ORGANIZATIONAL FACTORS THAT INFLUENCE IMPLEMENTATION OF STRATEGIC PLANS IN PRIVATE SECONDARY SCHOOLS IN NAIROBI COUNTY, KENYA

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A Research Project Submitted to the School of Business and Economics in Partial Fulfillment of the Requirement for the Award of the Degree of Master of Business Administration of University of Embu

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DECLARATION

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

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DEDICATION

To my son, Descartes, from whom I have learned so much about the importance of love and family. You are my mainstay and my greatest inspiration.

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ABBREVIATIONS AND ACRONYMS

ANT	Actor network theory
BCG	Boston consulting group
KBV	Knowledge-based view theory
OT	Organization theory
PIMS	Personal information managers
RBT	Resource based theory
RBV	Resource based view
SBT	Strategic balancing theory
SPSS	Statistical package for social sciences

DEFINITION OF TERMS

Communication: The process of passing or channelling information from one entity, person, group, place or level to another with the aim of accomplishing specific objectives. (Burns, 2004)

Culture: Behaviour, tradition, habits, beliefs, and life style, of a group of people, clan or society. (Pearce & Robinson, 2003)

Implementation: Translating strategy into action. It involves organization of the firm's resources, programs, budgets, and procedures, and motivation of the staff to achieve objectives. (Mintzberg, 2004)

Management: Planning, organizing, staffing, directing and controlling an organization (a group of one or more people or entities) or effort, for the purpose of accomplishing desired goals and objectives efficiently and effectively. (Burns, 2005)

Organizational Culture: Organization culture is a set of principles, values, beliefs, common understanding or thinking or norms for behavior that are shared by members of an organization. (Erkutlu, 2011)

Stakeholders: Entities (person, group or organization) within or outside an organization who affect or are affected by the actions of the organization, or have an influence or interest in the activities and performance of the organization. (Pearce & Robinson, 2003)

Strategic Plan: A step by step guide, created by a business or organization, to map out how it will reach goals, and set a foundation so the entire company knows what will happen and what is expected of them. (Mintzberg, 2004)

Strategy: The direction and scope of an organization over the long-term, which achieves advantage in a changing environment through its configuration of resources and competences with the aim of fulfilling the vision, goals and stakeholder expectations. (Robinson & Scholes, 2007)

ABSTRACT

The study sought to find answers to the questions on implementation of strategic decision whereby it focused on private secondary schools in Nairobi County. Specifically, the study aimed at determining the effects of top management commitment, coordination of activities, employee skills and responsibilities and organization culture on implementation of strategic plans in private secondary schools in Nairobi County. A descriptive study was used since it was seen by the researcher as a more appropriate design for answering research questions which ask 'how' and 'why' and which do not require control over the events. The study population consisted of 119 staff of different cadres employed at various private secondary schools in Nairobi. Stratified sampling technique was used and out of 101 private secondary schools in Nairobi, 50 schools were randomly selected. In each of the selected schools, directors, principals or deputies, head of departments, teachers or support staff had an equal probability of being selected. The researcher administered a survey questionnaire individually to employees who were the target population. Data was analyzed using both inferential and descriptive statistics. Exploratory factor analysis was used in determining the influencing factors. The study established the following group of organizational factors as having an influence on implementation of strategic plans in private secondary schools in Nairobi: resource constraints, overlapping activities, interference from the local government, work pressure, conflict of interest, poor attitude, overlapping plans and tight timeframes. The conceptual model was tested and found to be having a statistically significant relationship among the implementation of strategic plans, top management commitment, coordination of activities, employee skills and responsibilities and organizational culture. The study recommends a further study on the specific factors should be done in particular sub-counties in large cities such as Mombasa to explain on how those factors affect implementation of strategic management plans in private schools at the sub county level.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Strategy implementation has attracted less attention in strategic and organizational research than strategy formulation or strategic planning. Alexander (2011) suggests several reasons for this, strategy implementation is less glamorous than strategy formulation, people overlook it because of a belief that anyone can do it, people are not exactly sure what it includes and where it begins and ends. Furthermore, there are only a limited number of conceptual models on strategy implementation. Most organizations appear to have difficulties in implementing their strategic plans. Strategic planning is important in determining the success of an organization in getting to its desired end using the available resources (Feltham, 2014).

Due to globalization, many organizations today are focusing on becoming more competitive by launching competitive strategies that give them an edge over others. To do this, they need to craft workable strategies. In Kenya, the demand for high quality services continues to grow as citizens' expectations about the quality and value of those services rise. Perhaps it is in view of this that most Kenyans are now going for more private services than ever before. Policy makers and stakeholders in the education sector are also increasingly under pressure to provide more, customized and better quality services. Since the year 2003, the Kenyan education sector has embarked on plans to institute Education reforms at all levels.

In the highly competitive environment of the 21st century, organizations must be able to effectively change through the application of effective strategies, quickly and in a way that the competitors will be unable to imitate (Kumar et al., 2015). Numerous studies have been conducted globally in the area of strategy formulation but less attention has been given to the implementation process. The researcher found relatively few studies conducted on strategy implementation with most of them focused on the public sector. In Kenya, many organizations are able to generate innovative strategic plans, but few are able to successfully implement these plans.

The study was anchored in the objective of the Kenya Vision 2030 Social Pillar that is investing in the people of Kenya in order to improve the quality of life for all

Kenyans by targeting a cross-section of human and social welfare projects and programmes, specifically: education and training. The study applied critical deductive and theory-testing sorts of studies. To achieve this, the study was conducted in the light of relevant theories which included the resource based theory, knowledge-based view theory, theory of strategic balancing and organization theory.

1.1.1 The Concept of Strategy Implementation

Strategy implementation involves organization of the firm's resources and motivation of the staff to achieve objectives. The environmental conditions facing many firms have changed rapidly. Today's global competitive environment is complex, dynamic, and largely unpredictable. To deal with this unprecedented level of change, a lot of thinking has gone into strategy formulation. It is obvious that the biggest challenge for organizations today is not formulation but rather strategy implementation (Blahovaa et al., 2011). Historically, numerous researchers in strategic management gave great significance to the strategic formulation process and considered strategy implementation as a mere by-product or invariable consequence of planning (Wind & Robertson, 2003). Fortunately, insights in this area have been made recently which tamper our knowledge of developing strategy with the reality of executing that which is crafted (Olson et al., 2005). Strategy implementation is both a multifaceted and complex organizational process, it is only by taking a broad view that a wide span of potentially valuable insights is generated.

1.1.2 Private Schools

Private schools, also known as independent schools, non-governmental or nonstate schools are not administered by local, state or national governments (Mosharraf, 2011). In this regard they retain the right to select their students and are funded in whole or in part by charging their students tuition, rather than relying on mandatory taxation through public funding. At some private schools students may be able to get a scholarship, which makes the cost cheaper, depending on a talent the student may have, financial need, or tax credit scholarships that might be available.

Private secondary schools are registered as businesses under the Companies Act of Kenya, 2015. Private secondary schools operate in the education industry where competition takes place to offer similar services. It is therefore imperative for private

secondary schools to understand their resources and the forces that shape industry competition. The purpose of this research is to establish the factors influencing the implementation of strategic plans in private secondary schools in Kenya. The study focused on established private secondary schools registered in Nairobi County.

1.2 Problem Statement

As competition intensifies in the education sector and with the changing business environment along with introduction of performance contracts in both private and public institutions, players have been forced to craft superior strategies that will help them gain a competitive edge against their competitors. In light of the above, the main problem of managers and business owners in todays' dynamic competitive business environment is the implementation of strategies since organizations spend a lot of money, personnel and other resources in creating their strategic plans. Many secondary schools started to get serious about strategic planning mainly because they recognized the challenges they faced. Despite the rationale for the introduction of strategic planning in institutions of learning in Kenya, the recent escalation of public protests concerning poor performance in secondary schools where learners get a raw deal lacking balance between cognitive, psychomotor and affective faculties is a clear reflection of schools' inability to provide services that meet learners and stakeholders' expectations. This has cast some doubts on the extent of implementation of strategic plans in secondary schools, especially in the private schools in Nairobi County which are an obvious choice for most city parents. It therefore follows that the main problem for the private school managers is implementation of strategic plans. The transition from idea to reality is complex, yet to survive in the current competitive industry; the participants in education have to adopt strategic management to aid them to success in the competitive environment in which they operate.

While a number of empirical studies on implementation of strategic plans have been carried in various organisations, most of them focused on a different context and concept from what the current study seeks to cover; there has been limited research undertaken to determine the factors which influence implementation of strategic plans in private secondary schools. It is for this reason this study is welcome to

determine the factors that influence strategy implementation in private secondary schools in Nairobi County, Kenya.

1.3 General Objective

The main objective of the research was to find out the factors that influence the implementation of strategic plans in private secondary schools in Nairobi County.

1.3.1 Specific Objectives

The study specifically sought;

i. To evaluate the extent to which top management commitment affects implementation of strategic plans in private secondary schools in Nairobi County.

ii. To establish the effect of coordination of activities on implementation of strategic plans in private secondary schools in Nairobi County.

iii. To determine the effect of employee skills and responsibility on implementation of strategic plans in private secondary schools in Nairobi County.

iv. To evaluate the effect of organizational culture on implementation of strategic plans in private secondary schools in Nairobi County.

1.4 Research questions

i. To what extent does top management commitment affects implementation of strategic plans in private secondary schools in Nairobi County?

ii. How does the coordination of activities affect implementation of Strategic Plans in private secondary schools in Nairobi County?

iii. To what extent does Employee responsibility affect implementation of strategic plans in private secondary schools in Nairobi County?

iv. To what extent does organizational culture affect implementation of strategic plans in private secondary schools in Nairobi County?

1.5 Scope of the Study

Strategy execution is not limited to private secondary schools. However, the study was restricted in scope to cover only private secondary schools in Nairobi County. The study was done in schools which had strategic plans. The respondents for the

study was the top management, heads of departments, teachers and support staff both who were involved in strategy execution at various levels. The scope of this study was also limited to the execution of an existing strategy. This means that this study did not go into more detail on the formation of the strategy that was being executed. In addition, strategy execution can be studied from different viewpoints. The two basic viewpoints were: seeing strategy implementation as a straightforward operationalization of a previously formulated strategy and focus on the interpersonal and behavioral aspects related to strategy execution. This study acknowledged and integrated elements from both of the two views.

1.6 Justification

It is anticipated that the study would be important to the Schools to take measures geared towards improvement in the implementation of strategic plan and the realization of the vision and mission statements of the private secondary schools. The findings can also be adopted by other private secondary schools which are facing the same problems in trying to implement their strategic plans. The findings may also be of use to the government officials who are in charge of supervising and giving advisory services to the private secondary schools.

The findings and recommendations of this study are important as they contribute to theory in strategy execution. Scholars interested in studies in strategy execution can also use the findings of this study. The study is also useful to policy-makers especially those operating in Nairobi County. The government could utilize this study to identify the status of public secondary schools in Kenya which can then make and implement policies towards creating an environment that will aid to the schools to be successful in strategy execution.

Other governments would want to understand the reasons behind the robust growth and good education services in private secondary schools in the country. As the East African integration pushes onwards it would be useful for other member states to know the challenges faced in strategy execution in Kenya so that they can prepare their industry to well carry out businesses in Kenya.

1.7 Limitations of the Study

Some respondents approached were reluctant in giving information fearing that the information sought would be used to intimidate them or print a negative image about them or the institution. Some respondents wanted to turn down the request to fill the questionnaires. The study handled the problem by the researcher carrying an introduction letter from the University and assuring them that the information they give would be treated as confidential and would be used purely for academic purposes. Employees in the organization operated on tight schedules, which would have led to respondents not being able to complete the questionnaire in good time and this overstretched the data collection period. To mitigate this limitation, the study made use of networks to persuade targeted respondents to fill up and return the questionnaires.

The researcher also encountered problems in eliciting information from the respondents as the information required was subject to areas of feelings, emotions, attitudes and perceptions, which could not be accurately quantified or verified objectively. This might have led to lack of sincerity from the response due to the veil of confidentiality surrounding the institution. The researcher encouraged the respondents to participate without holding back the information which they might feel uncomfortable revealing as the research instruments would not bear their names.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the existing literature, information and publication on the topic related to the research problem by accredited scholars and researchers. This section examines what various scholars and authors have written about factors affecting strategy implementation, in particular it covers the theoretical review of literature, empirical review of the literature, conceptualisation and operationalisation of the conceptual variables.

2.2 Theoretical Foundation

This section addresses the theoretical foundations for research in organizational factors affecting strategy implementation in private secondary schools in Nairobi County, Kenya. Theories explored are the resource based theory, knowledge-based view theory, theory of strategic balancing and organization theory.

2.2.1 Resource-Based View Theory

This theory chains concepts from organizational economics and strategic management (Barney, 1991). In this theory, the competitive advantage and superior performance of an organization is explicated by the distinctiveness of its capabilities (Johnson et al, 2008). Barney's resource based view reflects the fact that rival organizations may not perform at a level that could be identified as considerable competition for the organizations that have been well established in the market because they do not possess the required resources to perform at a level that creates a threat and competition.

