FACTORS AFFECTING STRATEGY IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN HAMISI SUB COUNTY, KENYA

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DECLARATION

This research project report is my original work and has not been presented for an award in any university.

Sign:………………………………………. Date:……………………………..
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I confirm that this research project report was prepared and presented to the University of Nairobi for examination by the student under my supervision.

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DEDICATION

To my family: My mother; for her prayers, endless encouragement and moral support. My wife Pauline, children Maxwell and Tyra your love and support was invaluable.

Thank you for always being there for me.

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ABBREVIATIONS AND ACRONYMS

BOG	**:**	Board of Governors
BOM	**:**	Boards of Management
HODs	**:**	Head of Departments
IATA	**:**	Institute of Advanced Technology
I/O	**:**	Industrial Organization
KCSE	**:**	Kenya Certificate of Secondary Education
KNUT	**:**	Kenya National Union of Teachers
KUPPET	**:**	Kenya Union of Post-Primary Education Teachers
MOE	**:**	Ministry of Education
OS	**:**	Open System
PTA	**:**	Parents Teachers Association
RBV	**:**	Resource – Based View
SPSS	**:**	Statistical Package for Social Sciences

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ABSTRACT

Effective strategies are bound to fail or succeed depending of on how implementing agencies monitor, evaluate and constantly manage factors both in immediate internal and external environment of the organization. In relation to this, the objective sought to investigate the factors that influenced strategy implementation among secondary schools in Hamisi Sub-County in Vihiga County. In achieving this, the study adopted cross-sectional descriptive research design. Data were collected from all the 47 public secondary schools in Hamisi Sub-county from the school principals, their deputies and senior teachers. The data were analyzed by descriptive statistics and factor analysis. Results of analysis showed that stakeholder involvement in strategy implementation, human resource empowerment, institutional culture and structure, commitment by top management, institutional policies, determination of activity timelines, clear definition of school strategic activities, incorporation of contingency planning, and how strategy implementation roles are shared among the teams, are the most significant factors affecting strategy implementation among public secondary schools in Hamisi Sub-county. The stakeholder involvement factor is composed of rewarding approaches adopted to induce the teachers, internal relationships among the learning parties (students, teachers and parents), internal communication policy, disbursement of funding from the Government and other donor stakeholders, and the health statuses of the parents and institutions in the neighbourhood. Empowerment of human resource component factors include teacher empowerment concerns, quality of directions disseminated from management, easy adoption to strategic changes, and degree of independence among school sections and departments. The cultural orientation factor was found to constitute compatibility between strategy and schools values/beliefs, and the schools' involvement in corporate social activities, commitment of top level managers in strategy implementation was reflected by the setting of performance indicators by the managers, day-to-day decision making by management, and BoM's commitment towards group goal realization. The study recommends that schools identify and popularize their strategic priorities by predominantly engaging all of their primary stakeholders in establishing a collective framework towards goal attainment. This advocates for incorporation of stakeholder theory in consolidating internal and external resources towards effective strategy implementation. Moreover, the study recommends emphasis on management commitment by other stakeholders to ensure that deviations from preset target are minimal. Finally, managements in the different schools are advised to drive the strategy implementation exercise on solid formulation foundation and contingency planning, based on stakeholder engagement, resource mobilization, benchmarking, and milestone monitoring and evaluation. Alongside these findings, the study acknowledges limitations of factor-inclusion, limited-contextual scope weaknesses, and size of explained variance which are pertinent considerations for future research in similar contextual and conceptual perspectives.

CHAPTER ONE: INTRODUCTION

1.1   Background of the Study

The environment in which organizations operate in has become so unpredictable, so turbulent that failure to plan and strategize may as well mean doom to them. For their survival and accomplishment of their set objectives and goals, these organizations must craft smart strategies, which must be executed at the right time by the right people hence this calls for adoption of strategic management. Strategy implementation is one of the components of strategic management and refers to a set of decisions and actions that result in the formulation and implementation of long term plans designed to achieve organizational objectives (Pearce and Robinson, 2007). Implementation involves putting into action the logically developed strategies; it is the summation of activities in which people use various resources to accomplish the objectivities of the strategy (Higgins, 2005).

Successful strategy formulation does not guarantee successful strategy implementation. Implementation causes the chosen courses of action to be carried out within the organization. It is that moment in the total decision-making process when the choice is transformed from an abstraction into an operational activity (Harrison, 1999) as cited in (Wambui, 2011). While organizations formulate strategy, implementation is what determines their performance. Successful and effective implementation of strategy is however a function of the interaction of factors both internal and external to the organization. It is therefore more challenging than the formulation of strategy (Aosa, 1992; Machuki, 2005) cited in Kurendi (2013).

The open systems theory by Millett (1998), as cited in Kurendi (2013), postulates that organizations, as open systems, lend themselves to the external environment. They are therefore environment serving and changes in the environment affect them in very fundamental ways. The system perspective is vital since the interaction and interlinking of internal resources, capabilities and systems very much explain the dynamism and adaptive nature of organization towards its environment. Since strategic decisions influence the way organizations respond to their environment, it is very important for firms to make strategic decisions and define strategy in terms of its function to the environment (Miako, 2011). On the other hand, the Resource – Based View (RBV) of strategy concentrate on the chief resources and capabilities of the organization, especially those where the organization has a competitive advantage as the principal source of successful strategic management. Essentially, competitive advantage comes from the organizations resource rather than the environment within which the company operates (Lynch, 2009). However, factors emanating from both internal and external environment in which the organization operates in provide the organization with varied sufficient and insufficient resources that can influence implementation of strategic plans of an organization.

The process of providing quality education begins with proper planning for financial, human, physical resources and curriculum. This involves all the stakeholders and it is incorporated in the teaching and learning process. Public secondary schools have many stakeholders who must be involved in the strategic management process. Apart from BOG and PTA members, HODs, teachers and other BOG employees, the schools also need to account for the interests of the students, parents, government agencies, alumni, the sponsor and community. Each of these stakeholders make demands upon the school and the school management must bring

these stakeholders into the strategic management process to maximize client satisfaction (Ng'ang'a and Ombui, 2013). It is now a policy by the MOE through the Sessional paper No.1 of 2005 that all public secondary schools must develop strategic plans (MOE, 2005). Public secondary schools in Hamisi Sub County like other secondary schools in Kenya have been tasked with the responsibility of implementing the ministry of education policies on education. They have therefore come up with strategies to enable them implement their strategic plans. However, since the environment in which these schools are operating is continuously becoming competitive, implementation of these strategies is likely to be affected by myriads of factors both internally and externally to these schools.

1.1.1 The Concept of Strategy Implementation

Strategy implementation can be referred to as the process in which the planned strategies are translated into carefully implemented action (Hill and Gareth, 2006) cited in Nyarige (2013). Li, Guohui and Eppler (2008) view implementation as a dynamic, iterative and complex process which is comprised of a series of decisions and activities by managers and employees affected by a number of interrelated internal and external factors to turn strategic plans into reality in order to achieve strategic objectives. Effective strategy execution requires diligent pursuit of operating excellence and it is the job for the company's whole management team, thus success hinges on the skills and cooperating managers who can push needed changes in their organizations units and consistently deliver good result (Thompson, 2007). He further views the process as a management action agenda for implementing and executing the chosen strategy that emerges from assessing what the company would have to do differently or better, given its particular operating practices and organization circumstance, to execute the strategy competently and achieve the targeted financial and strategic performance.

Strategy implementation phase thus is surrounded by many challenges because it is the most involving and consuming in terms of organizational resources.

Implementation of strategy is an entire process that begins with development of short term objectives which translate the long range aspirations into targets for action. Managing the implementation and execution of strategy is an operations-oriented activity aimed at performing core business activities in a strategy supportive manner. It is easily the most demanding and time- consuming part of the strategy management process (Thompson, Strickland and Gamble, 2007). Pearce and Robinson (2011) view strategy implementation as the action phase of the strategic management process and to ensure success, the strategy must be translated into carefully implemented action. This means the strategy must be translated into guidelines for daily activities of the firms members, the strategy and the firm must become one and the strategy must be reflected in the way the firm organizes its activities, the key organization leaders, the culture of the organization; the company's managers must put into place steering controls that provide strategic control and the ability to adjust strategies, commitments and objectives in response to ever- changing future conditions.

Robinson (2003) as cited in Wachira (2012) observes that after the grand strategies are determined and long term objectives set, the tasks of operationalizing, institutionalizing and controlling the strategy still remain. This phase of strategic management process entails translating thought into strategic action. Annual objectives, functional strategies and specific policies provide important means of communicating what must be done to implement the overall strategy. By translating long term intentions into short term guide to action, they make the strategy operational. But strategy must also be institutionalized to permeate the very day to day life of the company if it is to be effectively implemented. Three

organizational elements provide the fundamental long term means for institutionalizing the firm's strategy that is structure, leadership and organizational culture. Strategy implementation requires the presence of both external and internal environmental factors.

Mintzberg and Quinns (1996) noted that 90% of well formulated strategies fail at implementation stage. The reasons that have been advanced for success or failure of the strategies revolve around the fit between the structure and strategy, the allocation of resources, the organizational culture, leadership, reward as well as the nature of the strategy itself (Kithinji, 2005). The success of any strategy mainly depends upon the successful implementation of well conceived strategies. Successful implementation requires that the strategy, the organization, the people and their relationships, the systems and the measures all must be aligned and made to work towards a common goal (Mwangoe, 2011). Effective strategies are bound to fail or succeed depending of on how implementing agencies monitor, evaluate and constantly manage factors both in immediate internal and external environment of the organization. Strategy implementation can be considered successful if things go smoothly enough that the company achieves its strategic and financial performance targets and shows good process in attaining management strategic vision (Thompson, 2007).

In a study by Mburu (2013), strategy implementation was found to be significantly influenced by a set of six latent factors which include stakeholder engagement, regulatory environment, resource availability and utilization, internal work systems, co-ordination of strategy implementation, and strategy alignment with external environment. On his part, Kurendi (2013) found that effective strategy implementation is a big hurdle, highlighting factors such as top management commitment, clear identification of activities to be carried out to effectively implement strategy, existing legal requirements, existence of budgetary

allocation and internal control mechanisms, as those that must be adhered to if successful implementation of strategy is to take place. Finally, Oyugi (2011) agrees that factors both internal and external to an organization influence the entire process of strategy implementation.

