has been a general increase in the population of non catholic students in the school. This is depicted by the about 82% who say it's true there has been this increase.

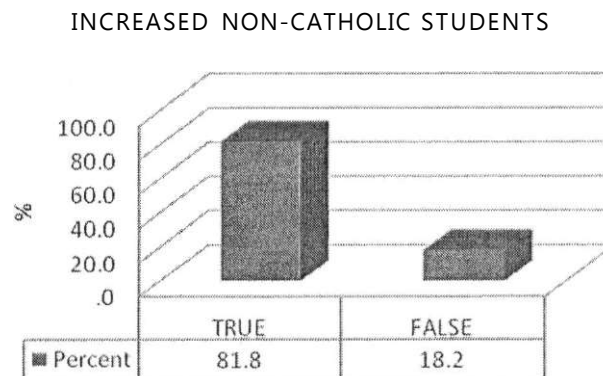


Figure 10: Increase in non Christian students in sampled schools

Figure 11 below shows that there has been an increase in the student population from low income families. The students have their fee spread out and paid in the

course of the year or in the course of the four years with some clearing fee balances after clearing form four. A majority also get funding from sponsors and government hence helping clear fees.

INCREASED STUDENTS FROM LOW INCOME FAMILIES

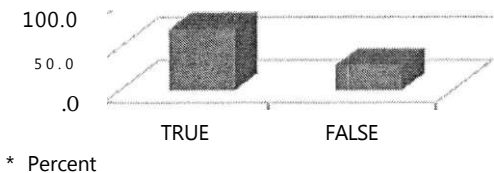


Figure 11: Increase in student from low income families from sampled schools

Figure 12 below shows that in a majority of the schools about 1- 10% of the students are totally unable to pay school fees. Majority of them being total or partial Aids orphans who have no one care for them. The schools assist the orphans with getting sponsors and sometimes they do not succeed

STUDENTS TOTALLY UNABLE TO PAY SCHOOL FEES

	NONE	1-10%	26-50%	OVER 50%
• Percent	18.2	72.7	1.8	7.3

Figure 12: Total number of students unable to pay school fees from different schools

The following three figures explain the student population in terms of cultural background and geographical backgrounds. Figure 13 shows that a majority of the students in the sampled schools come from the same cultural background with less than 25% of the population coming from different cultural background.

STUDENTS WITH SIMILAR CULTURAL BACKGROUND

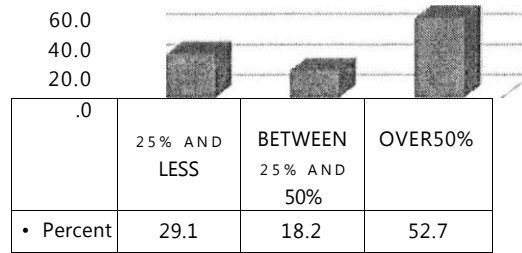


Figure 13: Students from similar cultural background from the sampled schools

Figure 14 below shows that a majority of the students from the sampled schools are coming from the district the school is located in, a relative number from within the province.

STUDENTS FROM OUTSIDE DISTRICT BUT WITHIN PROVINCE

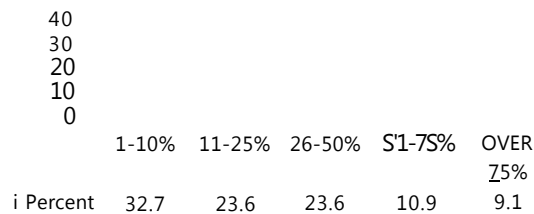


Figure 14: Students from outside district but within province among the students of sampled schools

Figure 15 below shows that a few students from the sampled schools come from outside the province

STUDENTS FROM OUTSIDE PROVINCE

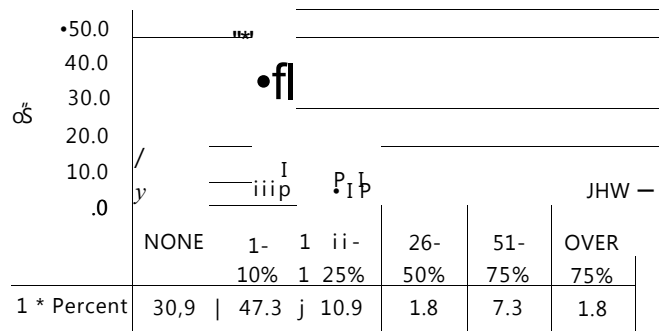


Figure 15: Students from outside province among the students of sampled schools

Figure 16 below shows the number of students in a class, it shows a majority with between 30-50 and a relative number with above 50 students in one class. It indicates the ease of interaction of student to teachers.

STUDENTS PER STREAM (CLASS)

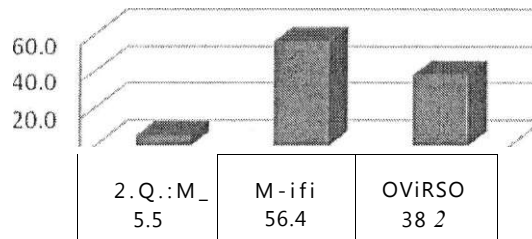


Figure 16: Number of students per stream/class in the sampled schools

4.4 Strategic response

Figure 17 below shows that the National exam primary school grade of the student is the main focus point while admitting students to the schools. This gives an open and flat platform for all students to have equal opportunity for admission.