The resource-based theory makes it necessary to understand how the resources are utilized and pooled to realize long-term competitive advantage. Barney (2010) has postulated that to achieve sustainable competitive advantage, firms should analyze the potential of their resources and optimally use them. Depending on the application, resources can either be drivers or barriers towards strategy implementation and consequently impact on the performance of a firm.

According to Resource Based Theory resources are inputs into a firm's production process and can be classified into three categories as; physical capital, human capital and organizational capital (Currie, 2009). A capability is a capacity for a set of resources to perform a stretch task of an activity. Each organization is a collection of unique resources and capabilities that provides the basis for its strategy and the primary source of its returns. In the 21st century hyper-competitive landscape, a firm is a collection of evolving capabilities that is managed dynamically in pursuit of above-average returns. Thus, according to Currie, differences in firm's performances across time are driven primarily by their unique resources and capabilities rather than by an industry's structural characteristics. This theory tries to explain the effects of management commitment on strategy implementation in private secondary schools in Nairobi County.

2.2.2 Knowledge-Based View Theory

The Knowledge Based View of the firm (KBV) is an extension of the Resource Based View (RBV). The main principle of the approach is that a firm is an institution for generating and applying various types of knowledge (Grant, 2002). While incorporating much of the content of the RBV, the KBV pays more attention to the process or path by which specific firm capabilities evolve and develop over time.

It is also important to note that organizational capabilities such as marketing and technical capabilities are not the only things that matter, as often it is the nature of the knowledge that has an effect on the sustainability of the competitive advantage, and accordingly of the potential growth strategies (Galpin, 2008). The theory of knowledge based view tries to explain the effects of coordination of activities on strategy implementation in private secondary schools in Nairobi County.

2.2.3 Theory of Strategic Balancing

Strategic Balancing (SB) is based on the principle that the strategy of a company is partly equivalent to the strategy of an employee. Indeed, the performance of companies is influenced by the actors' behaviour, including the system of leaders' values (Casley & Krishna, 2007). Competitive intelligence programmes are mainly located in one of three functions within an organization: marketing, planning and research and development (Corboy & Corrbui, 2009). This theory explains the

effects of Employee responsibility on strategy implementation in private secondary schools in Nairobi County.

2.2.4 Organisation Theory

Organisation Theory (OT) and organizing is framed by the meaning attributed to the particular concepts such as "structure", "role", "process" which are invoked to describe and analyses what they purport to represent (Ouchi, 2010). In contemporary organisation analysis, the shift from old objectivist to new reflexive ways of thinking about organisation was most clearly signaled and promoted by Silverman, (2004). Organisation theory tries to explain how the effects of organisational culture impact on strategy implementation in private schools in Nairobi County.

2.3 Conceptual Framework

A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate the same. According to Bogdan and Biklen (2003) a conceptual framework is a basic structure that consists of certain abstract blocks which represent the observational, the experiential and the analytical or synthetical aspects of a process or system being conceived. The interconnection of these blocks completes the framework for certain expected outcomes. The conceptual framework of this study has been designed as shown in Figure 2.1.

Independent Variable   **Dependent Variable**

The boxes contain:

Top management Commitment
- Energy and loyalty
- Strategic communication
- Facilitation/ Allocation of Resources

Coordination of Activities
- Inflexibility
- Duplication
- Delay

Employee skills and responsibilities
- Percentage of new employee retention after x time
- Percentage job offer acceptance rate
- Percentage of vacancies filled within x time

Organizational Culture
- Rate of Employee Turn over
- Team Members Energized By The Mission
- Communication Strength

Implementation of Strategic Plans
- Academic Excellence
- Enrolment rates
- Individualized Student Attention
- Parental and Community Involvement

Figure 2.1: Conceptual Framework

2.3.1 Top Management Commitment

The most challenging thing when implementing strategy is the top management's commitment to the strategic direction itself. This is undoubtedly a prerequisite for strategy implementation. Top management plays a critical role in any key business decision. Consequently, the success of any critical decision made in an organisation is highly dependent on top management support and commitment (Zakuan et al., 2012). Arshida & Agil (2012) points out top management commitment as an essential element for ensuring successful implementation of strategic plans. In some cases top managers may demonstrate unwillingness to give energy and loyalty to the implementation process. Overall though, it is increasingly acknowledged that the traditionally recognized problems of inappropriate organisational structure and lack of top management backing are the main inhibiting factors to effective strategy implementation (Aaltonen & Ikavalko, 2002).

2.3.2 Coordination of Activities

So far in the review of literature on strategy implementation there is evidence of some recurring themes, including coordination which is essential to ensure that people across the organisation know what to do and to ensure that they stay focused on the key targets under the everyday pressures. Strategic control systems provide a mechanism for keeping today's actions in congruence with tomorrow's goals. Al Ghamdi (2008) replicated the work of Alexander (2011) in the United Kingdom and found for most of the firms, due to lack of coordination, implementation took more time than originally expected and major problems surfaced in the companies, again showing planning weaknesses.

2.3.3 Employee skills and responsibilities

One of the reasons why strategy implementation processes frequently result in difficult and complex problems or even fail at all is the vagueness of the assignment of responsibilities. In addition, these responsibilities are diffused through numerous organisational units (Rapa &Kauffman, 2005) resulting in unclear Employee skills and responsibilities in the process. Cross-functional relations are representative of an implementation effort. Zakuan et al. (2012) considers training as an important factor that boosts employees' efforts towards performance improvement. According to Jamali et al. (2010), employee training is one of the most important requirements in a successful implementation of Strategic Plans.

Employee personality differences often determine and influence implementation. The difference of individuals requires, as a consequence, different management styles. For the purpose of strategy implementation it is desirable to create a fit between the intended strategy and the specific personality profile of the implementation's key players in the different organisational departments (Rapa &Kauffman, 2005).

2.3.4 Organisational Culture

Nezhad et al. (2012) and Erkutlu (2011) defined culture as a set of principles, values, beliefs, common understanding or thinking or norms for behavior that are shared by members of a society. Organisational culture is defined by Wali and Boujelbene (2011) as the set of organisational practices that are seen as characteristic for an organisation. It gives the values, norms and principles that guide daily operations of

an organisation. Nezhad et al. (2012) discussed four dimensions of organisational culture: group culture that emphasizes on flexibility and cohesion among employees of an organisation and advocates that top management should promote employee participation and empower them, developmental culture that advocates for flexibility and change based on the external environment, rational culture that which is oriented towards the external environment but focuses on control and stability and hierarchical culture that focuses on internal focus and control through internal efficiency and adherence to law. Wali and Boujelbene (2011) discuss organisational culture under orientations. They discussed five orientations: innovation orientation, stability orientation, results or outcome orientation, people orientation and communication orientation.

One of the major challenges in strategy implementation appears to be more cultural and behavioural in nature, including the impact of poor integration of activities and diminished feelings of ownership and commitment (Aaltonen & Ikavalko, 2002). In organisations adopting the cultural model that emphasizes a lower level employee participation in both strategy formulation and implementation there is separation of "thinkers" and "doers". It seeks to implement strategy through the infusion of corporate culture throughout the firm. The cultural model contradicts and challenges the basic objectives from the economic perspective of a firm (Parsa, 2009). A "clan-like" (Ouchi, 2010) organisation is expected to prevail, where a powerful culture results in employees aligning their individual goals and behaviours with those of the firm. However, a high level of organisational slack is needed to instill and maintain a cultural model.

2.3.4 Strategic Plan Implementation

Strategy implementation is a complex phenomenon (Noble and Mokwa, 1999). Strategy implementation is the putting into action a formulated strategy. It involves organization of the firm's resources and motivation of the staff to achieve objectives (Ramesh, 2011). Although formulating a consistent strategy is a difficult task for any management team, making that strategy work, that is, implementing it throughout the organization is even more difficult (Hrebiniak, 2006). A myriad of factors can potentially affect the process by which strategic plans are turned into organizational action. Unlike strategy formulation, strategy implementation is often seen as

something of a craft, rather than a science, and its research history has previously been described as fragmented and eclectic (Noble, 1999). It is thus not surprising that, after a comprehensive strategy or single strategic decision has been formulated, significant difficulties usually arise during the subsequent implementation process.

Strategy implementation is important because its success or failure rate may have a significant impact on the success and sustainability of the business. The fatal problem with strategy implementation is the de facto success rate of intended strategies. In research studies it is as low at 10 percent (Judson, 1991). Despite this abysmal record, strategy implementation does not seem to be a popular topic at all. In fact, some managers mistake implementation as a strategic afterthought and a pure top-down approach. Instead, management spends most of its attention on strategy formulation. Strategy implementation involves the organization of resources and motivation of staff in order to achieve the objectives and key performance indicators set out in the strategic plan. Strategy implementation may be faced by a set of challenges which may emanate from the leadership and the management, the resources, the organization structure, coordination of activities and culture, the organization politics, the motivation of staff, the involvement and participation of staff, the perception and resistance emanating from staff and other stakeholders (Okumus, 2003) . In addition, lack of fit of strategy may also challenge its successful implementation (Porter, 2004, Awino et al, 2012, Machuki and Aosa, 2011).

2.4 Empirical Review

Strategy implementation is a connecting ring between formulation and control. Herbiniak (2006) argued that while strategy formulation is hard, making strategy work and executing it is even harder. Similarly, Cater and Pucko (2010) concluded that while 80% of organisations have the right strategies, only 14% have managed to implement them well. Echoing previous studies with similar results, Zaribaf and Bayrami (2010) found that most executives in organisations spend a great deal of time, energy, and money in formulating a strategy, but do not provide sufficient input to implement it properly.

Several studies (Ashkenas & Francis, 2000; Beer & Nohria, 2000; Carlopio, 2003; 2012; Cater & Pucko, 2010) have emphasized the importance of formulating and implementing a strategy, with higher importance given to strategy formulation due to its criticality to the existence and expansion of the organization. However, implementing a strategy is much more difficult than formulating it. The former requires leadership skills, precision planning, and organizing of resources and activities as well as ensuring people's commitment to the new strategy, while the latter requires creativity and understanding the business and assessing the market opportunities and the firm's strengths. While strategy formulation is usually a function of top management, its implementation is the responsibility of middle and lower level managers. However, the role of top management is vital in preparing a workable strategy and communicating it clearly so that middle managers can more easily implement it. In other words, a successful implementation journey starts in the formulation stage and a failure to find that link between strategy formulation and strategy implementation is a step toward strategy failure. Strategy formulation is basically entrepreneurial in nature and requires a great deal of analysis, judgment, and innovation. However, implementation requires administrative and managerial talent and an ability to foresee obstacles that might arise in strategy implementation.

The emergence of corporate planning in the 1970s further heightened disconnect between the formulation and implementation, as operating decisions were made as if plans did not exist. Key insight was that plans were ineffective and line managers needed to be involved in the process (Floyd & Woolridge, 2000). The development of analytical tools like Boston Consulting Group (BCG), Personal information managers (PIMS) further reinforced the notion that strategy was an exclusive top management function. The development of the strategic management paradigm delineated the formulation and implementation components of strategy, identified roles for all managers except the lowest operating level in the formulation process. Implementation was design standards, measures, incentives, rewards, penalties and controls (Floyd & Woolridge, 1997). Managers were thought to be more as obstacles. It was Mintzberg & Waters (1985) whose view that strategy is a pattern in a stream of decisions, that expanded the role of other than the top management in strategy making since strategies could be emergent. Burgelman (1983) integrated both the top down and bottom up view of strategy by introducing the concept of autonomous

development of strategy in addition to the normal intended strategy, reinforcing the observations of Bower (1970) who stated that the top management had little control on what projects get pushed for approval.

Despite these studies; till the 1990's strategy formulation and implementation were seen as separate items, with a distinct focus on strategizing (achieving the fit between the environment and the plan) while effective implementation of it was taken for granted. Content research dominated. The works of Mintzberg (1978), Miller & Frieson (1980) and Pettigrew (1985) brought into focus the gaps between formulation and implementation. This brought into prominence the research stream concentrating on study of change. This also challenged the paradigm of explicit formulation and implementation, as strategies could now be emergent, unrealized. It also strengthened the tiny but growing band of process researchers who were looking at the role of power, culture as shapers of strategy outcomes. Research on strategy implementation, though neglected, was taken by few researchers in form of development of frameworks (Hrebiniak & Joyce, 2005; Bourgeois & Brodwin 1984; Skivington & Daft 1991; Miller, 1997; Okumus 2001; Joyce & Hrebiniak 2005) and in the form of evaluation of individual factors affecting the implementation process due to the interests of middle managers (Guth & Macmillan, 1986) or the usage of implementation tactics (Nutt, 1987).

The present context for strategic management has been described as hypercompetitive (D'aveni 1994) which ensures that sustained advantage is transitory. Literature on implementation of strategy can be categorized as a stream of literature where the predominant focus has been on content such as literature on diversification, innovation, mergers and acquisitions and collaborative strategies and their link to performance, stream which deals with organisational structure as proxy for implementation variables, literature on strategic consensus and role of middle level managers, stream which has attempted to develop frameworks for implementation of strategy and the resource allocation process literature.