1.1.2 Public Secondary Schools in Kenya

The Kenya education sector has since year 2003 embarked on a plan to institute reforms at all levels. Under the Sessional paper no 14, 2012, the education bill categories public schools as those established, owned or operated by government. As of 2013, there were 5221 secondary schools in Kenya publicly funded (Ministry of Education, 2013). Currently the government partly funds public secondary schools through the free secondary school fund and Schools also get their funding from Constituency Development Fund, sponsors, parents (through the cost sharing program) and from other stakeholders.

Public secondary schools are entitled with the responsibility of determining students' academic performance in the national examinations. This has put so much pressure on schools to improve the grades attained by students in KCSE. Pressure from Government, the public, sponsors and other stakeholders has led to schools to craft strategies to improve on performance. Some of the strategies crafted and employed have bore fruits while others have been counterproductive as seen in performance of schools in national examinations which is skewed in favour of National and Provincial schools(Republic of Kenya, 2012). In line with the Ministry of Education policy on strategic planning, public secondary schools are required to formulate and implement their strategic plans which should be in congruent with the Ministry's strategic plan, the Vision 2030 and the Constitution of Kenya (2010). Most public secondary schools are currently facing various challenges in attaining their set objectives and

goals. This is partly because the environment which they operate in is quite unique. These schools operate in an environment that is partly or fully controlled by the government and other government agencies and there are those schools that have a leeway in running their systems while others find their hands tied.

In terms of resources, there are those that are endowed with plenty of resources and running their systems becomes easy while others struggle to make ends meet as they fully depend on external funding to run their programmes. Geographical location of public secondary schools can be a source of competitive advantage. There are those located in big cities near industry Head quarters while others are found in areas termed as remote thus presenting regional disparities which demand for different strategies to address issues affecting them(Republic of Kenya, 2012). These disparities in environment can be a source of some of the factors that are likely to affect implementation of a well laid down strategic plans.

1.1.3   Public Secondary Schools in Hamisi Sub-county

Hamisi Sub County is located in the larger Vihiga County in the western part of the country and neighbors Vihiga Sub County, Sabatia Sub County, Kisumu, Nandi and Kakamega counties. Hamisi Sub County has 47 public secondary schools registered by the ministry of education. The sub county has one centre of excellence, one extra county school; five county schools and the remaining are categorized as sub county schools. The enrolment has been on upward trend and it stands at 15562 and a teaching staff of 428 teachers (DEOs office, Hamisi Sub County, 2014). These schools are headed by principals who are secretaries to the Boards of Management. It is the boards of management that manage these institutions as agents of the ministry of Education. These schools are tasked with implementing the ministry of education policies and programmes which include the implementation of the curriculum.

The 47 schools have disparity in infrastructure development and academic performance. Some schools seem to make recognizable progress while others seem to be struggling.

One core strategy under implementation schedules in most secondary schools involves ranking competition to emerge the best in national examinations and probably attract the best students who are transiting from primary schools to secondary. Performance of schools in gauged mostly by the number of students qualifying to join universities. In Hamisi Sub County, a total of 39 secondary schools out of 47 presented 2907 candidates, for the national examination. The sub-county attained a mean score of 4.5753 compared to 4.4613 in 2012. The sub county has raised some of the challenges facing the Education sector. Among them is shortage of staff, high rate of pupils absenteeism and drop out, mushrooming of schools started on basis of clanism and early pregnancies (DEOs office, Hamis Sub-county, 2014).

To enhance performance a number of strategies have been put in place including sensitization of stakeholders on their roles, capacity buildings of BOM's, PTA and teachers to inject in them efficiency and effective service delivery, intensive assessment and audit of schools and in-services training for teachers to reengineer them for reforms in Education centre and curriculum. At institutional level every school sets its yearly mean target and strives to attain it. With these targets it comes up with various strategies to enable it achieve them. Some schools attain their targets, others surpass while others fail to attain. However, the success and failure of these crafted strategies is all attributed to how strategic implementation process has been executed and the unforeseen factors surrounding the whole process of implementation (DEOs office, Hamis Sub-county, 2014).

1.2   Research Problem

Organizational success of any strategy mainly depends upon essential factors that lead to successful implementation of well conceived strategies. To be successful, implementation requires that the strategy, the organization, the people and their relationships, the systems and the measures all must be aligned and made to work towards a common goal (Mwangoe, 2011). The success or failure of the set short and long term objectives is pegged on the successful implementation process set by the organization in question and internal and external factors in the surrounding environment (Ngarika, 2011).

Secondary education in Kenya is the second level in formal education system and there is pressure on the sector to expand access since the introduction of free primary education. The immediate challenge of secondary schools is how to expand access at a relatively low cost while improving the quality of education provided. The ministry of education understands the unpredictable nature of environment secondary schools operate in and thus has developed its strategic plan which is cascaded down to individual public secondary school that are expected to enact their strategic plan in tandem with the ministry's.

Secondary schools in Hamisi Sub-county like other schools in the country have been characterized by both good and poor performance in national examinations. Disparities in their levels, types (boarding and day), resources at their disposal and other factors in their environment have made some to remain at the top and others to struggle in recording high performance. However, since these secondary schools just like any other organizations operate as open systems as they are in constant interaction with the environment in which they operate, has led to development of strategic plans to help them to develop strategic orientation and execution of strategies capable of moving the schools to their desired future

states. The rationale for embracing strategic management is noble however, the success or failure of implementation process (which is vital) could be a function of factors both internally and externally to the organization, and this is exactly what this study seeks to address.

A number of studies have been carried out on strategy implementation in Kenya in various organizations (Achenda, 2012; Kurendi, 2013; Nyarige, 2013; Miako, 2011; Oyugi, 2011; Ngarika, 2011, Mwangi, 2011; Avikoge, 2013 among others). Kurendi found out that both internal and external factors do influence strategy implementation to a large extent although the influence of internal factors outweighs external factors. Ngarika found out that the factors hindering the organizational pace of implementation influence strategy implementation; Miako observed that environmental turbulence and uncertainty of the future were factors that affect strategy implementation; Mwangi on her part found out that internal factors at Institute of Advanced Technology (IAT) influence the process of strategy implementation. Oyugi and Avikoge both agree that factors both internal and external to an organization influence strategy implementation.

A review of the above studies indicates that most of them adopted case study methodology but for (Kurendi, 2013) and (Oyugi, 2011). However, all of the above studies had a different contextual focus from the one the current research seeks to base on. Apart from Kurendi, (2013); Oyugi, (2011); Mwangi, (2011) and Ngarika, (2011) whose researches were based on factors influencing strategy implementation, the rest of the reviewed studies laid emphasis on challenges of strategy implementation in different organizations. Therefore a gap in knowledge existed which this study aimed to bridge. What are the factors affecting strategy implementation in public secondary schools in Hamisi sub county, Kenya?

1.3   Research Objectives

The objective of this study was to determine factors affecting strategy implementation in public secondary schools in Hamisi sub county of Vihiga County, Kenya.

1.4   Value of the Study

The findings of this study are expected to add to the body of existing knowledge in the field of strategic management theory as the study was based on open systems theory and resource -based theory of strategy. In addition, the findings are essential in day-to-day application of managerial ideals. From the discussion of findings, there was support for proposition of these theories and would also serve as a stimulus for carrying out further research in the same and related organizations so as to increase the existing body of knowledge.

This study would also aid in developing policy in the education sector and other related sectors. The government and other stakeholders in the education sector would use the recommendations put forth from the study to initiate the right policies on structure and agents implementing strategy thus it would be a source of reference in formulating and implementing strategic plans.

Lastly, this study has highlighted key factors that the management of public secondary schools needed to base on in their effort to effectively implement their chosen strategies that will see their institutions achieve the intended performance targets. Their management practices are expected to be focused towards monitoring and evaluating factors in their immediate environment and addressing them in order to achieve success in their organizations.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter focuses on theoretical, conceptual and empirical literature in the line of study. It first presents theoretical underpinnings of the study, literature on strategy and strategic management, strategy implementation and lastly the factors affecting strategy implementation.

2.2 Theoretical Underpinnings of the Study

Strategy implementation is one of the most important components of strategic planning process; a discipline anchored on theories such as the Open Systems (OS) theory, Industrial Organization (I/O) theory and Resource Based View (RBV). The OS theory views organization as an open system that operates within and interacts with the environment. An organized enterprise thus does not of course exist in a vacuum. Rather it is dependent on its external environment; it is a part of larger systems such as the industry to which it belongs, the economic system, and society. The enterprise receives inputs, transforms them and exports the outputs to the environment (Koontz and Weihrich, 2007). Adoption of strategic management as an externally oriented management philosophy underscores the fact that organizations should develop and implement strategies in order to continuously align to changes within and outside the environment (Kurendi, 2013).

Hitt, Ireland and Hoskisson (2005) state that the RBV model and the I/O model are used by organizations to generate the strategic inputs needed to successfully formulate and implement strategies and to maintain strategic flexibility. The basis of a competitive advantage of an organization lies in the application of the bundle of valuable resources at the organization's

disposal. According to Priem and Butler (2001), to achieve a competitive advantage the resources should be heterogeneous and not perfectly mobile. The resources also have to be valuable, rare, in-imitable and non substitutable in order to achieve a sustainable advantage. Hitt et al (2005) describe resources in terms of three categories: physical, human and organizational capital, which include capital equipment, the skills of individual employees, patents, finances and talented managers. The resource alone may not form a competitive advantage but when the set of resources perform tasks in an integrative manner then they form the organization's capability (Hitt et al., 2005). Further, Hitt et al (2005) assert that an organization's unique resources and capabilities provide the basis for a strategy.

The I/O model specifies that the industry in which an organization chooses to compete has a stronger influence on the firm's performance than do the choices managers make inside their organizations. The organization's performance is believed to be determined by a range of industry properties, including economies of scale, barriers to market entry, diversification, product differentiation and the degree of concentration of organizations in the industry (Hitt et al., 2005). Moreover, Hitt et al (2005) have found that the I/O model has four underlying assumptions. First, the external environment is assumed to impose pressures and constraints that determine the strategies that would result in above average returns; second, most organizations competing within a particular industry are assumed to control similar strategically relevant resources and to pursue similar strategies in light of those resources; third, resources used to implement strategies are highly mobile across organizations; and fourth, organizational decision makers are assumed to be rational and committed to acting in the organization's best interest. The organizations are urged to operate in an attractive industry and they have to learn to use their resources to implement the strategy required by

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the industry's structural characteristics (Hitt et al., 2005). This study adopts all the three theories implying that both internal and external factors will be considered in the analysis.