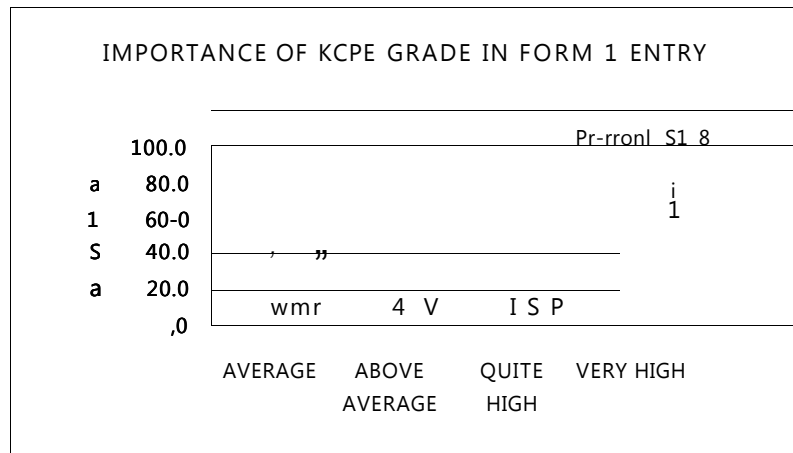


Figure 17: Importance of the students KCPE grade in form 1 entry

For a majority of the schools almost 80%, ranging from low to very low, religion is not highly considered at admission as shown by figure 18 below.

IMPORTANCE OF RELIGION IN FORM 1 ENTRY

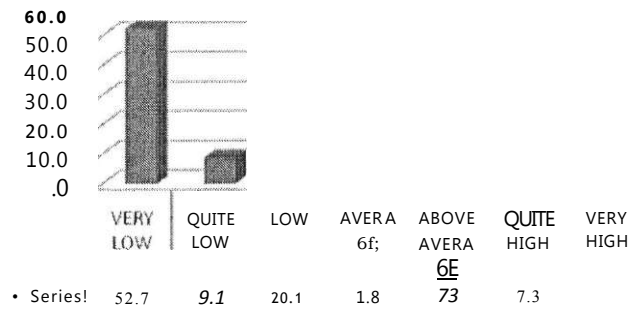


Figure 18: Importance of student's religion in form 1 entry

Figure 19 below shows that in a majority of the schools there has been an increase in the number of teachers which is highly in line with the growing population of the students in the same institutions.

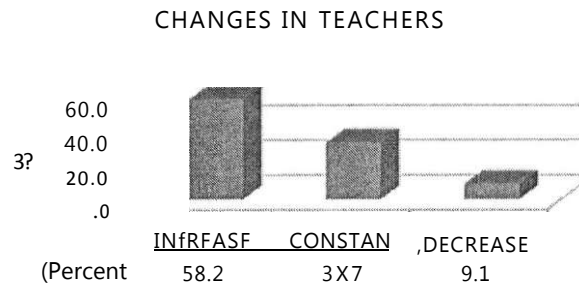


Figure 19: Change of teachers in the schools sampled

Figure 20 below shows that in a majority of the schools about 82% there has been expansion of the learning facilities to accommodate the growing number of students.

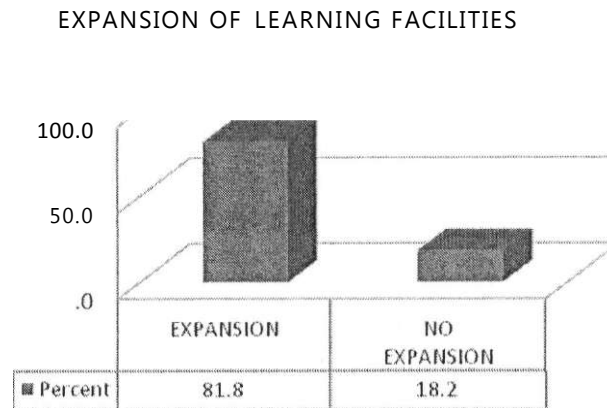


Figure 20: Expansion of learning facilities in the schools sampled

A majority of the schools in the sample are not able to offer transport for their day students with the remaining percentage representing boarding schools as show by figure 21 below

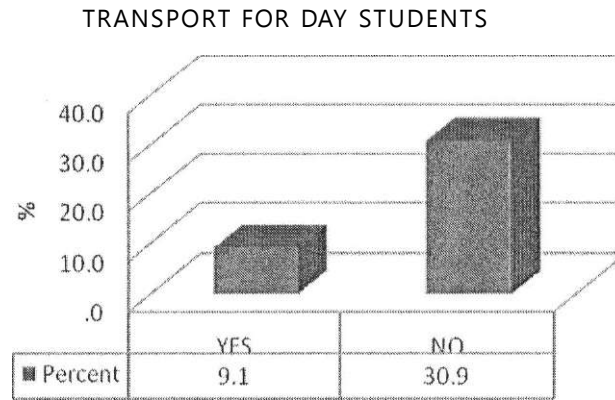


Figure 21: Provision of transport for day students

The following three bar graphs show the social care of the school on their students. Figure 22 shows that the guidance and counseling department is present in a majority of the schools. This is a department which does give care to the students' social needs.

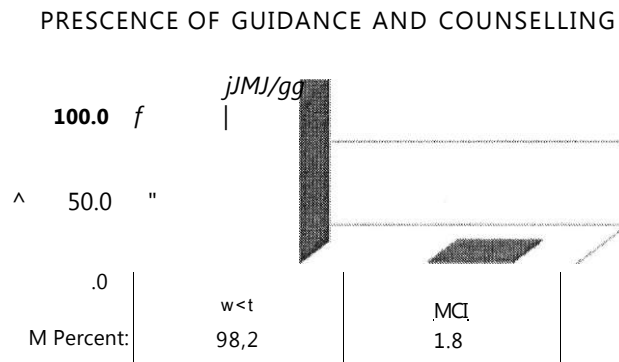


Figure 22: Presence of a guidance and counseling department in schools sampled

Figure 23 shows that there is also formation of non catholic students in a majority of the schools. This is a department which does give religious formation and care to the students

RELIGIOUS FORMATION FOR NON-CHRISTIAN STUDENTS

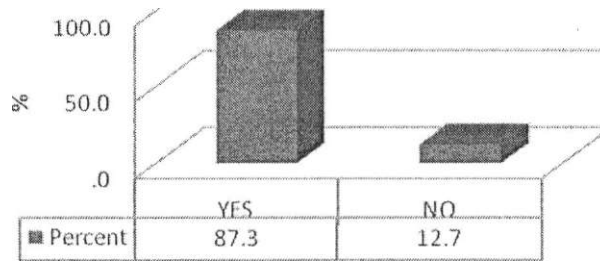


Figure 23: Presence of a religious formation of non Christian students in schools sampled