Implementation has to be viewed along with strategy content. Strategy content literature can be grouped as those dealing with diversification, mergers and acquisitions, collaborative strategies, competitive strategies, and innovations driven strategies. According to Okumus (1999) a survey of literature review allowed

identification of 16 frameworks or models which have exclusively looked at the strategy process or strategy implementation. The frameworks or models can be classified based on three questions: Whether their orientation is content or process, whether their focus is on a partial set of variables, process or on full set of variables, process and whether their approach is top down, prescriptive and rational process of decision making or it is bottom up, descriptive and participative process of decision making.

Based on answers to these three questions, seven studies look at content while nine studies look at the process. Out of the seven studies looking at content, two are conceptual (Bourgeois & Brodwin 1984; Waterman, Peters & Philips 1980) while five studies are empirical. One study, Joyce & Hrebiniak (2005) looks at the complete set of variables, is more a prescriptive model, taking a top down approach; and the four look at a partial set of variables such as unit capabilities and manager expertise (Roth & Morrison 1992); matching locus of control and control mechanisms with strategy (Govindarajan 1984); implementation tactics (Nutt 1987) or fit between individual values and values of innovation (Klein & Sorro 1992).

Of the studies which look at process, eight are empirical and one is a conceptual (Hart 1992) which looks at the formulation part of the strategy process only. Of the eight empirical studies, four look at the entire process. Of the other four studies; Argyris (1989) looks at learning from mistakes made during implementation of strategies; Skivington and Daft (1991) look at structure, market related expenditures; communication and sanctions; Miller (1997) looks at implementation of strategic decisions and Feurer (1995) looks at the strategic planning system of Hoshin Kanri in Hewlett Packard. In effect it can be seen that these four studies have not dealt with the entire process or set of variables.

The four studies which have looked at the full process of strategy implementation; two studies are based on one (Hambrick & Canella, 1989) or two case studies (Okumus, 2001); one is a cross sectional study (Bromiley, 1993); and the other one is a fully developed model. The resource allocation process model (Bower & Gilbert, 2005) has been developed over the last thirty years through a series of empirical case studies although literature does not consider it to be a strategy process model (Okumus, 2003). The list of variables that get generated from the frame works are:

environment, structure, power, participation, incentives or rewards, control, alignment of sub goals, detailed planning, resource allocation, evaluation, competencies, experience, learning, training, communication and external partners.

The success of every institution depends on the quality and commitment of its human resources to implement laid strategies (Nyaoga & Magutu, 2010). However, recent research indicates that the performance of the Kenyan secondary schools in national examinations has been deteriorating (Yara & Wanjohi, 2011). This state of affairs resulted largely from systems of management in schools which put emphasis on compliance with processes rather than results. At the moment, private secondary schools in Kenya are faced with many challenges especially increasing competition from public schools and unfavorable government policies on form one selection and abolition of Kenya Certificate of Secondary Education performance ranking. Research has shown that strategic planning is one of the major steps that schools can take to address the challenges they face in enhancing the quality of their programmes in provision of education (Bell, 2002). It is for this reason that the ministry of education through the Sessional Paper No.1 of 2005 mandated all managers of educational institutions in Kenya to develop strategic plans for managing their institutions.

This was aimed at providing efficient education and training services. Indeed many secondary schools started to get serious about strategic planning because they recognize the challenges they face today and also because they are now required by the government to carry out strategic planning (Ministry of Education, Science & Technology, 2005). But despite the rationale for the introduction of strategic planning in institutions of learning in Kenya, the recent escalation of public protests concerning poor performance in secondary schools where learners get a raw deal lacking balance between cognitive, psychomotor and affective faculties was a reflection of schools' inability to provide services that meet learners and stakeholders' expectations. This cast some doubts on the extent of implementation of strategic plans in private secondary schools, especially in Nairobi County.

It therefore follows that the main problem for school managers is implementation of strategies. This is supported by recent research studies indicating that most big organisations have had problems in implementing their strategies and in many

occasions have failed in service delivery (Lewa, Mutuku & Mutuku, 2009). While a number of research studies on strategy implementation have been carried in various organisations (Kimani, 2010), none has been undertaken to determine the factors which influence implementation of strategic management plans in private secondary schools. It is for this reason of unequal access to education among learners of both public and private secondary schools that calls upon a rigorous descriptive quantitative study be conducted to determine the factors that influence strategy implementation in private secondary schools.

2.5 Summary of Empirical Review

The table below gives an overview of previous studies on the topic under study. The summary highlights the findings by the researchers and existing knowledge gaps that this study seeks to address.

Table 2.1: Summary of Empirical Review

Study	Focus of publication	Findings	Knowledge Gaps	Focus of Study
Bower (1970)	Test of a Stock Valuation Model	The top management had little control on what projects get pushed for approval.	The context of the study was in the stock valuation. Did not consider the effect of top management	The study will focus on the effect of top management in implementation of strategic plans
Mintzberg & Waters (1985)	Patterns in Strategy Formation.	Strategy is a pattern in a stream of decisions, that expanded the role of other than the top management in strategy making since strategies could be emergent	Managers were thought to be more as obstacles rather than a complimentary of the process.	To find the aspects of management that influence strategy implementation
D'aveni 1994	Hypercompetition: Managing the dynamics of strategic maneuvering	Hypercompetition ensures that sustained advantage is transitory	Did not clearly articulate aspects of the organization that brings about the sustained advantage in strategic maneuvering	The study will focus on various management aspects that have effects on implementation of strategic plans
Floyd &Woolridge (2000)	Building strategy from the middle.	Plans were ineffective and line managers needed to be involved in the process	There was a heightened disconnect between the formulation and implementation, as operating decisions were made as if plans did not exist	To determine the effect of operating decisions on implementation of strategic plans
Ashkenas& Francis, 2000; Beer &Nohria, 2000; Carlopio, 2003; 2012; Cater &Pucko, 2010	Formulating and implementing a strategy	That implementing a strategy is much more difficult than formulating it since implementation requires leadership	Did not focus on the specific aspects that make implementation difficult Did not define the nature and scope of required leadership Main focus was on public organizations	The study will focus on the specific management factors that affect implementation of strategic plans in private secondary schools in Nairobi.

Organisations fail to implement about 70 per cent of their new strategies (Miller, 2002). Another recent study is a bit less alarming; it says 40 per cent of the value anticipated in strategic plan is never realized. Evidence keeps piling of how barriers to strategy implementation make it so difficult for organisations to achieve sustained success. Bridging the gap between strategy formulation and implementation has since long been experienced as challenging. Several studies have been done on the strategies that the organisations have employed over time (Aaltonen & Ikavalko, 2002). However, no known study has been done to investigate factors affecting strategy implementation in private secondary schools in Nairobi County.

2.6 Research Gaps

The gaps in research concerned with implementation of strategy are: The need to look at strategy as an integrated and dynamic process, research concerning formulation and implementation is better if done together as strategy process research. Indeed strategy process has been identified at various times as an important facet of strategic management research (Gopinath & Hoffman, 1995; Pettigrew *et al.,* 2002; Hitt, 2005).

Study of the process is study of simultaneously occurring activities and their linkages), the extension of the only process model (Resource allocation model) dealing with strategy process to include performance outcomes and test its application in service and public utility organisations, there is a need for a vibrant descriptive quantitative research to establish factors that influence implementation of Strategic Plans especially in private learning institutions, there is a need for achieving integration of the fragmented and dispersed pieces of research on strategy implementation. This requires a model which would look at the variables involved in implementation in an integrated way, duly looking at the interactive effects of the variables (Hrebiniak & Joyce, 2001; Chakravarty & Roderick, 2002; Pettigrew *et al.,* 2002) and lack of a good process model which explains the implementation process duly accounting for the interactive effects of variables influencing it and which would be more practioner and researcher friendly.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research design, location of the study, population, sampling procedures, sample size, data collection procedures, instruments and data analysis procedures. Further, it discusses the methodological procedures that were used in data collection and analysis. This included research design; the location of the study; population of the study; sampling procedure and sample size; instrumentation; data collection, data analysis and the method that was used in the study in analyzing data collected.

3.2 Research Design

The study adopted a descriptive survey design in examining the factors that affect implementation of strategic plans in private secondary schools in Nairobi County. This research design determines and reports things the way they are. The descriptive research design is fit for this research since the probability sampling design is applied and also because a structured instrument (questionnaire) for collection of data was used.

3.3 Target Population

The focus of the study was private schools where strategic plans are implemented the respondents were directors, principals or deputies, head of departments, teachers and support staff in the private secondary schools of Nairobi County. The accessible population was made up of 101 private secondary schools; the sample size was 50 schools with a target of 119 respondents, which translates to a sample of 49.5 % (50 private secondary schools of the 101 private Secondary Schools). Mugenda and Mugenda (2003), considers a sample size of 30% as sufficient enough, this study therefore, made use of 49.5% of the population size.

3.3.1 Sampling Technique

Multistage sampling was applied to sample the schools at 49.5% of the accessible population in the first stage and then selected the respondents in the second stage at a

ratio of 0.3 from the accessible population. The sample was culled from the Population using stratified sampling. According to Kerry and Bland (1998) the technique produces estimates of overall population parameters with greater precision and ensures a more representative sample is derived from a relatively homogenous population. Stratification aimed to reduce standard error by providing some control over variance. Muganda (2010) states that the sampling frame or the survey frame is the list of accessible population of people, events or documents that could be included in a survey and from which a study will pick a sample to collect data. The sample was developed using proportionate sampling strategy. With proportionate stratification, the sample size of each stratum is proportionate to the population size of the stratum. This meant that each stratum has the same sampling fraction (Stattrek, 2009). According to Birchall (2009) proportionate stratification provides equal or better precision than a simple random sample of the same size, the gains in precision are greatest when values within strata are homogeneous and those gains in precision accrue to all survey measures. Thus the study grouped the population into 2 strata according to the level of management or organizational hierarchy operation, namely, top management and heads of departments, support staff and teachers. Stratification was found necessary since the population of study is stratified.

In each of the selected schools, directors, principals or deputies, head of departments, teachers or support staff were selected proportionately. According to Mugenda and Mugenda (2009), in stratified random sampling the subjects are selected in such a way that the existing sub-groups in the population are more or less reproduced in the sample. The choice of stratified random sampling design was made for various reasons. First, the researcher chose a quantitative study requiring in-depth information from the respondents. This research design enabled the study to get the information required to answer the study objectives. Secondly, this research design allowed the study to select respondents randomly without bias.

The sample size for this study was 50 schools which anticipated 119 respondents as shown in Table 3.1. and Table 3.2

The number of private schools sampled for the study in various sub counties is as shown in Table 3.1.

Table 3.1 The sampled private schools in Nairobi County

S/No.	REGION	TARGET POPULATION	SAMPLING RATIO	SAMPLE SIZE
1.	Westlands	12	0.5	6
2.	Kamukunji	10	0.4	4
3.	Starehe	9	0.4	4
4.	Kasarani	8	0.5	4
5.	Makadara	6	0.6	4
6.	Njiru	5	0.8	4
7.	Dagoretti	10	0.4	4
8.	Langata	7	0.6	4
9.	Embakasi	6	0.6	4
10.	Kibra	9	0.4	4
11.	Roysambu	9	0.4	4
12.	Ruaraka	10	0.4	4
TOTAL		**101**	**0.5**	**50**

Table 3.2 Sample Population

Clusters	Target population	Sampling ratio	Sample size
Total Top Management in the sampled Schools	90	0.3	27
Total Heads of Departments, support Staff and Teachers in the sampled schools	309	0.3	92
Total Respondents			119

3.4 Data Collection Instruments

The study involved collection of primary data. A questionnaire was developed for the study. The questionnaire had both open ended and closed ended questions. The questionnaire consisted four sections. The first section aimed to collect Private Secondary School details, the second section had questions relating to factors that influence implementation of strategic plans in private secondary schools, the third section had questions on the evaluation of the extent to which each of the identified factors contribute to successful implementation of strategic plans in the private secondary schools and finally the extent of strategic plan implementation in Private Secondary Schools. The questionnaires were administered by the researcher through visit to various schools.

3.5 Pretesting of the Research Instruments

This was carried out at Embu County using 1% of the sample to improve on the reliability of the data collection instruments (Cooper & Schindler, 2010). Embu was selected for piloting since it was easily accessible to the researcher. The instruments were then readjusted before administration to the research sample population.

3.5.1 Reliability

Reliability is a measure of the degree to which a research instrument provides consistent results (Kothari, 2004). Data collected from pilot study was cleaned, coded, edited, classified and analyzed using the split-half method of assessing reliability. Correlation coefficient was computed. According to Mugenda & Mugenda (2008) a coefficient of 0.70 or more implies that there is a high degree of reliability of the data and therefore the instrument was considered to be reliable.

3.5.2 Validity

Validity is the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2003). It indicates the degree to which an instrument measures what it's supposed to measure (Kumar, 2005). Content validity is the extent to which a measuring instrument provides adequate coverage of the topic

under study.

3.6 Data Collection Procedure

The study involved collection of primary data. The data was collected through the administration of a structured questionnaire. The questionnaire was administered by the researcher who visited the various private secondary schools in Nairobi County. Data collection took a period of ten working days with each day being allocated to at least 5 schools.