2.3   Strategic Management

Ansoff, et al (1990) says that strategic management is concerned with the broad, long term future of an organization and the way it will prepare for change to the extent that change is perceived as being a necessary prerequisite of future continued success. Strategic decisions and plans are thus subject to greater uncertainty than either administrative or operational decisions. Strategic management is a series of managerial decisions and activities which assign long-term performance of an organization. It consists of inspecting internal and external environment, formulating strategy (long-term or strategic planning), implementing, evaluating and controlling. Strategic management focuses on monitoring and assessing external opportunities and threats, along with considering strengths and weaknesses. It covers all decisions and activities that lead to develop one or more effective strategy for achieving goals. There are three basic elements in this process: developing strategy, implementing, and evaluating and controlling strategy (Drucker, 1997).

Yabs (2007) refers to strategic management as the art of mobilizing resources and the science of formulating, implementing and evaluating decisions that enables an organization to realize its objectives. He recognizes strategic management as a process that focuses on integrating, management, marketing, finance and accounting, production and operations, research and development of a firm to achieve organizational success. This takes management beyond the realm of managing activities internal to the firm to proactively responding to the immediate and remote external environments comprised of economic and social conditions, political priorities and technological developments. The aim of strategic management is to assist an

organization operate successfully. The concept of strategy is actualized through strategic management. This process helps in the matching of an organization's internal capabilities with the external possibility in a dynamic, competitive and complex environment. Aosa (1992) postulates that once strategies have been developed, they need to be implemented; they are of no value unless they are effectively translated into action. Strategy implementation entails the full range of activities and procedures associated with putting a chosen strategy into action. Thompson et al (2008) observe that excellent execution of an excellent strategy is the best test of managerial excellence and the most reliable recipe for turning companies into stand out performers.

The strategy formulation process begins with definition of the company mission. This step is associated with but essentially followed by development of a company profile, and assessment of the external environment. Then follow, in order of choice, definition of long-term objectives, design of the grand strategy, definition of short-term objectives, design of operating strategies , institutionalization of the strategy, and review and evaluation. Strategic management is a three-tier process involving corporate business and functional-level planners and support personnel (Pearce and Robinson, 2011). Implementation covers the activities required to put strategies into place. The basic elements of this process are: general objectives, specific plans, the necessary finance and a monitoring and control systems to ensure compliance. According to Pettigrew and whip, implementation is best seen as a continuous process, rather than as one following the formulation of strategy. Hrebiniak and Joyce placed boundaries on implementations depending on the ability of the managers to consider every choice rationally and to evaluate the impact of implementation of strategy itself (Lynch, 2009).

Monitoring and control systems are important in assessing strategy implementation and how the environment is changing. The necessity of obtaining information in sufficient time to take the required action is crucial. There are number of ways in which strategic controls can be improved. All rely on having simple cost-effective and useful information about the organization and its environment. Although it has been argued that strategy control and budgeting should be linked, (Lynch, 2009), argues that this is not recommended because strategy monitoring is concerned with exploration, while budgeting is focused on achieving specific short-term targets (Lynch, 2009).

2.4   Strategy Implementation

Strategy implementation always involves the introduction of change to an organization. Managers spend a lot of time evaluating alternatives and selecting a strategy. Frequently this strategy is then announced to the organization with the expectation that organization members will automatically see why the alternative is the best one and will begin immediate implementation. When a strategic change is poorly introduced, managers may actually spend more time implementing changes resulting from the new strategy than was spent in selecting it. Hill and Jones (2010) assert that strategy implementation involves both macro-organizational issues such as technology, reward systems, decision processes, and structure; and micro-organizational issues such as organization culture and resistance to change. The macro-organizational issues are large-scale, system-wide issues that affect many people within the organization. The micro-organizational issues pertain to the behavior of individuals within the organization and how individual actors in the larger organization will view strategy implementation.

Galbraith and Kazanjian (2005) postulate that there are several major internal subsystems of the organization that must be coordinated to successfully implement a new organization strategy. According to the authors, these subsystems include technology, reward systems, decision processes, and structure. As within any system, the subsystems are interrelated, and changing one may impact others. Technology involves knowledge, tools, equipment, and work methods used by an organization in providing its goods and services. The technology employed must fit the selected strategy for it to be successfully implemented.

Basically, implementation process which comes after formulation of strategy entails operationalization, institutionalization and monitoring and control of the chosen strategy. Operationalization of strategy is critical for effective implementation process. It includes considerations of who will be responsible for strategy implementation; the most suitable organizational structure that should support the implementation of strategy (Pettigrew, 1988; Lynch, 2002) the key tasks to be carried out and desirable changes in the resource mix of the organization as well as the mandate of each department in the organization and the information systems to be put in place to monitor progress and resource planning (Pearce and Robinson, 1997).Institutionalization of strategy permeates the very day to day life of the company if it is to be effectively implemented. Three organizational elements provide the fundamental long term means for institutionalizing the firm's strategy that is structure, leadership and organizational culture (Robinson, 2003). Evaluation and control process seeks to ensure that a firm is achieving what is set out to achieve by comparing performance with desired results, revealing the performance gap and providing feedback necessary for the management to take correct action (Yabs, 2007)

Hrebiniak and Joyce (2006) attest that the people in charge of strategy implementation need both a sequential and a simultaneous thinking. The sequential thinking defines a logical sequence or chain of causality or the relationship between consecutives and interconnected events. To design this chain, a manager should decide on the event or the first action to be implemented. Although the utility step–by–step analysis is relevant to the rational development of the implementation process, the underlying simplicity and narrowness of scope is not enough. Consequently, management will need an integrative vision of the events to infer the total or final effect in the function and structure of the organization if each event is implemented and takes place (Hrebiniak and Joyce, 2006).

2.5   Factors Affecting Strategy Implementation

Strategy implementation requires the presence of certain requirements. These include factors that emanate from the external environment and from internal environment. Factors emanating from external environment include all the inputs that go into the firm for turning into finished products. These are raw materials, man-power energy and fuel. Factors emanating from the internal environment of the firm include facilities, machinery, internal structures, qualified employees, management capability, financial strength, marketing capabilities and leadership provided by management (Yabs, 2010).

The ability to implement a formulated strategy is an important source of competitive advantage. McKinsey's 7S - framework, identifies seven factors that are essential for strategy implementation: strategy, skills, shared values, structure, systems, staff and style (Feurer et al., 1995). This framework is based on the assumption that a change in strategy will require a change in the organization's skills and shared values and this in turn will determine the requirements for the remaining factors (Higgins, 2005). Further, Higgins (2005) postulates

that executives must align the cross functional factors - structure, systems and processes, leadership style, staff, resources and shared values with each new strategy that arises in order for that strategy to succeed and for strategic performance to occur. Moreover, from Louw and Venter's (2006) perspective, successful strategy implementation is dependent on strategic leadership as the key driver of implementation and a sound organizational architecture. This is supported by Pryor et al (2007) who urge that organizational leaders are called upon to recognize that strategy drives structure, structure drives behaviour and behaviour drives results. Raps (2004) has indicated that properly aligned human assets are the key to successful strategy implementation but unfortunately the link to human resource component is often feeble or missing in many organizational execution endeavours. For a successful strategy implementation, the management needs to marshal resources behind the process of strategy execution. Too little resources will slow the process while too much funding will waste organizational resources and reduce the financial performance. Capital allocation therefore must be well distributed and thought of so as to promote strategy implementation. (Ireri, 2013)

Organizational culture refers to the set of assumptions that members of an organization share in common (Pearce and Robinson 2012) Corporate culture refers to the character of a company's internal work climate and personality, as shaped by its core values, beliefs, principles, traditions, ingrained behaviours and styles of operating (Thompson et al., 2006). Organization structure consist of activities such as task allocation, coordination and supervision directed towards the achievement of the organizational aims. It simply means the formal framework by which job tasks are divided, grouped and coordinated (Robin and Coulter, 2012) as cited in Kurendi (2013) .Communication is a key requirement for effective

strategy implementation. Organizational communication plays an important role in training, knowledge dissemination and learning during the process of strategy implementation. In fact, communication is pervasive in every strategy implementation as it relates in a complex way to organizing processes, organizational context and implementation objectives which, in turn, have an effect on the process of implementation. Peng and Litteljohn (2001), as cited in Yang Li, Guohui and Eppler (2008). The above factors that influence strategy implementation process are internal to the firm and therefore it is upon the internal systems of the firm to manipulate them in a way that will bring success to the strategy implementation process.

There are also external factors that are considered significant to the strategy implementation process; these include economic, technology, political, global factors and government regulations. Economic changes which are unforeseen will at one point hinder strategy implementation. Financial recession will lead to a need to a tight operation budget which will therefore lead to maintenance of status quo. Poor economic environment may derail a strategy due to the fear of future economic performance (Ireri, 2013). Political factors define the legal and regulatory parameters within which firms must operate. Political constraints are placed on firms through fair trade decisions, anti-trust laws pricing policies and many other actions aimed at protecting employees, consumers the general public and the environment (Pearce and Robinson, 2007) Technology plays a key role in any organization as far as strategy implementation in concerned. Advances in technology can drastically alter an industry's landscape, making it possible to produce new and better products at a lower cost and opening up whole new industry frontiers (Thompson et al., 2007)

Corboy and O'Corrbui (1999) identify the deadly sins of strategy implementation which involve a lack of understanding of how the strategy should be implemented; customers and

staff not fully appreciating the strategy; difficulties and obstacles not acknowledged, recognized or acted upon; and ignoring the day-to-day business imperatives. Marginson (2002) contend 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. In Kenya, Mburu (2013) conducted a study on factors affecting strategy implementation in the water sector and established a set of six factors which included stakeholder engagement, regulatory environment in the water sector, resource availability and utilization, internal work systems, co-ordination of strategy implementation, and strategy alignment with external environment.