Figure 24 shows that there is a HIV program to address behavior issues in a majority of the schools. This is a department addresses behavior formation and rectification

PRESCENCE OF HIV PROGRAMS

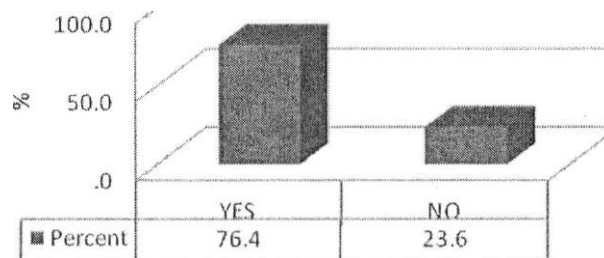


Figure 24: Presence of HIV/Aids programs in schools sampled

4.5 Cost, effect and implication of social change

Figure 25 shows that a majority of the schools sampled have sought external funding with a majority sourcing it from the Kenyan government and from other private sponsors. This is to help finance growing school needs.

HAS SCHOOL SOUGHT EXTERNAL FINANCE IN THE LAST 10 YRS?

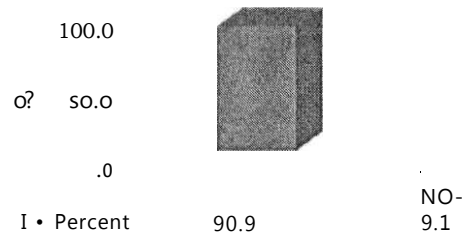


Figure 25: State of sampled schools having sort external financing

Figure 26 below shows that there are a substantial number of students who have sort financial support from outside the family with a majority sourcing it from bursaries, community development funds and even individual well wishers and sponsors.

STUDENTS SUPPORTED FROM OUTSIDE FAMILY/SCHOOL SET UP

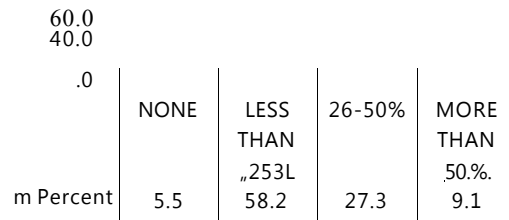


Figure 26: Presence of students supported financially outside family

Figure 27 below shows that there has been improvement in the form four final exams in a majority of the schools. This is a positive indication of more students qualifying for higher education.

PERFORMANCE IN KCSE OVER LAST 10 YRS

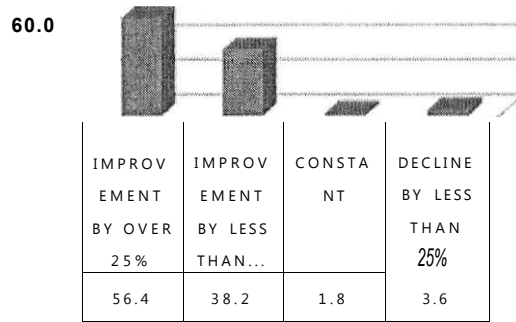


Figure 27: Performance in National exam in sampled schools

Figure 28 below shows that there has been an increase of over 25 % in running cost in a majority of the schools almost 90% of the schools sampled. This has been due to increase in the cost of all necessary requirements in a school.

CHANGES IN RUNNING COSTS OVER LAST 10 YRS

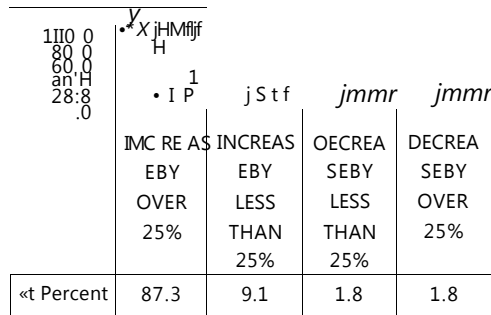


Figure 28: Change in running cost of schools in sampled schools

Figure 29 shows that the increase in school running cost has directly affected the increase in school fees. The increase in the fees is however slightly lower than that of running cost. This was explained by government support through subsidizing secondary education in public schools.

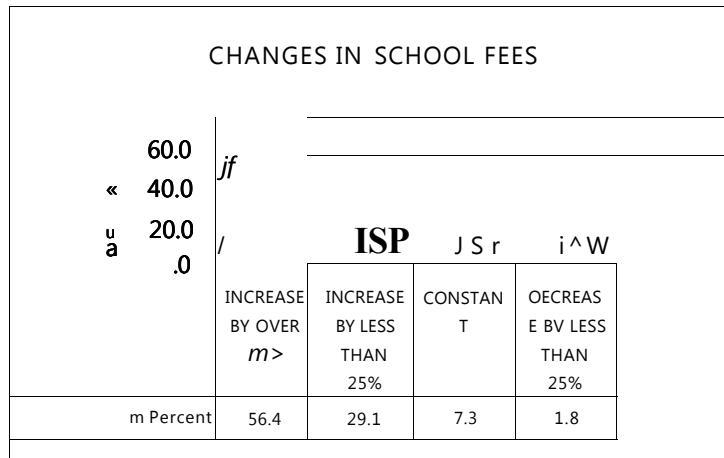


Figure 29: Change in total school fees per student in the sampled schools

The HIV/Aids pandemic has had an impact on the secondary schools sampled resulting to an increase in the number of orphans who cannot pay fees, some students infected, increased number of vulnerable children who require financial and emotional assistance, students with low self esteem due to loss of parents and guardians. This has lead to the schools working closely with nongovernmental organizations addressing the HIV/Aids pandemic, working closely with the ministry of education and that of health to educate the young pupils by inviting guest speakers to address the topic, starting support groups in schools that educate and support, supporting those affected or infected financially and emotionally through finding sponsors and recommending others for assistance. All these work closely with the guidance and counseling team to offer a friendly environment for the children to learn.