3.7 Data Analysis

Once the questionnaire was administered, data collected was coded, edited, organized and cleaned. It was then keyed in the computer for analysis. Data was analyzed using both inferential and descriptive statistics. Tools of data presentation such as mean, percentages and frequency distribution tables were utilized in analyzing the collected data in order to provide a summary and link study variables obtained using the said questionnaires. Exploratory factor analysis was used in determining the influencing factors. According to Stonefield (1999), an exploratory factor analysis explores empirical data in order to observe characteristic features and intriguing relationships without imposing a definite model on the data. This method is commonly used to observe and assess the latent scores of variations and covariations in observed measurables.

The researcher used factor analysis, thematic analysis and regression analysis models. The factor analysis was adopted due to the fact that it was a computational method of extraction. The analysis was done on all the ordinal responses with the intention of reducing the factors to the statistically significant ones based on component loadings. The factor analyses helped rank the factors from the highest scores to the lowest based on their perceived impact on the implementation of strategic plans.

The factor analysis model used was:
In case of p number of variables (X_1, X_2, . . . ,X_p) measured on a study sample size of n subjects, then variable i can be written as a linear combination of m factors (F_1, F_2, . . . , F_m) where m < p. Therefore, $X_i = a_{i1}F_1 + a_{i2}F_2 + . . . + a_{im}F_m + e_i$ where the a_is are the

factor loadings (that is, scores) for variable i and e_i is the part of variable X_i that may not be described by the factors.

Thematic analysis was used to analyze open ended questions. The method helped in pinpointing, examining and recording patterns (or "themes") within data. This was important to the descriptions given in this study regarding implementation of strategies in private secondary schools in Nairobi County.

The regression model helped show whether the factors have an effect on the implementation of strategic plans. The model used was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 \ldots + e$$

Where;

Y is implementation of strategic plans

β_0 is implementation of strategic plans which is not sensitive to the independent variables

β_1 is change in implementation of strategic plans resulting from a unit change in independent variable

X_1 = Top management commitment

X_2 = Coordination of activities

X_3 = Employee skills and responsibilities

X_4 = Organizational culture

e = Error term

The analysis results were presented in communalities table, correlation matrix table, total variance explained table, and the factor component matrix. The statistical summaries and tables were generated by the help of Statistical Package for Social Sciences (SPSS) Version 23.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter discusses the analysis, interpretation and presentation of the findings in light of data obtained from the field regarding management factors that affect implementation of strategic plans in private secondary schools in Nairobi County. The chapter captures background information regarding the respondents, findings of the analysis based on the objectives of the study and research questions. The data was analyzed through descriptive statistics and presented using tables, charts and in prose using qualitative analysis. The study also made valid replicable inferences on the data in various contexts. At the end of every variable described, analysis was conducted to statistically determine whether the independent variables affect or influence the dependent variable.

4.1.2 Normality Test

In order to test for normality, Shapiro-Wilk tests were carried out as seen in table 4.1 below. It was established that the test was not significant, an indication that the data had a normal distribution. The analysis demonstrated that none of the variables had to be dropped and were therefore used in the study. In addition, the study used four main variables so there were four components which included top management commitment, coordination of activities, employee skills and responsibilities and organizational culture.

Table 4.1: Normality Test[a]

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Strategy	.081	47	.200	.957	58	.423

*.This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.1 above shows that the test was not significant, an indication that the data had a normal distribution. The analysis demonstrated that none of the variables had to be dropped and were therefore used in the study.

Principal components analysis was conducted on the correlation matrix, the variables are standardized, which means that each variable has a variance of 1 and the total variance is equal to the number of variables used in the analysis, in this regard, the total column contains the eigenvalues. The first component accounted for the most variance and hence have the highest eigenvalue, and the next component accounted for as much of the left over variance as it can, and so on. The percentage of variance values contain the percent of variance accounted for by each principal component.

Table 4.2: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	**%Variance**	**Cumulative%**	**Total**	**%Variance**	**Cumulative%**
1	1.784	51.043	51.043	1.784	51.043	51.043
2	.702	20.078	71.121			
3	.570	16.314	87.435			
4	.245	7.023	94.458			
5	.194	5.542	100			

**Extraction Method: Principal Component Analysis**

Table 4.2 indicates the cumulative percentage of variance accounted for by the current and all preceding principal components. In this case for instance, the fifth row shows a value of 100. This means that the first five components together account for 100% of the total variance. The number of rows reproduced on the right side of the table 4.2 were determined by the number of principal components
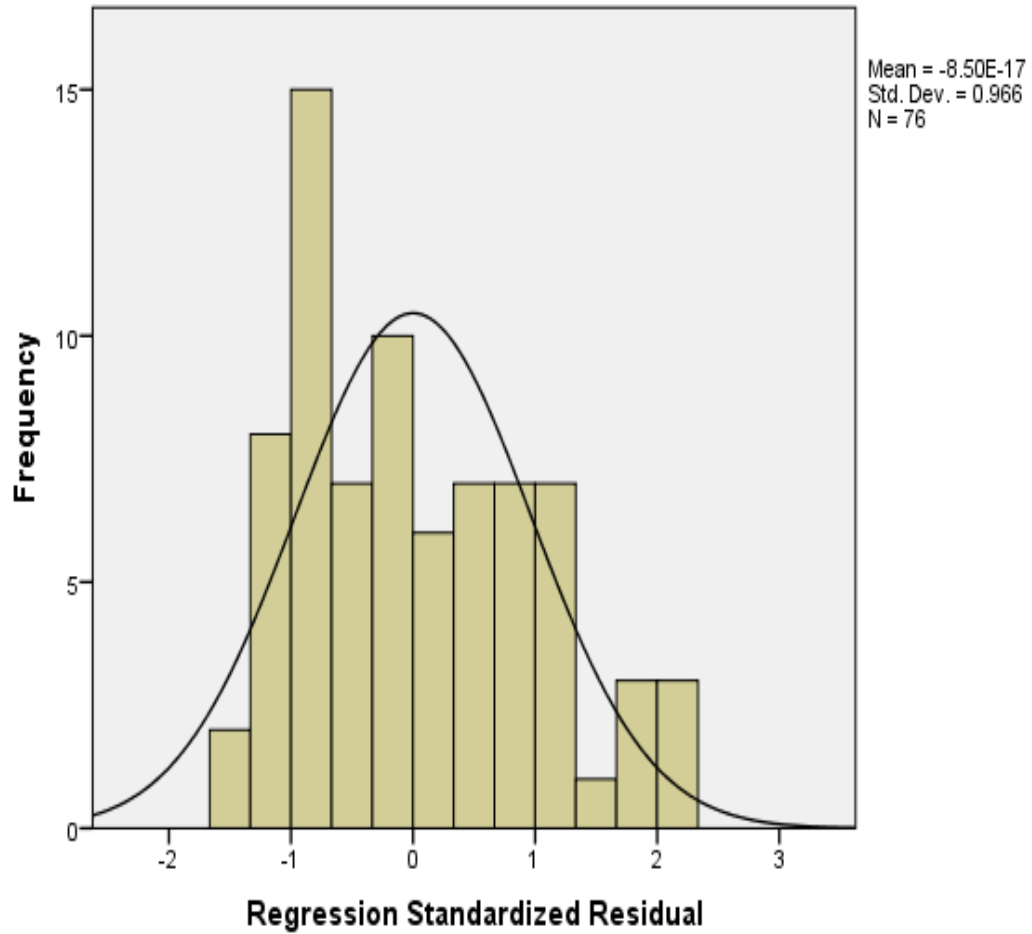
Figure 4.1: Histogram on View on the top Management Commitment towards strategy implementation
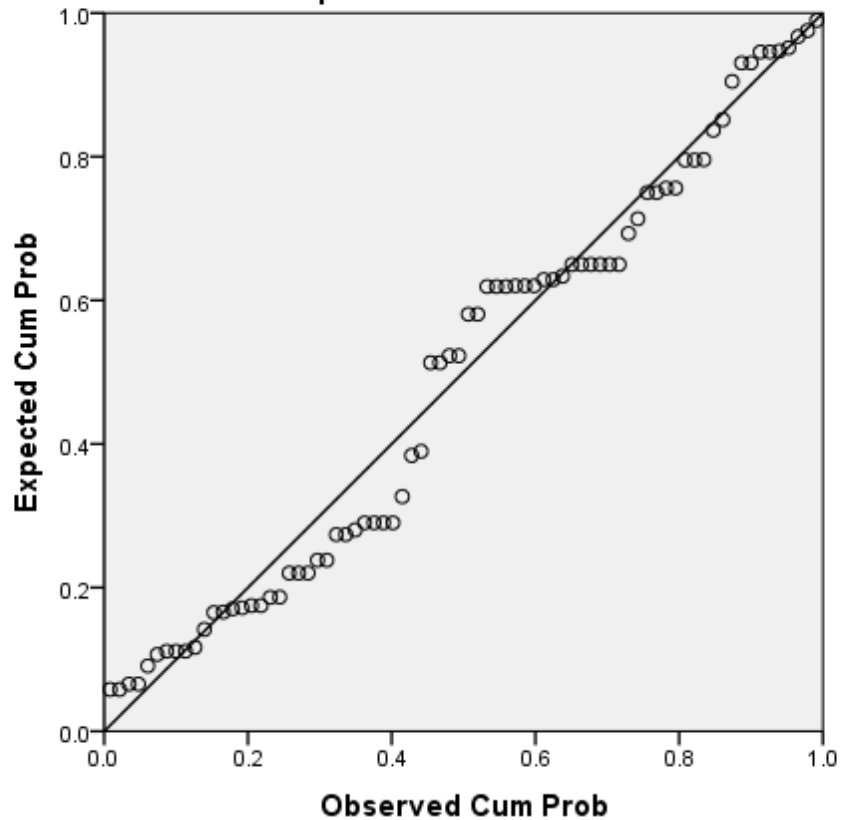
Normal P-P Plot of Regression Standardized Residual

Dependent Variable: View on the top Management Commitment towards strategy implementation
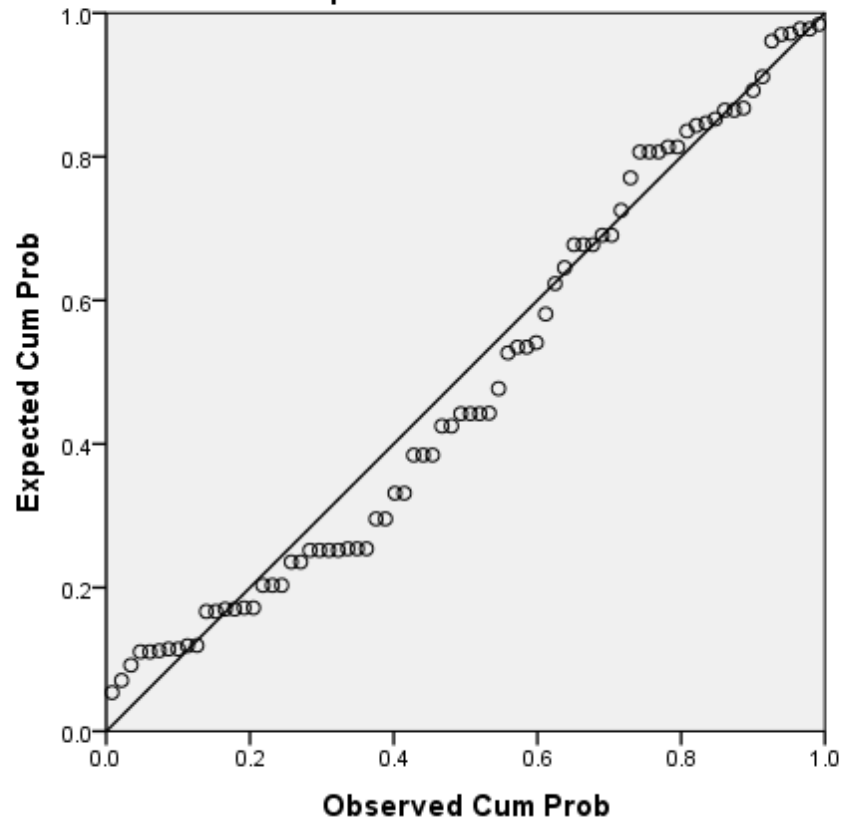
Figure 4.2: Normal P-P Plot of Regression Standardized Residual

From figure 4.1 and 4.2, the deterministic component is in the form of a straight line which provides the predicted (mean/expected) response for a given predictor variable value. The residual terms represent the difference between the predicted value and the observed value of an individual. They are assumed to be independently and identically distributed normally with zero mean and variance σ^2, and account for natural variability as well as maybe measurement error. The data should thus appear to be a collection of points that are randomly scattered around a straight line with constant variability along the line.

Figure 4.3: How coordination of activities affects implementation of Strategic Plans

Figure 4.3 suggests a normal trend and therefore an indication that data collected could be relied upon for analysis.

4.1.3 Response Rate

A sample size of 119 respondents was targeted from which 86 of them completed and returned the questionnaires resulting in a response rate of 73.3% as illustrated in Table 4.3. This response rate was representative and excellent to make conclusions for the study.