In the education field, various studies have been conducted to establish significant factors influencing strategy implementation. Omutoko (2009) undertook a study on re-thinking the management of higher education institutions in Kenya and found a crisis which was aggravated by low quality as a result of rapid enrolment, growth under limited resources, and inefficiency in terms of inappropriate use of public resources, high dropout rates, program duplication, and inequity. In Manyasi's (2009) study on strategic challenges in Kenyan learning institutions, it was revealed that managers in the institution did not use a proactive approach to crises management. Lewa, Mutuku and Mutuku (2009) studied strategic planning in Kenya's higher education sector and found that institutions are essentially traditional in orientation and must find new ways of dealing with the issues facing them.

Finally, Arasa and Nkunya (2009) in their study on education quality dynamics in East Africa, outlined a number of challenges to overcome, including financing of the system at the universities, inertia towards embracing the system among the university stakeholders, and streamlining the student evaluation procedures as part of the quality assurance process.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1   Introduction

This chapter describes the methodology which was used in carrying out the research. It describes the research design that was adopted in carrying out the study; the population of the study; the data collection methods that were employed; and data analysis techniques used in order to achieve objectives of the study.

3.2   Research Design

The study adopted a cross-sectional descriptive survey research design. According to Orodho (2002), this design is applied in preliminary and exploratory studies to allow researchers gather information, summarize, present and interpret for the purpose of clarifications. Mugenda and Mugenda (1999) give the purpose of descriptive research as determining and reporting on procedural research activities. Moreover, Borg and Gall (2009) assert that descriptive survey research is applied in social sciences with the intent of providing statistical information about managerial aspects that interest policy makers and educators.

This study fitted within the provisions of descriptive design since it was designed to collect data and report on strategy implementation factors without any variable manipulation. The structure of questioning and feedback collection was done to minimize possible subjectivity from the researcher's part. Previous studies which had adopted a similar design and achieved high level success include Mburu (2013), Achenda (2012) and Kurendi (2013).

3.3   Population of study

The population of study were the 47 registered public secondary schools in Hamisi sub county, Kenya. These included nine(9) county schools of which 3 were purely boys boarding schools,4 are purely girls boarding schools and 2 were mixed sex, boarding and day schools, one(1) centre of excellence and 37 remaining were mixed day county schools. The enrolment in these schools stood at 15562 students (Boys 7297 and Girls 8265) and a teaching staff of 428 teachers.

All these schools were owned by the government of Kenya and their mandate to operate was delegated from the ministry of education. Thus infrastructural development fell under the ministry of education however all the human resource but for the support staff fell under the Teachers Service Commission (TSC). The 47 secondary schools were therefore required to develop their strategic plans as per the policy of the ministry, and there those that had successfully executed them while others were struggling to implement. Since this number was relatively small, the researcher adopted a census survey of all the 47 public secondary schools in Hamisi Sub-county.

3.4   Data Collection

Research data were obtained from the primary source by administration of an ordinal-structured and self-administered questionnaire containing possible factor categories affecting strategy implementation. Using a questionnaire in the study was appropriate because it explored the perceptions, attitudes, feelings and behaviour of the respondents toward strategy implementation. The data collected were in the same form from all the respondents. According to Babbie (2007), researchers use questionnaires so that they can obtain information about the thoughts and intentions of the research participants in a large

population. To ensure instrument validity and reliability, the researchers used modified research instruments from other studies among them Kurendi (2013) and Mburu (2013).

The questionnaire was administered through 'drop and pick' method as this helped the researcher to ensure only the targeted respondents were the ones who fill the questionnaire thus guarding against unreliable sources of data. The researcher administered one questionnaire per school whose respondent was the head teacher. In the absence of the above, either the deputy principal or senior teacher filled the questionnaire.

3.5   Data Analysis

Both descriptive and inferential statistical tools of analysis were used given that the data obtained were quantitative. Analysis of demographic data was done by use of descriptive statistics such as mean and percentages, while 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 usually used to observe and assess the latent scores of variations and covariations in observed measurables.

The principal component 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 of component loadings. 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 20.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

The chapter presents the various research outputs obtained by analysis of field data obtained from public secondary schools in Hamisi sub-county. The results were summarized and presented in tables and figures and thereafter relevant explanations given. These findings were based on the respondent demographic analysis and factor analysis of the 63 measured factors that the study adopted. In analyzing these factors, the focal purpose was to establish the statistically significant factors that influenced strategy implementation at the target institutions.

4.2 Organizational Characteristics

The study obtained relevant informational input from all the 47 public secondary schools in Hamisi sub-county, Vihiga County, thus representing a response rate 100%. Notably, however, the aggregate feedback constituted of 28% from school principals, 51% from deputy principals, and 21% from the senior teachers. The candidate schools had varied enrolment levels and teacher availability.

Information obtained regarding student enrolment in the selected secondary schools showed that there were significant learner populations that would justify corporate commitment to strategy implementation. Table 4.1 shows the enrolment distribution and analysis summaries.

Table 4.1: Student Enrolment at Hamisi Sub-county Secondary Schools

Measured Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Student Population	47	134	542	261.19	83.322
Valid N:	47				

Source: Field Data (2014)

Table 4.1 shows that the students' enrolment was skewed with the least enrolment recorded at 134 and highest at 542. The Sub-county's mean enrolment in public secondary schools was 261 with standard deviation of 83 students.

The schools had noticeable variations in respect of the number of teachers who played a core role in strategy implementation. In Table 4.2, the minimum and maximum numbers of teachers are presented together with the mean number.

Table 4.2: Number of Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Number of Teachers	47	4	43	20.49	8.283
Valid N:	47				

Source: Field Data (2014)

Table 4.2 shows wider disparities in terms of staffing among the different public secondary schools in Hamisi sub-county. The least staffed institution had a paltry 4 teachers while the highest had 43 teachers, resulting to a range of 39. The mean teacher-population was 20 with a standard deviation of 8 teachers.

4.3   Respondents' Demographic Data

The study was conducted with the intent of receiving balanced feedback from both gender respondents in addition to having a substantive knowledge on institutions they were administering or teaching. In Table 4.3, the various respondents are categorized in terms of their positions and gender.

Table 4.3: Respondent Gender * Position Held at School Crosstabulation

Count

| | | Position Held at School | | | Total |
		Principals	Deputy Principals	Senor Teachers	
Respondent Gender	Male	9	17	5	31 (66%)
	Female	4	7	5	16 (34%)
Total		13 (28%)	24 (51%)	10 (21%)	47 (100%)

Source: Field Data (2014)

Table 4.3 shows that 66% of the respondents were of the male gender while 34% were female sources. In terms of positions, 28% were school principals while 51% were deputy principals and 21% senior teachers. These summaries indicate that participation was fairly distributed to allow feedback divergences which would probably result from the dissimilar respondent positions and gender orientation.

In Table 4.4, respondents' continued years of service to the schools are presented depicting the range, mean service length and standard deviation.

Table 4.4: Respondent Service Length (Years)

	N	Minimum	Maximum	Mean	Std. Deviation
Years of Service	47	4	14	8.64	2.754
Valid N:	47				

Source: Field Data (2014)

Table 4.4 shows that the newest respondent in the candidate schools had a service length of 4 years while the longest stay was 14 years. The mean service length of the distribution was obtained at 8.64 years at a standard deviation of 2.75 years. The ascertained mean service length was regarded long enough to qualify respondents give more realistic feedbacks based on their experiences in the schools' strategy implementation.

4.4   Factors Influencing Strategy Implementation in Public Secondary Schools

The primary objective of the study was to investigate the significant factors influencing strategy implementation in public secondary schools in Hamisi sub-county of Vihiga County Kenya. To achieve this, selected respondents were required to rank a set of 63 predetermined internal and external factors on an ascending 5-point Likert scale regarding the extents of their agreement/disagreement. The obtained feedbacks were analyzed by use of descriptive statistics and one-sample t-test.

The descriptive statistics obtained in the analysis were the mean scores and standard deviations to determine extent of agreement/disagreement and opinion-disparities respectively. The results were obtained as presented in Table 4.5.

Table 4.5: Factor Descriptive Statistics

Measured Factors	Mean	Std. Deviation
Clear definition of school activities to implement the strategy	3.74	.736
Determination of the timelines school activities are completed	4.28	.682
Establishment of clear performance indicators for each strategy	4.51	.547
Assigning of responsibility for carrying out the strategy	4.19	.647
Resource mobilization and utilization	4.00	.752
Available school capabilities	3.66	.760
The existing reward structure by the TSC	2.40	.798
Reporting relationships between students, teachers and BOM/PTA	2.89	.814
Existing internal operating systems in the school	3.85	.807
The physical work environment in the school	3.62	.795
The level of delegation of responsibilities	3.77	.813
Existing relationships between teachers and school management	4.09	.717
Departmental relationships in the school	3.87	.741
Clear definition of functional roles to implement the strategy	4.30	.657
Level of teacher empowerment in the school	3.32	.911
Existing policies in the school	4.00	.692
Table 4.5 continues on page 29		

Table 4.5 continues…		
Existing guidelines for daily activities	3.02	.847
Day-to-day directions given by management on strategy	2.49	.930
The internal financial controls in the school	4.34	.635
Contingency plans put in place to manage change in the school	3.94	.673
Specific indicators of strategy implementation outcomes	3.36	.845
Consistency of day-to-day decisions made by school management	3.91	.747
The degree of supervision and coordination of activities	4.26	.675
Working relationships among teachers and support staff	2.91	1.120
Internal motivational activities for teachers and students	4.23	.598
Monitoring and controlling of activities in implementation	4.28	.649
Adequate budgetary allocation towards school programmes	4.15	.659
The school commonly held values, beliefs and traditions	3.55	.829
Individuals commitment towards school set objectives	3.89	.814
Ease of adoption to changes in the overall education system	3.79	.907
Board of Management commitment towards goal realization	4.09	.747
Perception towards relationship with the surrounding communities	2.28	.682
Degree of compatibility between the strategy, values and beliefs	3.91	.830
Level of teacher involvement in the accomplishment of strategy	3.62	.768
Institution's rate of adoption of new and relevant technologies	3.96	.721
Existing guidelines on how internal activities are administered	3.47	.881
Degree of inter-dependency of various departments in the school	2.62	.945
Appointment to positions determined qualification and merit	4.45	.583
School involvement in corporate social responsibility	2.34	.760
Existence of internal communication policy/structure	2.53	.776
The availability of credit to the school	2.09	.775
The prevailing inflation rates in Kenya's economy	2.21	.750
The prevailing interest rates in Kenya's financial market	2.30	.623
Education regulation in the county and at the national government	2.70	.689
Existing pricing regime of learning resources	3.85	.691
Existing legal provisions to protection of teachers and learners	2.57	.715
Existing legal provisions to protection of the environment	2.77	.914
Level of external stakeholders' involvement in strategic decisions	4.11	.667
Degree of performance competition in the county and nationally	2.40	.771
Communication between school management and teachers	3.00	.860
Table 4.5 continues on page 30		