4.6 Secondary data analysis

The secondary data was got from Economic Survey 2010, a publication of Kenya National Bureau of statistics Republic of Kenya. The total number of secondary schools in Kenya has increased with the public schools increasing from 3,621 to 5,019 and private from 1,773 to 1,952 between 2005 and 2009. In 2008 the Government started injecting support on secondary education with the goal of enhancing access for all, this year they plan to spend 43billion on the same. The government, the African development bank and local communities have since then supported infrastructure development in the schools. The number of classes have increased from 45, 345 in 2008 to 47,567 in 2009.

This increase in the number of classes has allowed an increase in form one places hence a rise in primary to secondary transition from 64.1% in 2008 to 66.9% in 2009. The total enrollment in secondary schools has increased by 9.1% from 1, 382,211 to 1,507,546 with general enrollment increasing to 45.3% and Net enrollment increasing to 35.8% and the candidates sitting form four exams increasing by 13.5%. The number of public school teachers has also increased by 11.8% from 43,016 to 48,087, the ratio of teacher: student increasing from 28:1 to 30:1 and another 4,472 teachers on study leave or disciplinary.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter will cover a discussion of the summary of the findings from chapter four based on the objective of study and answering the research question. It will further explain if the objective of study which was Strategic response to social changes by Catholic Secondary schools in the Archdiocese of Nairobi has been achieved. As a conclusion it will explain the implication of study on policy and practice based on the topic of study.

5.2 Summary discussion of the findings

Strategic responses are closely linked to environmental uncertainty. This implies that the entity has the ability to change according to its needs (Nilson and Nordahl, 1995). As external environment becomes more volatile, companies need to develop greater flexibility in order to respond to emerging conditions. Evans (1991) argues that organizational flexibilities would be in response to some form of external environment uncertainties or pressures. Ansoff and Mc Don ell (1990) note that strategic response involves changes to the organizational behavior.

All organizations exist within an external environment and are environment dependant, have constant interaction with the environment plus depend on environment for continued survival. According to Johnson, Scholes and Whittington (2005) an organization exists in the context of a complex political, economic, social,

technological, ecological and legal environment/world. The environment changes and affects different organizations differently. They argued that how this affects the organization includes an understanding of historical environmental effects as well as expected or potential changes in the environmental variables. Many of these variables give rise to opportunities and others exert threats on the organization or sometimes do both.

The external environment is the set of variables including the social aspect, which is how consumers, households and communities behave and their beliefs. For instance, change in attitude towards formal education, or greater numbers of people seeking formal job placements in a population. The social system is the fabric of ideas, attitudes and behavior patterns that are involved in human relationships. In particular, businesses are influenced by consumer attitude and behavior which depend on such factors as age, structure of population and nature of job and leisure, which are in turn influenced by available disposable income and upcoming needs in the wider system. Other key factors that affect this are continued positive attitude and acceptability towards formal education and formal jobs. These are characterized by growing competition and available opportunities in the job market, changing life styles from rural and farming to urban and formal jobs. Another key factor is the HIV and Aids pandemic that has left behind many orphans who need help to make a livelihood, this calls for a strategic response to all these social changes.

Social cultural environment encapsulates demand and tastes which vary with fashion and disposable income. Organizations should be aware of demographic changes such as the structure of population by age, affluence, religion, numbers working among

others which can have an important bearing on demand as a whole and demand for particular goods and services. Threats for existing products might be increasing while opportunities for differentiation and market segmentation might be emerging (Pearce and Robinson, 2005).

From the study a majority of the schools about 73% of those sampled have since become public schools that are sponsored by the Catholic Church. Being public schools they are able to offer equal opportunities to all the students who sit the national exam in standard eight regardless of other social factors like religion, culture or even family income. Over the last ten years that were covered by the study there has been about 9% growth in terms of new institutions that have started and about 90% of the older ones have continually expanded the premise to accommodate more students. Single sex schools are more popular than mixed schools with the main reason behind it being ease of management of discipline and building of a moral fabric among the young people. One other thing that was said about these schools is that they build healthy competition among the student without fear of intimidation.

Boarding schools compared to day schools are more with a few schools having both day and boarding facilities. The popularity of boarding schools was attributed to enabling the schools accommodate students who cannot be able to go home every evening after school due to both financial reasons and geographical distance between where they live and the school. Another reason cited was ability to give students conducive environment for learning with more hours available to do class work and personal reading. Of equal importance was to give uniformity to all

students while at school which include dressing in uniform, subject to same rule of law, same meals, and equal academic and extra curriculum opportunities regardless of background in terms of culture, belief, religion or even family income background.

There has been an increase in the number of students in about 78% of the schools with about 7% recording a decrease in student population, and a further 15% having a constant number of students over the last ten years. The schools with increase in population were mostly public schools which have been receiving government subsidies through the ministry of education and also to a greater extent an implication of the free primary education which offers more pupils a chance to access formal education. The private schools recorded a drop in student population with some students moving to public schools that have hence become more affordable. The schools with constant population constituted a majority of the religious owned and fully owned by the Archdiocese which are unique in that they prepare the student for specific vocation and mission. Majority of the schools have a large student population of between four hundred and eight hundred students and between three and four streams per form which allows more students' to be enrolled and have a chance to access higher education after secondary school.

In a majority of the schools the catholic students are between 51-75% of the total students, with the non catholic students composing between 26-50% of total students and a 1-10% of total students are non Christians. This implies that over the years the catholic secondary schools are opening up to non catholic and even non Christian students. In 82% of the schools sampled there has been an increase in non catholic students. 71% of schools acknowledged receipt of students from low income

families with about 1-10% of total student population being unable to pay school fees. This has decreased due to the government subsidies. A majority of those who are unable to clear fees are orphans with no able guardian or none at all. About 53% of total students are from similar cultural background, with above half of total population coming from same province and 1-10% coming from outside province. The student performance in the national exam at primary level is the most important for their admission to form one hence equal opportunity for all.

There has been an increase in the number of teachers in a majority of the schools to be able to address the growing numbers of students, the schools have also expanded infrastructure to address the growing needs of the students. In a majority of schools there is guidance counseling department that cares for the students needs from a social angle. There is also religious formation for both catholic and non catholic students that enhances spiritual nourishment. There are HIV programs and also behavior change programs that educate students on their sexuality and makes them aware of the HIV/Aids pandemic that is a reality with all of us infected or affected.