Table 4.3: Response rate

Respondents	Frequency	Percent
Responded	83	83.3%
Non-respondents	33	26.7%
Total	119	100%

Table 4.3 suggests 83.3% response rate. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. Based on this assertion, the response rate was considered to excellent.

4.2 Demographic Information

This section presents the demographic information of the study and discusses the same.

4.2.1 Demographic Information

The study was carried out with intent of receiving balanced feedback from respondents having a substantive knowledge on institutions they were administering or teaching. In Table 4.4, the various respondents are categorized in terms of their positions.

Table 4.4: Position of respondent

	Frequency	Percent
Heads of Departments, support Staff and Teachers	41	48.2%
Directors, Principals or Deputies	44	51.8%
Total	85	100.0%

From the analysis, 48.2% of the respondents were Heads of Departments, support Staff and Teachers while 51.8% were school Directors, Principals or Deputies in terms of positions. These summaries indicate that participation was fairly distributed to allow feedback discrepancies which would probably result from the dissimilar respondent positions.
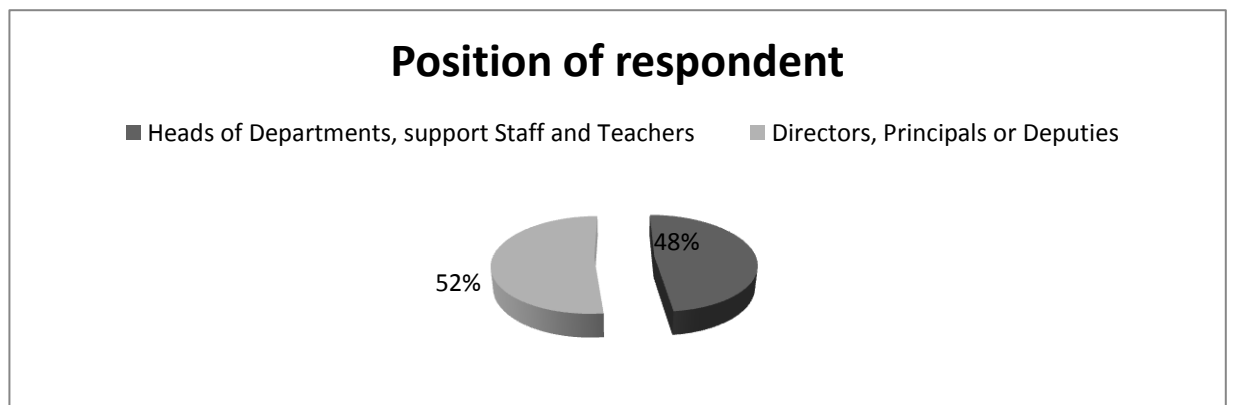
Figure 4.4: Position of respondent

4.2.2 Organisational Characteristics

The study obtained relevant informational input from 83 private secondary schools in Nairobi County. Notably, however, the aggregate feedback was drawn from various schools which had varied enrolment levels and length of operation. Information obtained regarding various selected Private Secondary Schools showed that there were adequate organisational structures that would justify top management commitment to strategy implementation. Tables 4.3 and 4.4 show the summaries.

Age of the institution

The number of years an institution has been operating can significantly influence the extent to which strategic plans are implemented in those institutions. Table 4.3 gives a summary in terms of the number of years various institutions visited by the researcher have been operating.

Table 4.3: Number of years various institutions visited have been operation

When the School started		Frequency	Percent
Valid	**less than ten years ago**	44	51.8
	More than ten yearsago	41	48.2
	Total	85	100.0

The findings from table 4.3 shows that 51.8% of the schools are less than 10 years old while only 48.2% are over ten years old. This means that, a simple majority of the schools are still young and this can significantly explain why there is inadequate implementation of strategies in private secondary schools in Nairobi County.

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4.2.3 Organizational Data

The study also sought to find out whether the schools have been formulating strategic plans. Table 4.6 and figure 4.6 show the summary of the findings.

Table 4.6 whether sampled schools develop Strategic Plans

Frequency	Percent	Valid Percent
76	89.4	89.4
9	10.6	10.6
85	100.0	100.0

Table 4.6 and figure 4.2 show that 89.4% of the schools develop Strategic plans while only 10.6% do not develop strategic plans. This means that majority of the schools sampled were viable for the study.
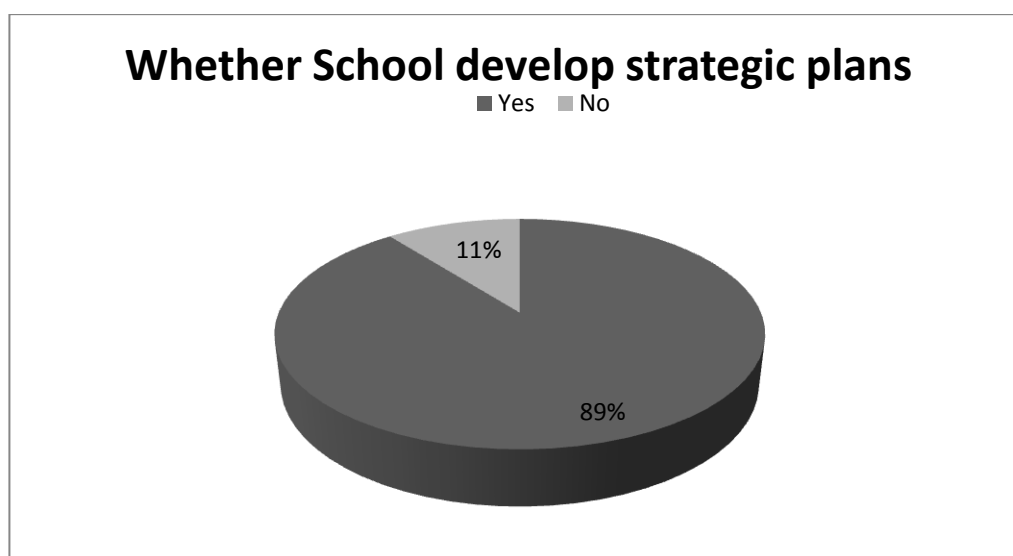

Figure 4.6: Whether School develops strategic plans

The above results indicate most private secondary schools (eighty nine percent) develop strategic plans while only eleven percent did not.

4.2.4 Student Enrolment

Student enrolment rates in a school are crucial since it determines the level of success of a private secondary school unless limitation is effected by inadequate physical infrastructure and human resources. The researcher wanted to establish the rates of enrolment for various private secondary schools visited, with an aim of

establishing whether the schools were operating optimally. The findings are presented in Table 4.7.

Table 4.7: Student Enrolment

	Frequency	Percent
Less than 50	9	10.6
50-100	8	9.4
100-200	50	58.8
Over 200	14	16.5
Total	81	95.3
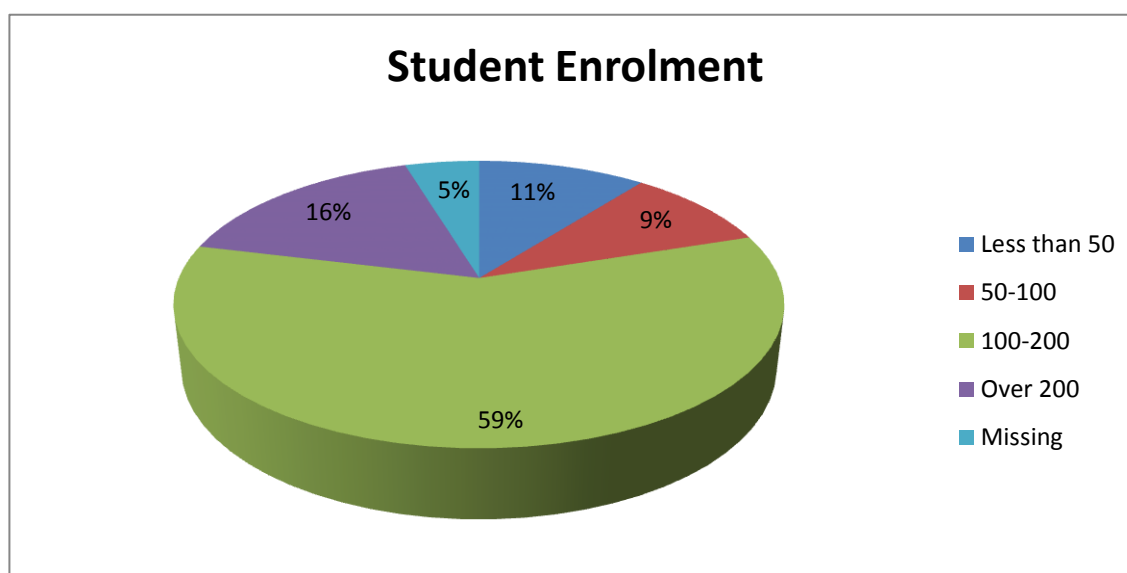
Figure 4.7 Student Enrolment

Table 4.7 and figure 4.7 above show that 9 respondents (10.6%) said their school population was less than 50, 8 (9.4%) said their enrolment was between 50-100, 50 (58.8%) said the enrolment was between 100-200, 14 (16.5%) said the enrolment was over 200 students while 4 (4.7%) did not respond. This would suggest that due to limited infrastructure, most schools have low capacity to enroll more students since only 16% of the sampled schools have their enrolment rates above 200 students.

4.3 Strategy Implementation

The project sought to establish the status of various indicators of effective strategy implementation and therefore respondents were asked to indicate their level of agreement or disagreement with a number of statements regarding the indicators. The statements captured various aspects of sampled Private Secondary Schools in Nairobi County. Table 4.8 below shows the findings.

Table 4.8: Strategy implementation

Strategy implementation status	N	Mean	Standard Deviation
1. The school strategy is excelling academically.	84	2.06	.54
2. The student enrolment rate is excellent	83	2.38	1.11
3. The student learning support facilities are adequate	83	2.72	1.09
4. There is individualized student attention in the school	84	2.70	1.16
5. Parental and community involvement is excellent	84	2.65	1.11
6. The goals and objectives of the implementation process clearly defined the activities that would be undertaken.	84	2.29	.86
7. The goals and objectives of the implementation process were measurable.	84	2.40	1.03
8. The goals and objectives were achievable.	84	2.42	1.01
9. The goals and objectives were result-focused.	84	2.20	.91
10. A time-frame was set for the achievement of the goals and objectives.	84	2.18	1.04
11. The goals and objectives set could be realized within the project time frame.	84	2.30	.82
12. The implementation was completed within the set budget.	83	3.17	2.60
13. The goals and objectives that were set could be achieved within the budget.	83	3.17	1.16
14. The School promotes parental and community involvement in implementation of strategic plans.	84	2.22	1.26
Mean Score	**83.71**	**2.49**	**1.12**

The results show that most private schools' strategies were exceling academically with a mean of 2.065 of respondents and a small standard deviation of .54. As to whether student enrolment was excellent, majority of the respondent were uncertain with a mean of 2.38 and a relatively significant standard deviation of 1.12. Whether there was individualized student attention in their school, the mean was 2.18 with a standard deviation of 1.09; there was a wide range of responses ranging from strongly agree to strongly disagree. Most respondents were uncertain that their schools' community involvement was excellent; mean 2.65 and a standard deviation of 1.11. The respondents were asked whether the goals and objectives of the implementation process clearly defined the activities that would be undertaken; the mean for this question was 2.29 with a small standard deviation of .86 implying that in majority of the institutions sampled, the objectives were clearly defined to facilitate the undertaking of the implementation activities, implementation processes were measurable. However, it was found that as to whether the goals and objectives were achievable, there was a multifaceted response with a mean of 2.40 and a standard deviation of 1.03.

Whether a time-frame was set for the achievement of the goals and objectives, most respondent were uncertain; mean 2.18 with a standard deviation of 1.04. Most respondents were for the opinion that the goals and objectives set could be realized within the project time frame; mean 2.30 with a small standard deviation of only 0.82. As to whether the implementation was completed within the set budget, majority of the respondents were uncertain; mean 3.17 and a standard deviation of 2.60. Most respondents were uncertain that the goals and objectives that were set could be achieved within the budget; mean 3.17 and a standard deviation of 1.159. Additionally schools also employed parental and community involvement to some extent; mean equals 2.22, with a standard deviation 1.26 indicating homogeneity of responses made by the respondent.

The findings corroborate with Hallahan (2007) who argued that the nature of organizational communication by an organisation to fulfill its mission depends on how best the organization crafts and implements its strategic plan. Therefore, the strategic communication frameworks should be laid out to aim the objectives of communicating to the audience or organisation.

4.4 Top Management Commitment

The researcher wanted to establish the different aspects of top management commitment to the implementation of strategic plans. Respondents were asked to indicate the extent to which they agreed with a number of statements. According to the respondents, to a great extent, top managers demonstrate willingness to give energy and loyalty to the implementation process (M=1.95, SD=.90), middle managers play a pivotal role in strategic communication (M=2.16, SD=.65) and the goals and objectives of the implementation were communicated to all stakeholders. (M=2.00, SD=.93). To a moderate extent, senior executives involve lower-level managers in strategy formulation and implementation (M=2.91, SD=4.77). Senior executives have not spared any effort to persuade the employees of their ideas (M=2.70, SD=1.27). Table 4.9 shows the findings.