Table 4.5 continues...		
Nature of school's relationship with the surrounding communities	2.68	.783
The changing educational standards both locally and globally	2.64	.942
Involvement of unions and civil society in educational matters	3.43	.773
Existing policies guiding teacher involvement in trade unions	2.72	.772
Availability of required human resource skills within the school	4.06	.763
The prevailing political climate within the vicinity	2.40	.771
Existence of alternative funding for school activities	3.98	.737
Timely disbursement of Free Secondary Education funds	4.30	.657
Integration of ICT in school programmes	2.62	.739
The level of security within the vicinity	2.68	.783
Guidelines as regards to employees welfare and compensation	2.57	.853
Level of HIV/AIDS among school members and communities	2.19	.741
Transfer of teachers	3.98	.794

Source: Field Data (2014)

The results in Table 4.5 show that establishment of clear performance indicators for each strategy-related activity emerged the highest supported factor at a mean score of 4.51 and standard deviations of 0.547. Close to this, respondents rated appointment to leadership positions on strengths of merit and qualification at 4.45 mean score with 0.583 standard deviations. Other factors that were highly ranked and above the 4.0 benchmark included internal financial controls (4.34 mean score), timely disbursement of free education funds (4.30 mean score), clear definition of functional roles in implementing strategy (4.30 mean score), determination of strategy implementation timelines (4.28 mean score), monitoring and controlling of school activities (4.28 mean score), degree of supervision and coordination of school activities (4.26 mean score), internal motivational activities for teachers and students (4.23 mean score), adequate budgetary allocation towards school programmes (4.15 mean score), level of stakeholder involvement (4.11 mean score), management commitment towards strategy goal-realization (4.09 mean score), and existing relationship between teachers and management (4.09).

At the reverse extreme, there were concentrated disagreements on a number of factors in respect of their influence on strategy implementation among the selected public secondary schools. There was a near-uniform disagreement by respondents (2.09 mean score; 0.775 standard deviation) that availability of credit facilities to the schools significantly affected strategy implementation schedules. Similarly, at 2.19 score (0.741 standard deviations) the level of HIV/AIDS prevalence among school members and in surrounding communities was found not to be a major barrier to the institutions' strategy implementation commitment. The other least ranked factors included existing reward structure by TSC (2.40 mean score), management perception towards schools' relationships with surrounding communities (2.28 mean score), prevailing interest rates in Kenya (2.30 mean score), and the prevailing political climate within vicinity (2.30 mean score). Aggregately, there were 63% of the factors that were ranked above the moderate score, implying that there were many factors influencing strategy implementation at the selected schools.

In addition to descriptive statistics, one-sample t-test was used at 95% confidence level (= 0.05) with the test-value set at 3.00. The test-value of 3.00 was chosen due to the assumption that the rankings were normally distributed and the fact that it is the midpoint of the 5-point Likert scale used in the questionnaires. Factors with t-values above 3 were considered more significant in influencing strategy implementation among selected schools, while those with less than 3 t-values were of less significance. Other than these, factors with -values more than 0.05 were considered less significant. The one-sample t-values and significance levels (-values) were obtained as detailed in Table 4.6.

Table 4.6: One-Sample T-Test

Measured Factors	t	Sig. (2-tailed)
Clear definition of school activities to implement the strategy	6.934	.000
Determination of the timelines school activities have to be completed	12.830	.000
Establishment of clear performance indicators for each strategy	18.946	.000
Assigning of responsibility for carrying out the strategy	12.618	.000
Resource mobilization and utilization	9.119	.000
Available school capabilities	5.952	.000
The existing reward structure by the TSC	-5.116	.000
Reporting relationships between students, teachers and BOM/PTA	-.896	.375
Existing internal operating systems in the school	7.230	.000
The physical work environment in the school	5.318	.000
The level of delegation of responsibilities	6.457	.000
Existing relationships between teachers and school management	10.373	.000
Departmental relationships in the school	8.075	.000
Clear definition of functional roles to implement the strategy	13.552	.000
Level of teacher empowerment in the school	2.401	.020
Existing policies in the school	9.913	.000
Existing guidelines for daily activities	.172	.864
Day-to-day work by management to teachers to implement strategy	-3.766	.000
The internal financial controls in the school	14.470	.000
Contingency plans put in place to manage change in the school	9.542	.000
Specific indicators of strategy implementation outcomes	2.934	.005
Day-to-day decisions made by school management	8.398	.000
The degree of supervision and coordination of activities in the school	12.757	.000
Working relationships among teachers and support staff in the school	-.521	.605
Internal motivational activities for teachers and students	14.158	.000
Monitoring and controlling of activities by school senior management	13.475	.000
Adequate budgetary allocation towards school programmes	11.958	.000
The school commonly held values, beliefs and traditions	4.574	.000
Individuals commitment towards school set objectives	7.528	.000
Ease of adoption to changes in the overall education system	5.948	.000
Board of Management commitment towards goal realization	9.960	.000
Table 4.6 continues on page 33		

Table 4.6 continues...		
Perception towards relationship with the surrounding communities	-7.270	.000
Degree of compatibility between the strategy and values and beliefs	7.560	.000
The level of teacher involvement in the planned school activities	5.511	.000
Institution's rate of adoption of new and relevant technologies	9.103	.000
Existing guidelines on how internal activities are administered	3.643	.001
Degree of independency and inter-dependency of various departments	-2.777	.008
Appointments determined by qualification and merit	17.023	.000
School involvement in corporate social responsibility	-5.952	.000
Existence of internal communication policy/structure	-4.135	.000
The availability of credit to the school	-8.089	.000
The prevailing inflation rates in Kenya's economy	-7.196	.000
The prevailing interest rates in Kenya's financial market	-7.732	.000
Education regulation in the county and at the national government	-2.964	.005
Existing pricing regime of learning resources	8.445	.000
Existing legal provisions on protection of teachers and learners	-4.082	.000
Existing legal provisions as regards to protection of the environment	-1.756	.086
Level of stakeholders' involvement in strategic decisions	11.371	.000
The degree of performance competition in the county and nationally	-5.300	.000
Existing communication between school management and teachers	.000	1.000
The nature of school's relationship with the surrounding communities	-2.794	.008
The changing educational standards both locally and globally	-2.631	.012
Involvement of trade unions and civil society in educational matters	3.774	.000
Existing policies guiding teacher involvement in trade unions	-2.457	.018
Availability of required human resource skills within the school	9.554	.000
The prevailing political climate within the vicinity.	-5.300	.000
Existence of alternative funding for school activities	9.105	.000
Timely disbursement of Free Secondary Education funds	13.552	.000
Integration of ICT in school programmes	-3.554	.001
The level of security within the vicinity	-2.794	.008
Existing guidelines regarding employees welfare and compensation	-3.419	.001
Level of HIV/AIDS among school members and communities	-7.477	.000
Transfer of teachers	8.454	.000

Source: Field Data (2014)

Table 4.6 results further confirmed that establishment of clear performance indicators for each strategy (t = 18.946) was the overriding factor influencing strategy implementation among public secondary schools in Hamisi sub-county. The associated -value of 0.000 meant that the mean level of respondent agreement on the factor was statistically significantly different from the moderate measure. The other top factors identified and whose mean agreement scores were statistically significant included determination of timelines schools activities had to be completed (t = 12.830; = 0.000), assigning of responsibilities to carrying out strategy implementation (t = 12.618; = 0.000), clear definition of functional roles (t = 13.552; = 0.000), internal financial controls (t = 14.470; = 0.000), degree of supervision and coordination of activities (t = 12.757; = 0.000), internal motivation activities (t = 14.158; = 0.000), monitoring and controlling of activities in the schools (t = 13.475; = 0.000), adequate budgetary allocations (t = 11.958; = 0.000), appointments based on qualifications and meritocracy (t = 17.023; = 0.000), stakeholder involvement (t = 11.371; = 0.000), and timely disbursement of free education funds (t = 13.552; = 0.000).

In contrast, the existing reward structure by TSC (t = -5.116; = 0.000), day-to-day work by management in implementing strategy (t = -3.766; = 0.000), perception towards relationship between school and surrounding communities (t = -7.270; = 0.000), school involvement in corporate social responsibilities (t = -5.952; = 0.000), inter-departmental dependency (t = -2.777; = 0.008), internal communication policy (t = - 4.135; = 0.000), availability of credit to schools (t = -8.089; = 0.000), prevailing inflation rates in Kenya (t = -7.196; = 0.000), prevailing interest rates in Kenya financial market (t = -7.732; = 0.000), education regulation (t = -2.964; = 0.005), protection of learners and teachers (t = -4.082; = 0.000), degree of performance competition (t = -5.300; = 0.000), and changing

educational standards both locally and globally (t = -2.631; = 0.012) were all statistically significantly different from the moderate value but with least influence on strategy implementation at the selected schools.

Further, factor analysis was performed to determine the latent variables and respective loadings on the significant factors that influenced strategy implementation in Hamisi sub-county public secondary schools. The process attained this by identifying the underlying variables/factors that explained the pattern of correlations within a set of observed variables. Outputs of the analysis included Kaiser-Meyer-Oklin and Barlett tests, factor communalities, total variance explained, component matrix, and rotated component matrix summaries. The Kaiser-Meyer-Oklin (KMO) value and the Bartlett test of sphericity were obtained to determine the analysis' appropriateness. According to Hair et al. (2010), the KMO value can measure the appropriateness of factor analysis on a defined data set. The Bartlett test of sphericity was done to statistically test for the presence of factor correlations. Table 4.7 presents the tests' values.