Ninety one percent of the schools sampled have sort external financing for the school programs mainly from the government of Kenya and also from other sponsors both locally and abroad. Since 1998 the government of Kenya has injected money to subsidize secondary education with the year 2010 being allocated 43 billion. About 25% of the students are supported by finances from outside of family all in an effort to enhance that all qualified students can access formal education at secondary level. Above 80% of the schools have recorded an improvement in their performance which has increased the number of students who qualify for higher education hence

can access formal jobs. There has been an increase in the running cost of schools which has been attributed to increased cost of living; this has further made the school fees to go up though not at the same proportions due to assistance from external financing by government and other sponsors.

5.3 Conclusion

The objective of this study was to determine the strategic response to social changes by Catholic secondary schools in the Archdiocese of Nairobi over the last ten years. From the findings in chapter four and the discussion above; yes the Catholic secondary schools in the Archdiocese of Nairobi have responded to the social changes in the environment in a strategic manner. They have continuously expanded to accommodate more students; new schools have also been built to cater for growing numbers seeking formal education. The schools have also made the performance in the standard eight national exams the main focus when admitting students which gives more opportunity to all who qualify. The schools have also been admitting students regardless of religion or family income and supporting them uniformly. The guidance and counseling, religious formation in school and HIV programs have been implemented to enhance an all round development of the young student. Majority of the schools have orphans or even HIV infected students they are supporting since this is a reality affecting all organization with these institutions of learning not exempted.

5.4 Limitation of study

There are several factors that affect the strategic response in catholic secondary schools for instance political, economic, social, technological, ecological and legal. However this study only focused on the strategic response to social changes in catholic secondary schools in the Archdiocese of Nairobi. Another limitation was the time allowed for the study which was limited hence limiting the scope of study.

5.5 Recommendations

The study touches on an important aspect in the total growth of a society that is education at secondary level which is a key component in absorbing children from basic education at primary school and preparing them for tertiary education in institutions of higher learning. The social aspect of the PESTEL factors which is the focus of this study has not been highly studied. Just as the other factors Political, Economic, Technological, Ecological and Legal, affects the organizations and for the purpose of this study secondary schools. Another important finding is that there is a relatively large gap between the initial form one enrollment in secondary schools and the number of students who are able to sit for the final national examination at form four. The percentage is currently at 64.7% with a majority of the factors causing drop outs being social. This study has addressed and informed on most of these factors and will assist in addressing them both at grass root levels in schools, at education office and even at higher levels at ministry of education on how all key stakeholders can help address these changes for better secondary education. There

is need to continue creating awareness on need and importance of research to all members of the community which will be important in continuing research that gives us a clear picture of how things are on the ground and enable improve on policy and practice. The provision of subsidies for secondary education and free primary education has had a great positive impact on the larger society in terms of enabling more people.

5.6 Suggestion for further research

This study was on strategic response to social changes by catholic secondary schools. Other researches can be carried out on other PESTEL (Political, Economic, Technological, Ecological and Legal) factors affecting these institutions. It is also important that other studies on strategic response be carried out on faith based organizations that are slowly but surely adopting strategy, strategic management, strategic planning and as per the findings of this study are responding to environmental changes in a strategic manner.

5.7 Implication on policy and practice

To the ministry of education; from the stipulated recommendations the teacher: student ratio should be 1:30. The study however found this ratio to be 1: 45 on average in a majority of schools. More teachers need to be trained and deployed to these institutions.

To the government through the ministry of education; there is need to work on national cohesion by sending students from different cultural backgrounds to same schools. A majority of the schools sampled have students from similar cultural background and a majority coming from same geographical location in terms of district and province. Mixing these student will contribute to cohesion and respect and acceptance across cultures.

To the school heads, parents and the education secretariat; more needs to be done in reaching out to the students especially helping build a moral fabric. The dropout rate is quite high with an average of 65% of form one enrollment getting to sit the form four final examinations. A majority of the reasons for dropping out cited were social. An improvement on the discipline policy and the practice for these error cases need to be reviewed.

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APPENDIX 1: SECONDARY SCHOOLS IN THE ARCHDIOCESE OF NAIROBI

SECONDARY SCHOOLS IN THE ARCHDIOCESE OF NAIROBI THIKA DISTRICT

SCHOOL	ADDRESS	TEL NO.	MOBILE NO.	PRINCIPAL	DISTRICT
St. Francis Girls - Mangu	283 Thika	020 2044755	0722 229829	Mrs. Jacinta Ngure	Gatundu
St. Joseph the Worker - Mangu	1892 Thika	020 2051484	0734 842313	S. N. Gacheru	Gatundu
Igegania Seconary	230 Thika	0722 351691	0733 757633	Maina Peter	
Mutuma Seconary	115 Gatukuyu	020 2051480	0722 304909	Mr. Karori Julius	
Makwa Secondary	549 Thika			Joseph Wamburu	
Nyamangara Secondary	749 Thika				
Maryhill Girls	9 Thika	020 2011779	0721 638544	Mrs.Emelda Barasa	
Mang'u HighSchool	314 Thika	067 24146	0721 905722	Mr. Henry Raichana	
Kiangunu Secondary School	161 Kanjuku		0733 725664	Mr. Samuel Ndabi	
Our Lady of Fatima - Kiriko	38 Gituamba				
Ngethu Seconary	2369 Thika		0733 959858	Hilda Njeri Wanja	
Kairu Rumwe Seconary	1521 Thika				
Mary Immaculate - Kairi Girls	447 Thika		0722 863750		
Muthiga Secondary	496 Gatundu		0722 849052	Rose Njuguna	
Ituru High School	12 Gatudnu	0151 74213	0733 803977	Kamau R. G	
Wamwangi Secondary	701 Gatundu			Wanjohi J. W	
Kiamwangi Secondary	619 Gatundu		0735 958242	D/P Winfred Kiriungi	Gatundu
Ndundu Secondary	516 Gatundu		0722 555620	Kiguru S.N	Gatundu
Gatitu Girls	339 Ruiru	0154 41742	0733 868128	Naomi Ritho	Gatundu
Muhoho High School	278 Gatundu	067 26076	0722 361519	Mr. Macharia P	Gatundu
Nembu Secondary School	753 Ruiru		0734 733455	Alice Njihia	Gatunda
Karinga Girls	274 Gatundu	067 26001	0722 652430	Sr. Benedict Kamene	Gatundu
Gikure Secondary	230 Gatundu	0733 572100	0722 656794	Mrs. Hellen Muchira	Gatundu
Mururia Seconbgr^.	95 Gatundu	067 26023	0722 660402	Mr. Timothy Kairu	