Table 4.9: Top Management Commitment

Top Management Commitment	Number	Mean	Standard Deviation
1. Top managers demonstrate willingness to give energy and loyalty to the implementation process	80	1.95	.90
2. Middle managers play a pivotal role in strategic communication	76	2.16	.65
3. The goals and objectives of the implementation were communicated to all stakeholders.	80	2.00	.93
4. Senior executives involve lower-level managers the strategy formulation and its implementation	79	2.91	4.77
5. Senior executives have not spared any effort to persuade the employees of their ideas	80	2.70	1.27

Table 5.0 Regression Model for Effect of Top Management on Implementation of Strategic Plans

| R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
				R Square Change	F Change	df1	df2	Sig. F Change	
.302[a]	.091	.026	.96674	.091	1.408	5	70	.232	1.940

a. Predictors: (Constant), Senior executives have not spared any effort to persuade the employees of their ideas. Senior executives involve lower-level managers the strategy formulation and its implementation. Middle managers play a pivotal role in strategic communication. The goals and objectives of the implementation were communicated to all stakeholders. Top managers demonstrate willingness to give energy and loyalty to the implementation process

b. Dependent Variable: View on the top Management Commitment towards strategy implementation

Table 5.1: ANOVA[a]

	Sum of Squares	df	Mean Square	F	Sig.
Regression	6.58	5	1.32	1.41	.23[b]
Residual	65.42	70	.94		
Total	72.00	75			

a. Dependent Variable: View on the top management commitment towards strategy implementation

B. Predictors: (Constant), Senior executives have not spared any effort to persuade the employees of their ideas. Senior executives involve lower-level managers the strategy formulation and its implementation. Middle managers play a pivotal role in strategic communication. The goals and objectives of the implementation were

communicated to all stakeholders. Top managers demonstrate willingness to give energy and loyalty to the implementation process.

4.5 Coordination of Activities

The researcher sought to understand how various aspects of coordination activities affected strategy implementation in private secondary schools in Nairobi County. Respondents were asked to indicate the extent to which listed aspects of coordination of activities affected strategy implementation in a scale of 1-5 where 1 was 'strongly agree' and 5 was to a 'strongly disagree'. The respondents, to a moderate extent, agreed that there are strategic control systems which provided mechanism for keeping daily actions in congruence with tomorrow's goals (M=2.64, SD=1.08), the school often experiences duplication and delay in service delivery (M=2.96, SD=1.06), implementation is taking more time than originally expected (M=2.95, SD= 1.06), there are distractions from competing activities (M=2.63, SD=1.04) and some employees are opposed to strategy implementation (M=2.75, SD=1.16)

These findings are shown in table 5.2. The study agreed with the findings of Al Ghamdi (2008) who replicated the work of Alexander (2005) in the United Kingdom and found that due to lack of coordination, implementation took more time than originally intended. Beer and Eisenstat's (2010) advised, silent killers of strategy implementation comprise unclear strategic intentions and conflicting priorities and weak co-ordination across functions.

Table 5.2: Coordination of Activities

Coordination of Activities	Number	Mean	Standard Deviation
1.There are strategic control systems which provides a mechanism for keeping daily actions in congruence with tomorrow's goals	80	2.64	1.08
2.the school often experiences duplication and delay in service delivery	76	2.96	1.06
3.Implementation is taking more time than originally expected	76	2.94	1.05
4.There are distractions from competing activities	76	2.63	1.04
5.Some employees are opposed to strategy implementation	76	2.75	1.16

Table 5.3: Regression model summaries for Effect of Coordination of Activities

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
.38[a]	.14	.08	.78	.14	2.32	5	70	.052	2.57

Table 5.3 shows a regression model summary for effect of coordination of activities whereas table 5.5 shows analysis of variance regarding the model.

Table 5.4: ANOVA[a]

Sum of Squares	Df	Mean Square	F	Sig.
7.12	5	1.424	2.32	.052[b]
42.99	70	.61		
50.11	75			

4.6 Employee skills and responsibilities

Respondents were asked to rate the extent they agreed with specific elements of employee skills and responsibilities that affected strategy implementation. They were to do so in a scale of 1-5 where "1" was 'strongly agree' and "5" was to a 'strongly disagree'. The respondents indicated that to a moderate extent, there were enough human resources to participate in strategy implementation (M=2.45, SD=.1.06), employee skills and responsibilities in the strategy implementation process are clear (M=2.55, SD=.94), Peoples' considerations have been integrated into strategy implementation (M=2.42, SD=.98), to a great extent, employee personality differences have influences on strategy implementation (M=2.80, SD=1.06) and that there is a fit between the intended strategy and the specific personality profile of the key players in the different organisational departments (M=2.3, SD=.90). These results are summarized in table 5.5.

Table 5.5: Employee skills and responsibilities

Employee skills and responsibilities	Number	Mean	Standard Deviation
1. There are enough resources to participate in Strategy Implementation	76	2.45	1.06
2. Employee skills and responsibilities in the strategy implementation process are clear	76	2.55	.94
3. Peoples' considerations have been integrated into strategy implementation	79	2.42	.98
4. Employee personality differences has influences on strategy implementation	82	2.80	1.06
5. There is a fit between the intended strategy and the specific personality profile of the key players in the different organizational departments	86	2.33	.90

These results are in agreement with those of Lorange (1998) which support an opinion that human resources are the key success factor in strategy implementation. Lorange (1998) related past strategy implementation failures to the fact that the human factor was conspicuously absent from strategic planning. The above findings also agree with the findings in a study conducted by (Rapa and Kauffman, 2005) they asserted that in order to avoid power struggles between departments and within hierarchies, one should create a plan with clear assignments of responsibilities regarding detailed implementation activities.

4.7 Organisational Culture

The respondents were asked to describe whether their organisation culture was conducive or not conducive in relation to implementation of their strategic plans. The specific study questions that this project sought to answer was "what kind of culture best described the working conditions in the target private secondary school in relation to implementation of strategic plans?" There were two choices for the perceived conditions including "conducive", "not conducive". From table 5.6 below, the most common positive condition was "conducive" with 75.9 % of respondent supporting it while "conducive" condition had only 25.1%. The conducive condition favours strategy implementation but the low score for not conducive condition means that implementation cannot be well achieved. This study demonstrates what scholars like Drucker (1985), Aosa (1992) and Letting (2009) concluded by observing that culture requires a conducive and effective environment that is supportive of the employees involvement in implementation. Waweru (2008), Amulyoto (2004), Johnson and Scholes (1999) and Amabile et al. (1996) also demonstrated the need to have a conducive environment for a successful implementation of strategic plans. The study corresponds well with what the scholars mentioned and is therefore fit for further inferences on implementation of strategic plans.

Table 5.6: Opinion of Respondent on organisational culture

Prevalent Culture	Frequencies	Percentage
Conducive	63	75.9%
Not Conducive	20	25.1%
Total	83	100%

Results from table 5.6 show that a majority of respondents 75.9% said that their organizational culture was conducive while 25.1% said it was unconducive.

Table 5.7: Respondent's opinion on management activities on organisation culture

Suggested Reason	Frequency	Percentage
Existence or non-existence of appropriate change environment	60-Existent	72.3%
	23- Non-Existent	27.7%
Existence or non-existence of shared policies and work procedures	45-Existent	54.2%
	38- Non-Existent	45.8%
Community participation or non-participation	43- Participation	51.8%
	40- Non-Participation	48.2%
Existence or non-existence of rewards for motivation	45-Existent	54.2%
	38- Non-Existent	45.8%
Religious background	50- Clear	60.2%
	33- Not clear	39.8%
Existence or non-existence of good communication and leadership	40- Existent	48.2%
	43-Non-Existent	51.8%

4.8.1 Culture and Achievement of Strategic Objectives

This question sought to find out the respondents' opinion on whether management activities regarding their organisation culture supported implementation of strategic management plans and the responses were tabulated and analyzed using percentages. The results from table 4.8 (c) are supportive of what other scholars including Robinson and Pearce (2006), Sackman (2003), Amulyoto (2004), Aosa (1992) and Awino (2007) have cited. The scholars indicated that organisations have their own culture and individuals could find it supportive or not supportive. It is therefore right to use the study findings for making further inferences on the effect of culture on effective strategy implementation.

The researcher sought to find out whether organisation culture had an effect on implementation of strategic plans. Questions that corresponded to this objective were "Why do you think your organization culture supports achievement of strategic objectives?" and "In what areas do you think your organisation culture does not support achievement of strategic objectives?" Majority of the responses stated various themes on norms and values of the organisation and how they affected communication channels, reward systems, diversity and creativity in strategy implementation.

A few respondents indicated that their organisation culture advocated for various groups' welfare formations which required members to participate in some routine activities which sometimes conflicted with core organisational activities. Examples mentioned included "baby showers", funerals and charity work.

The study found out that dominant characteristics do influence strategy implementation in private secondary schools in Nairobi County. Pearce (2003), states that the underlying pressure that results from dominant characteristics is a discrimination and fairness culture whose goal is that everyone should assimilate and reflect the dominant culture. While the intentions of those who promote such a culture might be good, employees may feel that they are not being encouraged to bring their cultural assets to the workplace thus resulting to non-inclusive organizations.

Behaviour norms were also mentioned by respondents to have an effect on strategy implementation. Kotter (2014) describes behaviour patterns as the more visible level of organization culture. Conventional practices do exist in the institutions and they do influence the behaviour of both leaders and employees of the institution. Norms have a relatively great impact on individual and are potentially indicative of environments that support organisation learning and knowledge management Kotter (2014). Norms have a more direct impact on the day to day activities and work situation of organisational members than work values. The findings of this study indicated that organisation culture had an influence on strategy implementation of private secondary schools. However, the difference lay in the influence that each component of culture has. Dominant characteristics do have an effect on the values upheld by the institution and on the financial strategy. The formal norms present in these institutions do drive the pursuant of goals and objectives clearly and directly. On the other hand, the informal norms present in the institution do determine the behaviour of both employees and leaders of the institution.

There exists histories and myths about the institution but they do not influence the decision making process of both the employees and leaders of the institution. However, the values upheld by the institution have been greatly shaped by the histories and organisation myths. In addition, the findings contend with arguments by Marginson (2002) who asserted that strategy implementation evolves either from a process of winning group commitment through a coalitional form of decision-making, or as a result of complete coalitional involvement of implementation staff through a strong corporate culture.

To explore the factors that affect strategy implementation, the study used factor analysis. Factor analysis is a statistical method used to describe variability among observed variables in terms of a potentially lower number of unobserved variables called factors. In other words, the variations in three or four observed variables mainly reflect the variations in fewer unobserved variables. The observed variables are modeled as linear combinations of the potential factor. The study used the Kaiser-Meyer-Olkin Measure of Sampling Adequacy to test whether the sample was adequately large to do factor

analysis. The communalities are the proportion of variance in the variables which has been accounted for by the extracted factors. Factor analysis requires all the variables have their variances shared in the extracted factors.

Table 5.8: Communalities

|	Raw	Rescaled
	(Extraction)	Initial
When_the_School_started (Variable 1)	.253	1.000
Position_of_respondent (Variable 2)	.253	1.000
Number_of_Students (Variable 3)	.669	1.000
A time-frame was set for the achievement of the goals and objectives. (Variable 4)	.969	1.000
Does the implementation happen within the anticipated timeframe? (Variable 5)	.200	1.000
Does your School develop strategic plans? (Variable 6)	.096	1.000
Employee skills and responsibilities in the strategy implementation process are clear (Variable 7)	.795	1.000
Implementation is taking more time than originally expected (Variable 8)	.997	1.000
Middle managers play a pivotal role in strategic communication	.382	1.000
Over what period of time has your School been implementing Strategic Plans? (Variable 9)	.592	1.000
Peoples' considerations have been integrated into strategy implementation (Variable 10)	.863	1.000
The goals and objectives of the implementation process clearly defined the activities that would be undertaken. (Variable 11)	.695	1.000
The goals and objectives of the implementation process were measurable. (Variable 12)	.897	1.000
The goals and objectives of the implementation were communicated to all stakeholders. (Variable 13)	.810	1.000
The goals and objectives set could be realized within the project time frame. (Variable 14)	.596	1.000
The goals and objectives were achievable. (Variable 15)	.911	1.000
The goals and objectives were result-focused. (Variable 16)	.739	1.000
The school strategy is excelling academically. (Variable 17)	.270	1.000
There are distractions from competing activities (Variable 18)	.972	1.000
There is a fit between the intended strategy and the specific personality profile of the key players in the different organizational departments (Variable 19)	.724	1.000
Top managers demonstrate willingness to give energy and loyalty to the implementation process (Variable 20)	.760	1.000

Extraction Method: Principal Component Analysis.

From Table 5.8, variable1 had a communality of .253; this meant that 25.3% of the variance of variable 1 was accounted for in the extracted factors. Variable2 had a communality of .253; this meant that 25.3% of its variance is accounted for in the extracted factors. Variable 3 had a communality of .669, meaning that 66.9% of the variance of variable3 was accounted for in the extracted factors. The variable that had the highest communality was .972 while the least communality was .253; this means that the variable with .253 had the least contribution to the variance of the extracted factors.