Table 4.7: Kaiser-Meyer-Oklin and Barlett Test of Factor Analysis

Kaiser-Meyer-Oklin Measure of Sampling Adequacy:		0.881
Barlett's Test of Sphericity	Approx. Chi-Square:	469.23
	Df:	46
	Sig.:	0.000

Source: Field Data (2014)

Table 4.7 shows that the KMO value extracted is 0.881 which exceeded the recommended value of 0.6 (Hair et al. 2010). A statistically significant Barlett's test of sphericity (p < 0.05) indicated that sufficient correlation existed among the factors. The KMO sampling adequacy

test and Bartlett's test of sphericity cumulatively justified applicability of factor analysis in determining the statistically significant factors that influenced strategy implementation at the selected public secondary schools in Hamisi sub-county, Vihiga County.

Factor communalities were generated based on the preposition advanced by Field (2005) that it is always important to check the communalities of observed factors prior to extraction. If the communalities are low, it means that the factors account for only a little part of the variation and more factors might be retained in order to provide a better account of the variation. In this study, factor elimination was based on Deng et al. (2008) suggestion that measured factors with less than 50% communalities need not be included in the factor analysis models. Table 4.8 shows the factors' initial and extraction communalities which were used to inform the study on factor inclusion and elimination.

Table 4.8: Factor Communalities

Factors affecting Strategy Implementation	Initial	Extraction
Clear definition of school activities to implement the strategy	1.000	.667
Determination of the timelines within which school activities have to be completed	1.000	.684
Establishment of clear performance indicators for each strategy-related activity	1.000	.355
Assigning of responsibility for carrying out the strategy- relevant activities	1.000	.727
Resource mobilization and utilization	1.000	.570
Available school capabilities	1.000	.752
The existing reward structure by the TSC	1.000	.650
Reporting relationships between students, teachers and BOM/PTA	1.000	.642
Existing internal operating systems in the school	1.000	.479
The physical work environment (office space, tools of work) in the school	1.000	.575
The level of delegation of responsibilities	1.000	.629
Table 4.8 continues on page 37		

Table 4.8 continues...		
Existing relationships between teachers and school management	1.000	.583
Departmental relationships in the school	1.000	.509
Clear definition of functional roles to implement the strategy	1.000	.551
Level of teacher empowerment in the school	1.000	.550
Existing policies in the school	1.000	.638
Existing guidelines for daily activities	1.000	.641
Day-to-day directions given by management to teachers to implement strategy	1.000	.745
The internal financial controls in the school	1.000	.286
Contingency plans put in place to manage change in the school	1.000	.495
Specific indicators of strategy implementation outcomes	1.000	.759
Day-to-day decisions made by school management and their consistency towards effective strategy implementation	1.000	.661
The degree of supervision and coordination of activities in the school	1.000	.661
Working relationships among teachers and support staff in the school	1.000	.660
Internal motivational activities for teachers and students	1.000	.568
Monitoring and controlling of activities by school senior management team in implementation of strategy	1.000	.509
Adequate budgetary allocation towards school programmes	1.000	.518
The school commonly held values, beliefs and traditions	1.000	.579
Individuals commitment towards school set objectives	1.000	.604
Ease of adoption to changes in the overall education system	1.000	.484
Board of Management commitment towards goal realization set by the school	1.000	.553
Management perception towards the school's relationship with the surrounding communities	1.000	.561
The degree of compatibility between the strategy and school values and beliefs	1.000	.589
The level of teacher involvement in the accomplishment of planned school activities	1.000	.584
Institution's rate of adoption of new and relevant technologies	1.000	.484
Existing guidelines on how internal activities are conducted and administered	1.000	.507
Table 4.8 continues on page 38		

Table 4.8 continues...		
The degree of independency and inter-dependency of various departments in the school.	1.000	.760
Appointment to leadership position determined by qualification and merit	1.000	.565
School involvement in corporate social responsibility	1.000	.624
Existence of internal communication policy/structure	1.000	.672
The availability of credit to the school	1.000	.482
The prevailing inflation rates in Kenya's economy	1.000	.562
The prevailing interest rates (cost of borrowing) in Kenya's financial market	1.000	.533
Education regulation in the county and at the national government	1.000	.654
Existing pricing regime of learning resources	1.000	.561
Existing laws and legal provisions as regards to protection of teachers and learners	1.000	.763
Existing laws and legal provisions as regards to protection of the environment	1.000	.691
The level of external stakeholders' involvement in strategic decisions within the school	1.000	.633
The degree of performance competition in the county and nationally	1.000	.628
Existing communication mechanisms between school management and teachers	1.000	.692
The nature of school's relationship with the surrounding communities	1.000	.739
The changing educational standards both locally and globally	1.000	.660
Involvement of trade unions (KNUT/KUPPET) and civil society in educational matters	1.000	.645
Existing policies guiding teacher involvement in trade unions	1.000	.708
Availability of required human resource skills within the school	1.000	.611
The prevailing political climate within the vicinity.	1.000	.535
Existence of alternative funding for school activities	1.000	.725
Timely disbursement of Free Secondary Education funds	1.000	.677
Integration of ICT in school programmes	1.000	.591
The level of security within the vicinity	1.000	.444
Existing guidelines in the school as regards to employees welfare and compensation	1.000	.658
Table 4.8 continues on page 39		

Table 4.8 continues...		
The level of HIV/AIDS prevalence among school members and in surrounding communities.	1.000	.565
Transfer of teachers	1.000	.552

Extraction Method: Principal Component Analysis.
Source: Field Data (2014)

Table 4.8 shows the various factor communalities with the highest recorded at 0.76 and the least at 0.286, meaning inter-departmental independency and inter-dependency (76%), and internal financial cost controls (28.6%) had the highest and lowest explained variance in the retained factors respectively. The distribution further displays that only three factors had their communalities less than 50%, thus leading to their elimination from the model and their loadings ignored. These factors included establishment of clear performance indicators for each strategy-related activity (0.355), internal financial controls in the school (0.286), and the level of security within the vicinity (0.444). This elimination effectively reduced the number of factors from 63 to 60 which were subjected to the next dimension reduction phase. Effectively, therefore, 95% of the total factors were considered desirable for the subsequent factor extraction.

In factor extraction, the study applied the Guttman-Kaiser approach of factor retention which sets individual inclusion minimum at 1 Eigenvalue and a cumulative extraction sum of squared loadings of 60% (Hair et al., 2010). These criteria determined the retention of factors as illustrated in Table 4.9.

Table 4.9: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.708	9.060	9.060	5.708	9.060	9.060
2	5.113	8.115	17.176	5.113	8.115	17.176
3	4.592	7.289	24.465	4.592	7.289	24.465
4	4.085	6.485	30.950	4.085	6.485	30.950
5	3.453	5.481	36.431	3.453	5.481	36.431
6	2.892	4.590	41.021	2.892	4.590	41.021
7	2.801	4.446	45.467	2.801	4.446	45.467
8	2.494	3.959	49.426	2.494	3.959	49.426
9	2.364	3.752	53.178	2.364	3.752	53.178
10	2.348	3.726	56.904	2.348	3.726	56.904
11	2.086	3.311	60.216	2.086	3.311	60.216
12	2.043	3.243	63.458			
13	1.746	2.771	66.230			
14	1.696	2.691	68.921			
15	1.528	2.425	71.346			
16	1.497	2.376	73.722			
17	1.468	2.330	76.053			
18	1.277	2.027	78.080			
19	1.188	1.886	79.965			
20	1.124	1.784	81.749			
21	1.047	1.662	83.412			
22	1.020	1.620	85.031			
23	.951	1.509	86.540			
24	.836	1.326	87.867			
25	.817	1.296	89.163			
26	.776	1.232	90.395			
27	.664	1.054	91.449			
28	.651	1.033	92.482			
29	.590	.937	93.419			
30	.526	.835	94.254			
31	.505	.802	95.056			
32	.409	.649	95.705			
33	.382	.607	96.312			
34	.346	.549	96.861			
35	.316	.501	97.362			
36	.293	.465	97.827			
Table 4.9 continues on page 41						

Table 4.9 continues...					
37	.253	.402	98.229		
38	.222	.352	98.581		
39	.200	.318	98.898		
40	.179	.284	99.182		
41	.164	.260	99.442		
42	.109	.173	99.615		
43	.083	.132	99.747		
44	.068	.107	99.855		
45	.052	.082	99.937		
46	.040	.063	100.000		
47	8.574E-016	1.361E-015	100.000		
48	6.727E-016	1.068E-015	100.000		
49	4.738E-016	7.521E-016	100.000		
50	4.012E-016	6.367E-016	100.000		
51	2.705E-016	4.294E-016	100.000		
52	2.032E-016	3.225E-016	100.000		
53	1.177E-016	1.868E-016	100.000		
54	-3.105E-018	-4.929E-018	100.000		
55	-7.903E-017	-1.254E-016	100.000		
56	-1.107E-016	-1.757E-016	100.000		
57	-1.577E-016	-2.504E-016	100.000		
58	-2.458E-016	-3.902E-016	100.000		
59	-3.883E-016	-6.163E-016	100.000		
60	-4.401E-016	-6.986E-016	100.000		
61	-5.185E-016	-8.230E-016	100.000		
Table 4.9 continues on page 42					

Table 4.9 continues...					
62	-7.016E-016	-1.114E-015	100.000			
63	-8.348E-016	-1.325E-015	100.000			

Source: Field Data (2014)

Table 4.9 shows that 11 factors with more than one Eigenvalues were ultimately retained and as a result the cumulative explained variance was realized at 60.2%. This was well above the preset benchmark of 60% (Hair et al., 2010) and hence the retained factors were reliable to explain the significant factors that influenced strategy implementation at public secondary schools in Hamisi Sub-county of Vihiga County.

Further to explained variance, the scree-plot was adopted to graphically demonstrate the justification for the 11 extracted factors. The realized scree-plot was as presented in Fig. 4.1, showing the cumulative variation explained by the 11 factors.

Fig. 4.1: Scree-plot showing Factor Retention Justification
Source: Field Data (2014)

The scree-plot elbows significantly from the 22nd factor. However, only the first eleven factors were considered for retention owing to a satisfactory score of explained variance. Cumulatively, retention of 11 factors resulted unto 60.2% extraction sum of squared loadings which were considerably above the anticipated benchmark of 60% as suggested by Hair et al. (2010).