Kibiru Secondary	224 Thika			
Gathiru Secondary				
Munyu-ini Secondary Sch	131 Gatundu			
Kagio Secondary				
Mutunguru Secondary	8 Gatundu	0725 596758	Mrs. Florence Gachukia	Gatundu
Kamwirigi Secondary				
Gikuindu Secondary				
St. Stephen - Ndiko		0722 668148	Mary M. Kibe	Gatundu
icaciri High	66 Gatundu			
Magogoni Secondary	4656 Thika	0721 701177	Mr. Waweru P.N	
Cardinal Maurice Otunga Sch	759 Ruaraka	0721 973388	Mr. Koech Joakim	
Kiamworia Secondary School	89 Ruiru	0723 636333	Purity Mwaniki	
Kimunyu Secon Sch	419 Gatundu			Gatundu

NAIROBI PROVINCE

	ADDRESS	TEL NO	MOBILE NO	PRINCIPAL
Apostolic Carmel	1344 00515 Buruburu	020 781912	0721 168781	Sr. Fabiola A. C
Aquinas High School	72000 Nairobi	020 532729	0722 511023	Mr. G.G. Muthee
Consolata School	14861 Nairobi			
Huruma Girls	49068 Nairobi	020 555368	0722 740190	Mrs. Henrietta M. Ikambili
Kianda School	48324 Nairobi			
Loreto Msongari	30258 Nairobi			
Loreto Valley Road	41227 Nairobi	020 2720716	0722 995403	
Nembu High School	21153 00505 Nairobi	020 2016559	0722 680889	Marayu E. W
Our Lady of Mercy	61045 Nairobi	020 206752592	0733 875136	F. A. Oyao
Precious Blood	21283 Nairobi	020 3546028	0722 294053	Jacinta Akitsa
Queen of Apostles Seminary	65071 00618 Nairobi	020 8562261	0724 308879	Fr. Wanyoike
St. Lucie Kiriri	49274 Nairobi			
St. Mary's School	40580 Nairobi	020 4444959	0726 404699	Chaplain Fr. Kimani
St. Martins - Kibarage	14960 00800 Nairobi	020 4182702	0722 975297	Sr. Florentina Ndeke
St. Teresa Girl's	71417 00622 Nairobi	020 2402094	0733 959858	Mrs. Alice N. Situma
St. Teresa Boy's	71324 Nairobi	020 6760651		Mr. George A. Andika
Strathmore Sch	25095 Nairobi			
St. Justino CPS Secondary	641 Buruburu			
Our Lady of Fatima	20511 00200 Nairobi	020 2060959	0724 228902	Mrs. Janet Mabango
Mt. Laverna Secondary	6514 00300		0722 475734	Sr. Francisca Muli
Baba Ndogo Secondary	10347 Nairobi			Mechtilda Imbogo
Wangunyu High School	10151 Nairobi	020 42319	0722 473633	Ms Gakunga
St. Mary's Viwandani	3232 Nairobi		0726 502531	Sr. Maria Angela

KIAMBU DISTRICT		TEL NO.	<i>h^mmgmMmb'OmmmS^</i> MOBILE	PRINCIPAL
Riabai High School	123 Kiambu	020 2096170	0721 710733	
Escapment Secondary	175 Matathia		0721 121691	Wangugi J.K
Gitithia Secondary	34 Uplands			
Kagwe Girls	450 Kiambu	020 2034015	0733 714312	Rose Kirangu
Kambaa High Sch	198 Matathia	020 2503268	0721 215466	Kimani S. W.
Kamburu High Sch	134 Githunguri			
Kanunga High School	331 Kiambu	020 2049897	0733 772587	Mr. Mwangi Kahungu
Kigumo Secondary	213 Ruiru		0723 252850	D/P Virginia Irungu
Lioki Secondary	851 Kiambu		0722 475394	Lioki
Loreto Secondary	Private Bag	020 6751268	0720 712159	Mrs. Kariuki
Loreto High School	Private Bag	020 2023196	0722 709160	Mrs. Margaret Ruinge
Miguta Secondary	281 Githunguri		0725 515593	Mr. Paul Ngaruiya
Mirithu Secondary	20 Nderu Limuru	020 2023139	0722 341778	Mukundi Julian W.
Muguga wa Gatonye	611 Kikuyu		0723 449739	Rahab Ndoro
Ngarariga Girls	393 Limuru	020 2700325	0722 538331	Mrs. Githinji
Ngenia High School	309 Limuru	020 2701776	0722 734329	Fr. Gachomba
Nyamweru Secondary	154 Uplands		0722 268911	Ndumbi S. Ng'ang'a
Renguti High School	533 Kikuyu			
St. Anne's Lioki	270 Kiambu	020 2023094	0733 937647	Jane Kimemia
St. Joseph's High Sch - Githunguri	99 Githunguri	020 2012462	0722 811519	Kamau D.
St. Joseph's Secondary - Kereita	44 00221 Matathia	020 8011155	0721 806348	Kimani S. N.
St. Joseph's Secondary Sch - Gathang	730 Karuri		0721 661063	Mwaniki O. Wanjiku
St. Kevins's Ruko Secondary	23099 Lowere Kabete		0722 630553	
St. Mary's Girls - Thigio	477 Limuru	020 2021177	0722 764904	Murungaru eunice
William Ngilu Gitau	515 Kiambu	067 50484	0720 594123	Mr. Munio
Ting'ang'a Secondary				
St. Patricks Nyaduma Secondary	16 Githunguri			
Thigio Boys	13 Limuru	020 2022050		Mr. George Kamau
Nyaduma Secondary	58 Kagwe	020 2034015	0726 906908	Kanyingi Joseph K.