When analyzing a covariance matrix, the initial eigenvalues are the same across the raw and rescaled solution. The first column indicates the factors. Number of factors always equals the total number of variables. In this study we had 36 variables and hence have 36 factors. The second column is the total Eigen value. Eigen values basically represent the variance of the factors. Factors are linear combination of the variables that share most variance. The factors are standardized meaning that they have variables with a variance of 1 and a mean of 0. Considering that there are a total of 36 factors each with variables with a variance of 1, the sum of the variance should be equal to 36; summing the third column results to a value of 36. The total variance of the factors (components) in the data set is equal to the sum of variance of all the variables in the data set which is also equal to 36.

The first factors have the highest Eigen values because most variance is explained with the first factors. The second column is the percentage of variance explained column, it presents the proportion of variance in the total data structure that is explained by the factors. For example factor 1 explains 39.23% of all the variance in the data structure, factor 2 represents 15.25% of all the variance in the data structure. The cumulative percentage variance column is the fourth column and it is basically a summation of the percentage of variance column of the factor together with those of the factors before it. The total cumulative percentage variance is 100% and it is simply all the variance in the data structure. Normally the first factors explain the highest proportion of variance that carries the most weight. Rotation has the effect of reducing the number factors on which the variables under investigation have high loadings in simple terms it is like giving the factors relatively equal weights. The factors that have Eigen values greater than 1 are

extracted leaving us with the first three factors which are later rotated to distribute their weights. Further, to explain variance, a scree-plot was adopted to graphically demonstrate the justification for the extracted factors. The realized scree-plot was as presented in Fig. 4.8
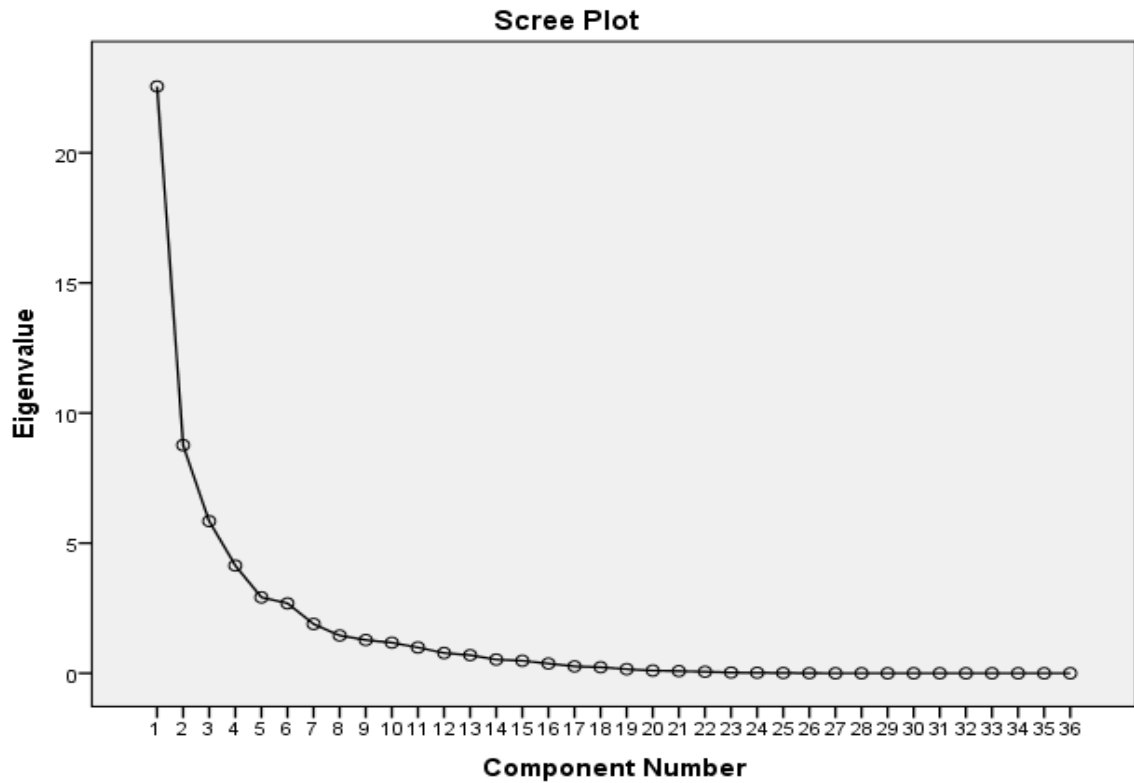
Figure 4.8: Scree Plot

The scree plot brings out a pattern of the Eigen values of the factors deceasing at a decreasing rate, that is it is steeply decreasing in the first variables but it starts to flatten in the subsequent factors.

4.8.2 Regression Analysis for the Effects of Organisation Culture

A regression analysis was done to establish the effect of independent variables (top management commitment, coordination, individual responsibilities and organisational culture) on the dependent variable. According to the regression analysis results, the independent variables (top management commitment, coordination, individual responsibilities and organisational culture) explain 50.105% of change in the dependent

variable (strategy implementation). These results are shown in the model summary shown in table 5.9 below.

Table 5.9: Regression Analysis for the Effect Organisation Culture

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
.596[a]	.422	.393	.808	.088	1.348	5	70	.254	2.63

Table 5.9 presents a correlation coefficient of 0.596 and determination coefficients of 0.422. This depicts a fairly strong relationship between implementation of strategic plans and Organisation Culture account for 75.3% of the variations in implementation of strategic plans when all the other factors are held at a constant.

Table 6.0: Anova

Sum of Squares	df	Mean Square	F	Sig.
4.402	5	.880	1.348	.254[b]
45.703	70	.653		
50.105	75			

The findings of this study are in agreement with those of Aaltonen and Ikåvalko (2002) that inappropriate structure and lack of top management backing are the main inhibiting factors to effective strategy implementation. The results also confirm the role of middle managers as the key actors who have a pivotal role in strategic communication (Aaltonen and Ikåvalko, 2002). As Bartlett and Goshal (2006) argues that findings confirmed that middle managers role needs to change more towards that of a "coach", building capabilities, providing support and guidance through the encouragement of entrepreneurial attributes.

4.8 Regression Analysis

Multiple regression analysis was used to measure the relationship between coordination of activities, organization culture, employee skills and responsibilities and top management commitment and implementation of strategic plans in private secondary schools. Table 6.1 represents the model summary of how the predictors affect Implementation of Strategic Plans.

Table 6.1: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.868[a]	.753	.721	.0909809	2.001

a. Predictors: (Constant), top management, coordination of activities, employee skills and responsibilities, and organization culture.

b. Dependent Variable: implementation of strategic plans

Table 6.1 represents a correlation coefficient of 0.868 and determination coefficients of 0.753. This depicts a strong relationship between implementation of Strategic plans and the independent variables. Thus, top management, coordination of activities, employee skills and responsibilities, and organization culture account for 75.3% of the variations in implementation of strategic plans.

Analysis of Variance (ANOVA) was used to test the significance of relation that exists between variables; thus, model's significance. The ANOVA results are represented in Table 6.2.

Table 6.2: Analysis of Variance

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.438	7	.0063	615.760	.000b
Residual	.144	10	.014		
Total	.582	17			

a. Dependent Variable: implementation of strategic plans

b. Predictors: (Constant), Top Management, Coordination of Activities, Employee Sills and Responsibilities, and Organization Culture.

The ANOVA results presented in Table 6.2 shows that the regression model has a margin of error of $p < .001$. This indicates that the model has a probability of less than 0.1 thus, it is statistically significant. Table 6.3 shows the regression coefficients of independent variables. The following regression model was established:

Table 6.3: Regression Coefficients

Factors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	.039	.061		3.512	.013
Implementation of Strategic Plans	.708	.000	.034	5.428	.003
Top Management Commitment	.853	.031	0.024	.635	.528
Coordination of activities	.791	.000	.020	2.797	.024
Employee skills and responsibilities	.763	.005	.044	3.425	.013
Organization Culture	.711	.001	.034	42.865	.000

1 component extracted.

Dependent Variable: Implementation of Strategic Plans

As results in Table 6.3 above indicate, implementation of strategic plans = 0.039+0.708*Strategy +0.853*Top Management + 0.791* Coordination of Activities +0.763*Employee skills and responsibilities +0.711* Organizational Culture + e. From the equation, the study found that holding strategy, Organization Culture, Coordination of activities, Employee skills and responsibilities, Top Management Commitment at zero, implementation of strategic management plans is calculated at 0.039. The study established that holding strategy, Organization Culture, Coordination of activities and Employee skills and responsibilities, a unit increase in implementation of strategic plans would lead to a 0.853 increase in implementation of strategic plans. However, when Organization Culture, Employee skills and responsibilities and Top Management

Commitment are constant, a unit increase in system would lead to a 0.791 increase in implementation of strategic plans. The study thus concluded that Top management Commitment had the highest level of impact on enhancing implementation of strategic plans in private secondary schools in Nairobi County, Kenya while Organisational Culture had the lowest.

4.9 Other Factors

Notwithstanding the issues as discussed above, respondents thematically raised other issues that influence implementation of strategies in various private secondary schools in Nairobi County. The respondent was able to get respondents' views through open ended questions. Issues including resource constraints like human resources, political interference, work pressure, conflict of interests, poor attitude, overlapping plans, tight timeframes and alternative funding sources especially from donors were adversely mentioned.

4.9.1 Discussion

The study found that there were various internal (micro-environmental) and external (macro environmental) factors that influenced strategy implementation in private secondary schools in Nairobi county. Other than the influential effects from the internal stake-holding, the outside partners and systems had a significant role in determining the schools' strategy implementation agenda. These findings were a confirmation that the Resource Based Theory (RBT) is rationally applicable in the sense that schools needed all forms of resources such as human, finances, knowledge, facilities and support from stakeholders to competitively engage in strategy implementation. The view was therefore supported by Kurendi (2013) who reasoned that strategy implementation is not only an internal exercise but also an involvement of all stakeholders.

The findings are additionally complemented by various past studies. Mburu (2013) identified the factors influencing implementation of strategic plans as stakeholders' involvement, regulatory environment, availability and utilization of resources, strategy coordination, internal work systems, and alignment with external environment. Ochanda (2006) studied on challenges of strategy implementation at Kenya Industrial Estates and

found out that organisational structure, leadership, organisational culture, reward structure and organisational policies are critical factors that have to be considered for effective implementation of strategies. In a similar study, Koske (2003) focused on strategy implementation and its challenges at Telcom Kenya Limited and found out that organisational structure, corporate culture and top management commitment supported the implementation of strategies.

According to Kurendi (2013), internal factors influence strategy implementation to a larger degree than the influence coming as a result of the external environment. Findings in this study were in tandem on the basis of the analysis. Inferentially, therefore, efficient utilization of internal and available resources constitutes an instrumental contribution towards an institution's compliance to strategic obligation. In light of the resource-based theory, private secondary schools would to a large degree realize their planned strategic goals only when they exploited output from internally available resources such as teachers, support staff members, and learners. For better results, higher realizations would be harnessed through incorporation of external synergies through efforts like compliance with legal provisions and regulatory requirements, responsiveness to socio-economic vigor, and stakeholder recognition and engagement.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings based on the analysis of the research objectives. It draws a conclusion from the summary of research findings and further gives recommendations for policy and practice. This section has four sections namely: summary of findings, conclusion and recommendations of the study.

5.2 Summary of Findings

The findings showed that the respondents targeted worked as teachers and managers in the schools and therefore had an intricate knowledge and understanding of their duties and roles in Strategy implementation. They therefore were in a position to understand and provide the right information for this study. In addition, the study found out that majority of the sampled institutions (86.4%) developed strategic plans. Additionally, the 13.6% did not have strategic plan and as such any strategies they had were verbal or etched on culture but not documented. In this regard, the majority of the sampled institutions stood a better position to provide the researcher with adequate information about implementation of strategic plans. However, since the schools sampled were from diverse socioeconomic regions of Nairobi County, there were significant deviations in terms of responses received from the schools from various regions.

According to the findings, the implementation of strategic plans was still inadequate due to common reasons such as resource constraints (e.g. human and financial), overlapping activities, interference from the local government, work pressure, conflict of interest, poor attitude, overlapping plans and tight timeframes.

While there was uncertainty as to whether the implementation was completed within the set budget and planned timeline, the research found that the respondents' view on the effect of top management commitment towards strategy implementation included drawing of action plans, motivating the employees in implementation process, recruiting adequate suitably qualified human resources to assist in strategy execution, rewarding strategic objective achievers and educating employee on achievement of implementation.

There were: stakeholders and community involvement in the process and clear procedures for implementation; proper management of resources; good communication strategies among stakeholders, team spirit and good support teams, skilled team; clear and properly set goals and objectives; top level management support; appropriate infrastructure; set timelines for capacity building and achievement of goals and objectives; and involvement of competent employees to execute the plans.

Some of the challenges that were brought out in the research included: insufficient resources to manage the process, poor sensitization of stakeholders and the community on the legal and regulatory frameworks, short time limits set to complete the work and employee unwillingness to participate in the implementation process.