The study proceeded to obtaining the specific components in the 11 latent factors using factor loadings equal to or more than 0.5. Table 4.10 shows the loadings of the observed variables on the retained factors. The higher the absolute value of the loading, the more the factor contributes to the variable. The bank spaces on the table represent loadings that were suppressed since they were less than 0.5 based on Hair et al. (2010) benchmark.

Table 4.10: Component Matrix[a]

Observed Factors	Component										
	1	2	3	4	5	6	7	8	9	10	11
Clear definition of school activities to implement the strategy									.572		
Determination of the timelines within which school activities have to be completed								.606			
Establishment of clear performance indicators for each strategy-related activity											
Assigning of responsibility for carrying out the strategy-relevant activities											.521
Resource mobilization and utilization											
Available school capabilities											
The existing reward structure by the TSC	.663										
Reporting relationships between students, teachers and BOM/PTA	.581										
Existing internal operating systems in the school											
The physical work environment (office space, tools of work) in the school											
The level of delegation of responsibilities											
Existing relationships between teachers and school management											
Departmental relationships in the school											
Clear definition of functional roles to implement the strategy											
Table 4.10 continues on page 45											

Table 4.10 continues...												
Level of teacher empowerment in the school		.599										
Existing policies in the school					.520							
Existing guidelines for daily activities												
Day-to-day directions given by management to teachers to implement strategy		.593										
The internal financial controls in the school												
Contingency plans put in place to manage change in the school											.510	
Specific indicators of strategy implementation outcomes				.579								
Day-to-day decisions made by school management and their consistency towards effective strategy implementation				.524								
The degree of supervision and coordination of activities in the school												
Working relationships among teachers and support staff in the school												
Internal motivational activities for teachers and students						.534						
Monitoring and controlling of activities by school senior management team in implementation of strategy												
Adequate budgetary allocation towards school programmes												
The school commonly held values, beliefs and traditions												
Individuals commitment towards school set objectives												

Table 4.10 continues…											
Ease of adoption to changes in the overall education system		.502									
Board of Management commitment towards goal realization set by the school				.542							
Management perception towards the school's relationship with the surrounding communities											
The degree of compatibility between the strategy and school values and beliefs				.563							
The level of teacher involvement in the accomplishment of planned school activities											
Institution's rate of adoption of new and relevant technologies											
Existing guidelines on how internal activities are conducted and administered											
The degree of independency and inter-dependency of various departments in the school.		.700									
Appointment to leadership position determined by qualification and merit											
School involvement in corporate social responsibility			.526								
Existence of internal communication policy/structure	.626										
The availability of credit to the school											
The prevailing inflation rates in Kenya's economy											
The prevailing interest rates (cost of borrowing) in Kenya's financial market											
Table 4.10 continues on page 47											

Table 4.10 continues...

	1	2	3	4	5	6	7	8	9	10
Education regulation in the county and at the national government				.555						
Existing pricing regime of learning resources										
Existing laws and legal provisions as regards to protection of teachers and learners										
Existing laws and legal provisions as regards to protection of the environment			.617							
Level of external stakeholders' involvement										
The degree of performance competition in the county and nationally					.539					
Communication between management and teachers										
Nature of relationship with the surrounding communities		.607								
Changing educational standards both locally and globally			.690							
Involvement of trade unions (KNUT/KUPPET) and civil society in educational matters										
Existing policies guiding teacher involvement in trade unions										
Availability of required human resource skills within the school										
The prevailing political climate within the vicinity.				.530						
Existence of alternative funding for school activities			.540							
Timely disbursement of Free Secondary Education funds	.672									
Integration of ICT in school programmes										
The level of security within the vicinity										

Table 4.10 continues…													
Existing guidelines in the school as regards to employees welfare and compensation													
The level of HIV/AIDS prevalence among school members and in surrounding communities.	.532												
Transfer of teachers													

Source: Field Data (2014)

Table 4.10 shows the component factors that were ultimately retained with their loadings implying that they constituted the core set of factors that influenced strategy implementation at the secondary schools in Hamisi Sub-County. The 1st latent factor constituted observed factors which included reward structure as implemented by TSC (0.663), reporting relationship between students, teachers and parents (0.581), existence of internal communication structure (0.626), timely disbursement of funding (0.672), and the level of HIV/Aids in the schools' neighbourhood (0.532). The 2nd latent factor was composed of level of teacher empowerment (0.599), day to day directions by school management (0.593), easy adoption of changes in the overall education system (0.502), interdependence within departments (0.700), and school relationship with the surround (0.690). the 3rd latent factor was composed of compatibility between strategy and school beliefs (0.563), school involvement in CSR (0.526), existing laws and legal provisions regarding protection of teachers and learners (0.617), changing education standards (0.690), and alternative funding for the schools (0.540).

The 4th latent factor was composed of specific indicators of strategy implementation outcomes (0.579), consistency in strategy implementation (0.524), management commitment (0.542), education regulation in the country (0.555), and prevailing political climate within vicinity (0.530). The fifth latent factor had only one component which is the existing school policies (0.520). Sixth, the component was performance competition (0.539). The 8th and 9th retained factors included determination of timelines in the school activities (0.606) and clear definition of school activities (0.572) respectively. The 10th factor was found to be existence of contingency plans put in place to management change in the school (0.510), and finally the 11th one was assigning of responsibility for carrying out the strategy activities (0.521).

From the extraction outcome, the study identified the significant factors influencing strategy implementation among public secondary schools in Hamisi sub-county in Vihiga County. Table 4.11 shows the summary of factors, components, and loadings.

Table 4.11: Summary of Rotated Component Matrix

Identity	Factor Description	Component Factors	Loadings
1	Stakeholder involvement	• TSC reward structure • Reporting relationships • Internal communication • Funding disbursement • HIV/Aids effect	0.663 0.581 0.626 0.672 0.532
2	Human resource empowerment	• Teacher empowerment • Management directions • Adoption of changes • Interdependency • Surrounding relations	0.559 0.593 0.502 0.700 0.690
3	Institutional culture and structure	• Strategic compatibility • CSR involvement • Legal protection of staff • Changing education standards • Alternative funding	0.563 0.526 0.617 0.690 0.540
4	Commitment by top management	• Implementation indicators • Implementation consistency • Management commitment • Education regulation • Political climate	0.579 0.524 0.542 0.555 0.530
5	Institutional policies	• Existing school policies	0.520
6	Internal competition	• Performance competition	0.539
7	Determination of activity timelines	• Activity timelines	0.606
8	Clear definition of strategic activities	• Definition of activities	0.572
9	Incorporation of contingency planning	• Contingency planning	0.510
10	Strategy implementation roles	• Assigning responsibilities	0.521

Source: Field Data (2014)

Table 4.11 shows a summary of rotated component matrix of latent factors extracted from the factor analysis together with factor components and respective loadings. The seventh factor did not have any component loadings due to previous factor eliminations based on their statistic significance. Collectively, therefore, strategy implementation at public secondary schools in Hamisi sub-county was influenced significantly by extent of stakeholder involvement in strategy implementation, human resource empowerment, institutional culture and structure, commitment by top management, institutional policies, internal competition, determination of activity timelines, clear definition of school strategic activities, incorporation of contingency planning, and how strategy implementation roles were shared among the teams.

4.5   Discussion

The study found that there were various internal (micro-environmental) and external (macro-environmental) factors that influenced strategy implementation in public secondary schools in Hamisi sub-county. Other than the contributory effects from the internal stake-holding, the outside partners and systems had a significant role in shaping the schools' strategy implementation framework. These findings conformed to the Open Systems Theory (OST) which views organization as a system that operates within and interacts with both external and internal environmental factors. Moreover, there was 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. This view was previously supported by Kurendi (2013) who argued that strategy implementation is not only an internal exercise but an involvement of all stakeholders.

The study findings are further complemented by various past studies. At the Higher Education Loans Board (HELB), Awino (2000) found lack of institutional policies contributed to dismal performance in loans recovery, while Mburu (2013) identified the factors influencing strategy implementation as stakeholder involvement, regulatory environment, availability and utilization of resources, strategy coordination, internal work systems, and alignment with external environment. Koske's (2003) focused on strategy implementation and its challenges at Telcom Kenya Limited and found out that organizational structure, corporate culture and top management commitment supported the implementation of strategies. In a similar study, Ochanda (2006) studied on challenges of strategy implementation at Kenya Industrial Estates and found out that organizational structure, leadership, organizational culture, reward structure and organizational policies are critical factors that have to be considered for effective implementation of strategies.

According to Kurendi (2013), internal factors influence strategy implementation to a larger extent than the influence originating from the external environment. Findings in this study were in agreement on the basis of factor loadings ascertained in the analysis. Deductively, therefore, efficient utilization of internal and available resources constitutes an invaluable input towards corporate compliance to strategic commitment. Based on the resource-based theory, public secondary schools would to a large extent realize their pre-determined strategic goals only when they maximized output from internally available resources such as teachers, free education funds, support staff members, and learners. For further effectiveness, higher realizations would be harnessed through incorporation of external synergies through efforts like compliance with legal provisions and regulatory requirements, responsiveness to socio-economic dynamism, and stakeholder recognition and engagement.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

The chapter presents the study's summary of findings, conclusion, recommendations, limitations, and suggestions for further studies. The summary is based on the detailed results obtained from analysis of various measurement indicators adopted in objective areas, while the conclusion presents the generalized view on the significant factors found to influence strategy implementation. Based on this, the study thereafter makes recommendations concerning the schools' approach to strategy implementation policy and management practice.

5.2   Summary

The study sought to establish factors that influenced strategy implementation among the 47 public secondary schools in Hamisi Sub-county of Vihiga County in Kenya. This was attained by way of factor reduction and determination of individual factor loadings in the latent factors. Prior to application of factor analysis, the study tested its appropriateness using both Kaiser-Meyer-Oklin (KMO) sampling adequacy measure and the Bartlett test of sphericity. The KMO value extracted was 0.881, exceeding the recommended value of 0.6. A statistically significant Barlett's test of sphericity ($p < 0.05$) indicated that sufficient correlation existed among the factors.