Kiiria Secondary	294 Githunguri	0726 708835	0722 325546	Mrs. Nancy Mwaura
Riara Secondary	412 Kiambu	020 2045047	0733 803977	Samuel Kahura
St. Ann Gichocho Girls	335 Kiambu	0735 387960	0729 682123	Sr. Sunita Pazhayatti
Utugi Seconary	160 Matathia		0722 669206	Mr. Daniel Kariuki
Ndung'u Secondary	1289 Limuru		0722 315271	Margaret Njenga

SOURCE: DATA FROM ARCHDIOCESE OF NAIROBI EDUCATION SECRETARIAT 2010

APPENDIX 2: INTRODUCTION LETTER FROM UNIVERSITY

Anne Christine W. Kabui,

School of Business,

University of Nairobi,

P.O. Box 30197,

Nairobi.

15th of July 2010.

Dear Respondents,

Re: REQUEST FOR RESEARCH DATA

I am a Post graduate student, at the University of Nairobi, School of Business. In partial fulfillment of the Master of Business Administration (MBA) requirement, I am undertaking a management research project titled;

The Strategic response to social changes by Catholic Secondary schools in the Arch Diocese of Nairobi

You have been selected as part of my study. This letter is to request you to assist me to collect the data by filling out the attached questionnaire. The information you will provide will be used exclusively for academic purposes. My supervisor and I, assure you that the information you will give, will be treated with strict confidentiality. A copy of final report will be availed upon request

The questionnaires should be filled by: The Headteacher, Deputy Headteacher, guidance/Counselling Teacher and a teacher who is a member of the PTA-

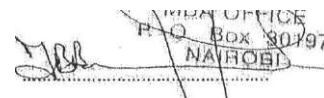
Your cooperation will be highly appreciated, thanking you in advance

Yours Faithfully,

Anne Christine Kabui

MBA Student

? H W f N A I f I M ' .



Dr. Zack Awino

Supervisor

APPENDIX 3: INTRODUCTION LETTER FROM EDUCATION SECRETARIAT



**ARCHDIOCESE OF NAIROBI
CATHOLIC SECRETARIAT**

Telephone No. 240384

P.O. Box 20053
00200 City Square
Nairobi, Kenya

Wednesday July 28, 2010

Dear Sir/Madam,

REF: KABUI ANNE CHRISTINE W. ID NO. 23293968.

Greetings and best wishes from the Education Office - Archdiocese of Nairobi.

The above mentioned lady is a devoted Catholic and a parishioner at St. Paul's University Chapel. She is also a student at the University of Nairobi, pursuing a Master degree. She wishes to do a study on the Strategic response to social changes by Catholic Secondary Schools in the Archdiocese of Nairobi.

Kindly offer the support she needs both in answering the questioner and any additionally information.

Thanks for your support and God bless.

Yours faithfully,

Fr. Lawrence Kamere
EDUCATION SECRETARY.

EDUCATION SECRETARY
ARCHDIOCESE OF NAIROBI
P. O. Box 20053
NAIROBI. 00200

APPENDIX 4: QUESTIONNAIRE

SURVEY ON THE STRATEGIC RESPONSE TO SOCIAL CHANGES BY CATHOLIC SECONDARY SCHOOLS IN THE ARCHDIOCESE OF NAIROBI

Respondents' Information

1. The information and opinions provided herein will be regarded and treated as CONFIDENTIAL.
2. The Research is not meant to be used for Commercial Purposes. It is solely intended for Study purposes
3. Please provide ACCURATE AND HONEST information as much as possible
4. Please DO NOT indicate anywhere in this questionnaire the School's name or your own name or any other terms that might give a hint or a clue
5. While this questionnaire will be administered to other members of staff in your school, please answer all questions individually and without consultation with the other staff members participating in this survey
6. Certain questions will require information for 10 year periods. If your school wasn't in existence since 10 years ago, you may answer the question as 'since the school's inception'.
7. Please tick (✓) on the spaces provided.

1. Please indicate your school category:

<input type="checkbox"/> Public school sponsored by the Archdiocese	<input type="checkbox"/> Wholly owned by the Archdiocese
<input type="checkbox"/> Owned by a Religious Congregation	<input type="checkbox"/> Owned by Lay Catholic Faithful

2. For how many years has your school been in existence

<input type="checkbox"/> Less than 10 years	<input type="checkbox"/> Ten years	<input type="checkbox"/> More than 10 years
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3. Indicate below the specific characteristics required: (Tick where applicable)
 The School is:

<input type="checkbox"/> Boarding	<input type="checkbox"/> Day
<input type="checkbox"/> Mixed (Both girls and boys)	
<input type="checkbox"/> Boys only	
<input type="checkbox"/> Girls only	

4. How many students does your school have:

<input type="checkbox"/> 100 to 250	<input type="checkbox"/> 250 to 400	<input type="checkbox"/> 400 to 600	<input type="checkbox"/> 600 to 800	<input type="checkbox"/> More than 800
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	--

5. How would you describe changes in student population over the last 10 years or since the school's inception (if the school is less than 10 years old)

<input type="checkbox"/> There has been an increase by over 25%
<input type="checkbox"/> There has been an increase by less than 25%
<input type="checkbox"/> The population has remained constant
<input type="checkbox"/> There has been a decrease by less than 25%
<input type="checkbox"/> There has been a decrease by over 25%

On the scales below please indicate parents'/Guardians' ease and ability to pay school fees for their children:

Categories	None	1 to 10%	11 to 25%	26 to 50%	51 to 75%	more than 75%
On time						
Within 1 st month						
Within school term						
Within academic year						
Past academic year						
Totally unable						

Are there students supported by funds provided from other sources like Constituency Development Funds, Ministry of Education Bursaries or other sponsors other than the student's parents or relatives? Q^ Yes QJ No

If Yes, please indicate below the percentage of these students out of the whole students' population:

(1 Less than 25%

Q Between 25% and 50%

Q More than 50%

Please indicate which statements describe changes in students' population over the last 10 years or since the school's inception

There has been an increase in students' population with students from other provinces coming to the school

Q TRUE

Q FALSE

There has been an increase in students' population by students coming from families where the parent(s) are low income earners (Below KShs. 6000 income per month)

Q TRUE

Q FALSE

Over the years the school has experienced increase in non - Catholic students.