Some of the solutions suggested to overcome the challenges were to have timely and more effective training programs, ensure sufficient human resources, timely provision of adequate funds, assign for adequate time to benchmark, test and deploy strategic plans.

5.3 Recommendations

The study should be considered as a benchmark in future by various policy makers especially those operating in Nairobi County. The government could utilize this study to identify the status of public secondary schools in Kenya which can then make and implement policies towards creating an environment that will aid to the schools to be successful in strategy execution.

As the East African integration agenda pushes onwards it would be useful for other member states to know the challenges faced in strategy execution in private institutions of learning so that they can prepare their industry to well carry out amicably.

From the findings the study recommends the following as possible ways through which some of the challenges revealed can be overcome: putting in place timely and adequate employee training programs to enhance skills, the private schools' Directors to ensure there are sufficient resources to implement the strategic plans and

School Management to carry out employee sensitization throughout the implementation process.

5.4 Suggestions for Further Research

The study was carried out in order to determine the organizational factors affecting implementation of strategic management plans in private secondary schools in Nairobi County. The study recommends a further study on the specific factors should be done in particular sub-counties to explicate on how those factors affect implementation of strategic management plans in private secondary schools at the sub county level.

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APPENDIX I: STUDY QUESTIONNAIRE

Date: _____   **Questionnaire No:** _____

SECTION A: GENERAL INFORMATION

1) Name of the School: _____
2) When the School started: (Year)   _____
3) Position/Designation of respondent: _____
4) School size: (No. of Students):   Less than 50 [ ]   50-100 [ ]
   100-200 [ ]
   Other: (Specify)

SECTION B: GENERAL EVALUATION OF THE IMPLEMENTATION OF STRATEGY

5) Does your School develop strategic plans? Yes: [ ] No: [ ]
6) Over what period of time has your School been implementing Strategic Plans? ____years.
7) Does the implementation happen within the anticipated timeframe? Yes: [ ] No: [ ]If NO, what factor(s) affect the implementation process
8) How many students are currently enrolled in your school?
9) How often are these plans reviewed? Every _____ year(s)/month(s). Other:
10) Indicate the extent to which you agree or disagree with the following statements. (Please tick where appropriate where, 1= Strongly Agree, 2= Agree, 3=Uncertain, 4= Disagree,
    5= strongly disagree).

Strategy implementation status	1	2	3	4	5
15. The school strategy is excelling academically.					
16. The student enrolment rate is excellent					
17. The student learning support facilities are adequate					
18. There is individualized student attention in the school					
19. Parental and community involvement is excellent					

	1	2	3	4	5
20. The goals and objectives of the implementation process clearly defined the activities that would be undertaken.					
21. The goals and objectives of the implementation process were measurable.					
22. The goals and objectives were achievable.					
23. The goals and objectives were result-focused.					
24. A time-frame was set for the achievement of the goals and objectives.					
25. The goals and objectives set could be realized within the project time frame.					
26. The implementation was completed within the set budget.					
27. The goals and objectives that were set could be achieved within the budget.					
28. The School promotes parental and community involvement.					

SECTION C: TOP MANAGEMENT COMMITMENT

Indicate the extent to which you agree or disagree with the following statements.
(Please tick where appropriate where, 1= Strongly Agree, 2= Agree, 3=Uncertain, 4= Disagree,

5= strongly disagree).

11) To what extent do you agree to the following statements?

Top Management Commitment	1	2	3	4	5
6. Top managers demonstrate willingness to give energy and loyalty to the implementation process					
7. Middle managers play a pivotal role in strategic communication					
8. The goals and objectives of the implementation were communicated to all stakeholders.					
9. Senior executives involve lower-level managers the strategy formulation and its implementation					
10. Senior executives have not spared any effort to persuade the employees of their ideas					

12) What is your view on the effect of top management commitment towards

strategy implementation?

…………………………………………………………………………………

…………………………………………………………………………………

SECTION D: COORDINATION OF ACTIVITIES

Indicate the extent to which you agree or disagree with the following statements. (Please tick where appropriate where, 1= Strongly Agree, 2= Agree, 3=Uncertain, 4= Disagree,

5= strongly disagree).

13) To what extent do you agree with the following statements?

Coordination of Activities	1	2	3	4	5
6.There are strategic control systems which provides a mechanism for keeping daily actions in congruence with tomorrow's goals					
7.the school often experiences duplication and delay in service delivery					
8.Implementation is taking more time than originally expected					
9.There are distractions from competing activities					
10. Some employees are opposed to strategy implementation					

14) How else does coordination of activities affect strategy implementation?

…………………………………………………………………………

…………………………………………………………………………

SECTION D: EMPLOYEE SKILLS AND RESPONSIBILITIES

15) Indicate the extent to which you agree or disagree with the following statements. (Please tick where appropriate where, 1= Strongly Agree, 2= Agree, 3=Uncertain, 4= Disagree,5= strongly disagree).

Employee skills and responsibilities	1	2	3	4	5
6.There are enough resources to participate in Strategy Implementation					
7.Employee skills and responsibilities in the strategy implementation process are clear					
8.Peoples' considerations have been integrated into strategy implementation					
9.Employee personality differences has influences strategy implementation					
10. There is a fit between the intended strategy and the specific personality profile of the key players in the different organizational					

16) How else does Employee responsibility influence strategy implementation?

…………………………………………………………………………………………

…………………………………………………………………………………………

SECTION D: ORGANIZATIONAL CULTURE

17) Please advise your level of agreement to the below statements. Below is the key to guide

5- Very great extent

4- Great extent

3- Moderate extent

2- Low extent

1- Not at all

Organizational Culture	1	2	3	4	5
1. Norms and values of the organization influences strategy implementation					
2. Communication channels have influenced strategy implementation					
3. There is a reward system that encourages strategy implementation					
4. Diversity has led to creativity in strategy implementation					

18) How would you describe the culture of your organization in relation to implementation of strategic plan? Conducive Not conducive Effective Not Effective If "Effective" or "Not Effective" briefly explain

_____
_____

19) Why do you think your organization culture supports achievement of strategic objectives?

_____
_____

20) In what areas do you think your culture does not support achievement of strategic objectives?

_____

_____

….THANK YOU FOR YOUR PARTICIPATION…

APPENDIX II: DISTRIBUTION OF PRIVATE SECONDARY SCHOOLS IN NAIROBI COUNTY

Aga Khan High School, Nairobi Location: Waiyaki way, Westlands	**Malezi High School** Location: Off Kitengela Road
Al Maktoum Foundation Location: Off Peponi Road, Mugoya South	**Marion Group of Schools** Location: Kahawa West Estat e, Off Kamiti Road
Apostolic Carmel Secondary Sch. Location: Buru Buru Phase V	**Mugumo-Ini Girls Secondary School** Location: Limuru Road
Authentic Academy Location: Off Nairobi-Nakuru High Way	**Munadhamat Al Dawa Al Islamia** Location: Factory Street Industrial Area
Batian Christian School Location: Dagoreti Nairobi Ruthimitu Area	**Mwiki Mixed Secondary School** Location: Roysambu/Njiru Road
Bright Star High School Location: Kasarani-Mwiki Road	**Nairobi Muslim Academy** Location: Muhoho Avenue next to Nairobi South C Mosque
Brookfield Secondary School Location: Masimba Stage, Kayole	**Nairobi Pentecostal Church Academy,Buru Buru Academy** Location: Nzui Road, Rabai Road
Brookshine School, Nairobi Location: Nairobi-Kangundo Road	**Nairobi Queens Educational Centre** Location: It is located in Dagoretti District along Muhuri Road. It can be approached from Waiyaki way at 87
Brucewood Education Centre Location: Komarock, Off Spine raod	
C.G.H.U. Girls Secondary School Location: 4th Parklands Avenue	**Ngei P.A.G Secondary School** Location: Huruma Estate
Charity Student Centre Nairobi Location: Spine Road Opp PCEA Church	**Pan African High School**
Consolata School Location: Waiyaki Way	**Premier Academy** Location: Forest Road, Pangani
Corner Brook School Location: Juja Farm Road, Juja	**Prince Johns Mixed Day & Boarding School** Location: Mwiki Area
Cresent Girls Secondary Location: Jogoo Road	**Queen of Apostles Seminary** Location: Thika Road
Dawnstar Educational Centre-Nairobi Location: Dandora Phase IV	**Racecourse Education Complex Kayole**
DomusMariae School	

Location: Karen Road

Don Bosco Boys Town School
Location: Karen Centre

Don Bosco Secondary School
Location: Mgweni Road, Off Juja Road

E.M.F Excellent Education Centre
Location: Kayolesabasaba

Elgonridge Schools Ltd (AlluminiAcademy)
Location: Mugoya Phase IV,

Embakasi High School
Location: Kayole

Enna School
Location: Waithaka, Off Kikuyu Road,

Exeter Academic Complex
Location: Mwiki-Kasarani

Fedha School
Location: Embakasi Road

Forest View Academy
Location: Dagoretti Road

Gateway High School
Location: Nairobi-Thika Highway

Gladys Girls High School
Location: Githurai 44,Off Kamiti Road

Global Vision Secondary School

Good Samaritan High School
Location: Dagoretti Corner Wanyee Road

Good Shepherd High School
Location: Dandora Phase III

Guru Nanak (GN) Academy
Location: Rahab Towers 1st Floor

Guru Nanak (GN) Secondary School
Location: Hombe Street, Pangani

High Link Secondary School
Location: Tena Estate

Imprezza Secondary School
Location: Off Naivasha Road

Jucky Secondary School
Location: Kasarani

Kahawa Secondary School
Location: Opp. Kenyatta University

Kangundo Complex School

Karengata Academy
Location: Off Koitobos Road/Gogo Fall

Location: Along Spine Road,

Rasul Al Akram Academy
Location: Langata Road

Redeemed Education Centre
Location: Komarock Phase II

Riara Group of Schools
Location: Riara Road, Off Ngong Road

Riara Springs Girls High School
Location: Off Mombasa Road

Riruta Central Secondary School
Location: Off Ngotho Road

Riverside Academy
Location: Kariobangi North

Sharda High School
Location: Ngara Road

ShauriMoyo M.H. Secondary Sch
Location: OppBama Market

Shilce Secondary School
Location: Satelite

SilverBrige School
Location: Kasarani

SSD Secondary School
Location: Ronald Ngala Street

St. Bernard Secondary School
Address: P.O. Box 46985, Nairobi

St. Christopher School
Location: Ngong Road, Karen

St. Deborah School
Location: Riara Road, Off Ngong Road

St. Dominic Savio's Secondary School
Location: Lagos Road,

St. Edward's High School
Location: Muranga Road

St. Elizabeth Secondary School
Location: Tree Lane, Karen

St. Florence Girls Secondary School
Location: Githurai 44,Off Kamiti Road

St. Hannah's Boy's School
Location: Karen, Kabwagi Road

St. Hannah's Girls School
Location: Three Dee lane off Dagoretti road

St. Hannah's Schools
Location: Three Dee Lane, off Dagoretti

Lane

Karen South School
Location: Off Langata South Road

Kariobangi South Secondary School
Location: Kariobangi Light Industries

Karura S.D.A. Secondary School
Location: Red Hill Roselyn Estate Westlands

Kayole Girls High School
Location: Next to DO's office

Kenya Muslim Academy
Location: OppKariobangi Catholic Church

Khalsa Girls Secondary School
Location: Sri Guru Singh Sabha, Nairobi

Kimana Central Academy
Location: Muslim-Salim Road

Kingsize Academy
Location: Simba Centre House

Kitisuru High School
Location: Kitisuru Area

Le Pic Senior School
Location: Riruta Satellite

Le Pic Senior School
Location: Riruta Satellite

Light Academy
Location: Kabarnet Road, Off Ngong Road

Lili Vision High School
Location: Outering Ring Road

Loreto Convent, Msongari
Location: Lavington,JamesGichuru Road

Loreto Convent, Valley Road
Location: Along Bishop Road

Makina High School
Location: Kibera, Makina

Welkim Senior Academy
Location: Ruai-Kangundo Road

Wamy High School
Location: Off Mombasa Road, Balozi Estate

Rd, Karen

St. John's High School

St. Juliet Preparatory
Location: Eastleigh Section III

St. Lucie Kiriri Girls Secondary School
Location: Githurai-Kimbo Road

St. Lukes Sec. School, Sigona
Location: Limuru Road

St. Martin's School
Location: Mukabi Road, Loresho

St. Mary's Academy
Location: Outering Road

St. Mary's Ruaraka School
Location: Off kamiti Road, Zimmerman

St. Mary's School
Location: Rhapta Road

St. Tito High School
Location: Ndenderu-Wangige Road

Stanmore High School
Location: Githurai 44, Off Kamiti Road

Star Shake Academy
Location: Karen – Ngong

Strathmore School
Location: Mzima Spring Road, Lavington

Sunflower Secondary School
Location: Outering Road

Sunshine Secondary School
Location: Lang'ata Road

Talanta Preparatory School
Location: Komarock Phase IV

Temple Road High School
Location: Off Ronald Ngala Street

Vinespring Girls Secondary School
Location: Ruai

Wakulima Secondary School
Location: Accra Road