Q TRUE

Q FALSE

12. Out of the whole students' population how would you describe the cultural composition of the students?

Category	25% and less	Between 25% and 50%	More than half
Students from exactly same cultural background e.g. same ethnic group, or community			
Students from similar cultural background e.g. all Bantus or Arabs			
Students from different cultural backgrounds			

13. Please indicate the ratio of teachers to students in the teaching of Compulsory subjects:

1 teacher for 20-30 students 1 teacher for 30-50 students 1 teacher for over 50 students

14. How many streams are in each form?.....How many students does each stream have?

Less than 20 20 to 30 30 to 50 over 50

15. Over the last 10 years (or since the school's inception for schools younger than 10 years) how would you describe changes in School fees in your school?

There has been an increase by over 25% There has been an increase by less than 25%
 The fees have remained constant The fees have decreased by less than 25%
 The fees have decreased by over 25%

16. Has there been any change in the number of teachers in the school over the last 10 years (or since the school's inception). Please indicate the specific changes below:

Increase Remained Constant Decrease

17. Has the school constructed or built any new buildings or structures for academic purposes over the last 10 years (or since the school's inception) Please indicate below:

The school has constructed/ expanded buildings for academic purposes
 The school has not expanded or constructed new buildings for academic purposes

18. (For Day Schools only) Does the school provide transport facilities for students coming from outside the school locality, like for students using vehicles to come to school? Yes No
19. Does the school have a Guidance and Counseling Department or personnel for the students?
 Yes No
20. Does the school provide Religious formation and incentives for non Christian students
 Yes No
21. Does the school have societies/clubs that cater for students' interests in extra curricula activities e.g. social welfare
 Yes No
22. How would you describe students' performance in the KCSE examinations over the last 10 years (or since the school's inception)
- | | |
|--|---|
| <input type="checkbox"/> Improvement in mean grades by over 25% | <input type="checkbox"/> Decline by less than 25% |
| <input type="checkbox"/> Improvement in mean grades by less than 25% | <input type="checkbox"/> Decline by over 25% |
| <input type="checkbox"/> No changes | |
23. Does the school have the financial ability and resources to cater for present students in terms of educational needs, books and other resources vital in running the school?
 Yes No
24. How would you describe changes in the school's running costs over the last 10 years
- | | |
|---|--|
| <input type="checkbox"/> Increase by over 25% | <input type="checkbox"/> Increase by less than 25% |
| <input type="checkbox"/> Costs have remained constant | |
| <input type="checkbox"/> Decrease by less than 25% | <input type="checkbox"/> Decrease by over 25% |
25. Has the school sought any additional or external finance over the last 10 years to cater for its needs?
 Yes No
- If yes, please indicate from which sources:
- | | |
|---|---|
| <input type="checkbox"/> Archdiocese of Nairobi | <input type="checkbox"/> Government of Kenya (through the Ministries or Constituency) |
| <input type="checkbox"/> Religious Congregation | |
| <input type="checkbox"/> Parents' Associations | |
| <input type="checkbox"/> Financial Lending Institutions | <input type="checkbox"/> Others (Specify) |

26. Kenya, as a country in Sub Saharan Africa hasn't been spared by the HIV/AIDS pandemic and previous Presidents have actually declared it a National Disaster. Do you agree with this statement? YES NO

How has this affected your school?

27. Does the school have HIV/AIDS programmes for the student apart from the Normal curriculum inputs required by the Ministry of Education?

YES NO

28. Does the school have clubs / societies that are directed towards HIV/AIDS awareness, prevention or care giving programmes?

YES NO

29. What else has the school done concerning the HIV/AIDS pandemic?

APPENDIX 5: FIELD DATA LETTER FROM EDUCATION SECRETARIAT



**ARCHDIOCESE OF NAIROBI
CATHOLIC SECRETARIAT**

Telephone No. 240384

P.O. Box 20053
00200 City Square
Nairobi. Kenya

Tuesday September 21, 2010

Dear Sir/Madam,

RE: KABUI ANNE CHRSTINE W. Ib. NO. 23293968.

Greetings from Education Office - Archdiocese of Nairobi.

The above named lady is known to us and she requested for assistance during her research work on Strategic response to social changes by Catholic Secondary Schools in the Archdiocese of Nairobi. I wish to confirm that we officer her our assistance and'she was able to visit 19 schools as she intended qnd collected data. The schools represent both the geographical and a category of our- Schools.

Below is the list of Schools visited;

LIST OF SCHOOLS VISITED			
1.	Loreto Valley Road	11.	Ngenia High School
2.	Aquinas High School	12.	Mirithu Girls Secondary
3.	Kianda. School	13.	Thigio Boys
4.	St. Martin's School	14.	Mangu High School
5.	Strathmore School	15.	St. Francis Girls Mangu
6.	St. Mary's School	16.	Maryhill High School
7.	Kanunga High School	17.	Mururia Secondary
8.	Loreto Girls Kiambu	18.	Karinga Girls Secondary
9.	Riara Secondary School	19.	Muthiga Girls Secondary
10.	St. Mary's girls - Thfgio		

We appreciate the effort and sacrifice Anne had to make to reach these institutions hoping that the research findings will enable us provides holistic education to all.

Yours faithfully.

EDUCATION OFFiCP

T-°: aa?.?°f) 53 - 00200
(-VA- NAIROBI
• TEL: 0721 48? sss

Rev. Fr. Lawrence Kamere
EDUCATION SECRETARY.