The predetermined set of 63 observed factors were analyzed in terms of their statistical significance and response concentration. The mean scores were employed to project observed-factor importance in strategy implementation, together with the standard deviations to measure dispersion and variability around the mean. Moreover, the study made use of one-

sample test to determine factor statistical significance at 95% confidence level and test value of 3.00. The findings presented two extreme cases in terms of factor significance but within minimal disparity measures. The highly rated observed-factors in influencing strategy implementation included establishment of clear performance indicators for each strategy-related activity, appointment to leadership positions on strengths of merit and qualification, internal financial controls, timely disbursement of free education funds, clear definition of functional roles in implementing strategy, determination of strategy implementation timelines, monitoring and controlling of school activities, degree of supervision and coordination of school activities, internal motivational activities for teachers and students, adequate budgetary allocation towards school programmes, level of stakeholder involvement, management commitment towards strategy goal-realization, and existing relationship between teachers and management.

The study applied the Guttman-Kaiser approach of factor retention which sets individual inclusion minimum at 1 Eigenvalue and a cumulative extraction sum of squared loadings of 60%. Based on these, 11 factors with more than one Eigenvalues were ultimately to be retained and as a result the cumulative explained variance was realized at 60.2%. This was supplemented by the scree-plot which elbowed significantly from the eleventh factor. However, factor loadings were made on 10 factors which were significantly considered on the strength of their cumulative extraction sum of loadings.

The component factors that were ultimately retained had higher loadings to imply that they constituted the core set of factors that influenced strategy implementation at the secondary schools in Hamisi Sub-County. The 1st latent factor constituted observed factors which included reward structure as implemented by TSC (0.663), reporting relationship between

students, teachers and parents (0.581), existence of internal communication structure (0.626), timely disbursement of funding (0.672), and the level of HIV/Aids in the schools' neighbourhood (0.532). The 2nd latent factor was composed of level of teacher empowerment (0.599), day to day directions by school management (0.593), easy adoption of changes in the overall education system (0.502), interdependence within departments (0.700), and school relationship with the surround (0.690). the 3rd latent factor was composed of compatibility between strategy and school beliefs (0.563), school involvement in CSR (0.526), existing laws and legal provisions regarding protection of teachers and learners (0.617), changing education standards (0.690), and alternative funding for the schools (0.540).

The 4th latent factor was composed of specific indicators of strategy implementation outcomes (0.579), consistency in strategy implementation (0.524), management commitment (0.542), education regulation in the country (0.555), and prevailing political climate within vicinity (0.530). The fifth latent factor had only one component which is the existing school policies (0.520). Sixth, the component was performance competition (0.539). The 8th and 9th retained factors included determination of timelines in the school activities (0.606) and clear definition of school activities (0.572) respectively. The 10th factor was found to be existence of contingency plans put in place to management change in the school (0.510), and finally the 11th one was assigning of responsibility for carrying out the strategy activities (0.521).

5.3   Conclusion

Based on research findings, the study makes the conclusion that strategy implementation among public secondary schools in Hamisi sub-county were significantly influenced by a mix of both internal and external factors. This gives an explicit indication that for the institutions to succeed in meeting strategic goals, inside and outside resource need to be

synergized through a structured stakeholder involvement, human resource empowerment, institutional culture and structure, commitment by top management, institutional policies, determination of activity timelines, clear definition of school strategic activities, incorporation of contingency planning, and sharing of strategy implementation roles among the teams. These were found to be the predominant factors affecting strategy implementation among public secondary schools in Hamisi Sub-County of Vihiga County.

The stakeholder involvement factor is so described pegged on the components factors which were retained in the analysis. These component factors included the rewarding approaches adopted to induce the teachers, internal relationships among the learning parties (students, teachers and parents), internal communication policy, disbursement of funding from the Government and other donor stakeholders, and the health statuses of the parents and institutions in the neighbourhood.

Empowerment of human resources was conceived from the component factors which included teacher empowerment concerns, quality of directions disseminated from management, easy adoption to strategic changes, and degree of independence among school sections and departments. The cultural orientation factor was constituted by factors such as compatibility between strategy and schools values/beliefs, and the schools' involvement in corporate social activities. The final composite factor, commitment of top level managers in strategy implementation, was found to contain observed factors such as setting of performance indicators by the managers, day-to-day decision making by management, and BoM's commitment towards group goal realization.

5.4   Recommendations for Policy and Practice

From the aforementioned study conclusions, the following policy recommendations are derived: First, the study recommends that schools identify and popularize their strategic priorities by predominantly engaging all of their primary stakeholders in establishing a collective framework towards goal attainment. Through this engagement, the institutions would most likely win the support of not only the primary stakeholders by other also in buttressing the strategies under implementation.

Second, the study recommends emphasis on management commitment by the other stakeholders to ensure that deviations from preset target are minimal. While policy issues are strategically delegated and handled by BoMs, the entire strategy implementation assignments should be well spread so that every individual and affiliate group is recognized and represented in the overall performance of school duties.

Third, managements in the different schools are advised to drive the strategy implementation exercise on solid formulation foundation and contingency planning. The solidity of strategy foundation is determined by factors such as stakeholder engagement, resource mobilization, benchmarking, and milestone monitoring and evaluation, among others. All these need to be incorporated right from the onset to insulate the strategy implementation phase from avoidable barriers from both within and outside the schools.

5.5   Limitations of the Study

Conceptually, the study was delimited to a predetermined set of 63 factors on whose basis feedbacks were ascertained. There was, thus, a possibility that other essential factors would have been left out of the analysis. Notably, such possible exclusion would considerably

change the ultimate conclusion of the study. Based on this, applicability of findings would be limited and their generalizations a subject to further testing and comparisons.

Other than the conceptual limitation, the study only obtained information from 47 public schools in Hamisi sub-county which may not be adequate in obtaining deductions generalizable to a wider contextual scope. This is based on the fact that Hamisi sub-county schools may have fundamental and unique features distinct from other sub-counties in the country.

Finally, the extracted factors on whose basis recommendations were based were subjectively derived. While the analysis system could automatically generate 22 factors at 85% explained variance, the researcher subjectively opted to retain 11 factors at an explained variance of 60.2%. In effect, this allowed an error of 40%. In addition, the study data were obtained from school principals, deputies and senior teachers who may have offered filtered information to avoid reflecting the institutions' managements in bad light.

5.6   Suggestions for Further Studies

Owing to the possibility of other significant but excluded factors, the study suggests a detailed investigation to disseminate how they would also influence strategy implementation course among the studied schools. Together with these findings, there is a scholarly possibility towards obtaining a more comprehensive understanding of the universal factors influencing strategy implementation not only in the public school system but also in other work institutions.

Further, the study suggests that similar studies are conducted in dissimilar contexts to generate generalizations which would be compared with the state of Hamisi Sub-County

while forming a tower for furthering scholarly discourse and debate on strategy implementation in secondary schools. This is due to inherent geo-political differences that come with fundamental dissimilarities in operational and environmental orientations.

Finally, it is suggested that future researcher put additional interests in quantifying the impact of each of the retained factors on strategy implementation not only within the secondary schools but in other corporate contexts. Alongside this, there is need to focus on strategy implementation factors from the implementer perspective as opposed to managerial/supervisory perspective.

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APPENDICES

Appendix I: Questionnaire

Question. No: ………………   Date:…………………

Part I: Demographic Information

1. Kindly indicate your gender?   [ ] Male   [ ] Female

2. What role do you perform at the school?

   [ ] Principal

   [ ] Deputy Principal

   [ ] Senior teacher

   [ ] Any other:……………………………………………………………………

3. For how long (years) have you served the institution? …………………………………

4. How many teachers currently work in the school?...

5. What is the current student population? ……………………………………………..

Part II: Factors Influencing Strategy Implementation

6. To what extent does each of the following factors affect your school's strategy implementation?

Key:

1- To a very small extent;   **2**- To small extent;   **3**- Neither small nor large extent; **4**-Large extent

5- Very large extent

No.	Factor	1	2	3	4	5
	INTERNAL FACTORS					
1	Clear definition of school activities to implement the strategy					
2	Determination of the timelines within which school activities have to be completed					
3	Establishment of clear performance indicators for each strategy-related activity					
4	Assigning of responsibility for carrying out the strategy-					

	relevant activities					
5	Resource mobilization and utilization					
6	Available school capabilities					
7	The existing reward structure by the TSC					
8	Reporting relationships between students, teachers and BOM/PTA					
9	Existing internal operating systems in the school					
10	The physical work environment (office space, tools of work) in the school					
11	The level of delegation of responsibilities					
12	Existing relationships between teachers and school management					
13	Departmental relationships in the school					
14	Clear definition of functional roles to implement the strategy					
15	Level of teacher empowerment in the school					
16	Existing policies in the school					
17	Existing guidelines for daily activities					
18	Day-to-day directions given by management to teachers to implement strategy					
19	The internal financial controls in the school					
20	Contingency plans put in place to manage change in the school					
21	Specific indicators of strategy implementation outcomes					
22	Day-to-day decisions made by school management and their consistency towards effective strategy implementation					
23	The degree of supervision and coordination of activities in the school					
24	Working relationships among teachers and support staff in the school					
25	Internal motivational activities for teachers and students					
26	Monitoring and controlling of activities by school senior management team in implementation of strategy					
27	Adequate budgetary allocation towards school programmes					
28	The school commonly held values, beliefs and traditions					
29	Individuals commitment towards school set objectives					
30	Ease of adoption to changes in the overall education system					

31	Board of Management commitment towards goal realization set by the school					
32	Management perception towards the school's relationship with the surrounding communities					
33	The degree of compatibility between the strategy and school values and beliefs					
34	The level of teacher involvement in the accomplishment of planned school activities					
35	Institution's rate of adoption of new and relevant technologies					
36	Existing guidelines on how internal activities are conducted and administered					
37	The degree of independency and inter-dependency of various departments in the school.					
38	Appointment to leadership position determined by qualification and merit					
39	School involvement in corporate social responsibility					
40	Existence of internal communication policy/structure					
41	The availability of credit to the school					
42	The prevailing inflation rates in Kenya's economy					
43	The prevailing interest rates (cost of borrowing) in Kenya's financial market					
44	Education regulation in the county and at the national government					
45	Existing pricing regime of learning resources					
46	Existing laws and legal provisions as regards to protection of teachers and learners					
47	Existing laws and legal provisions as regards to protection of the environment					
48	The level of external stakeholders' involvement in strategic decisions within the school					
49	The degree of performance competition in the county and nationally					
50	Existing communication mechanisms between school management and teachers					
51	The nature of school's relationship with the surrounding communities					
52	The changing educational standards both locally and globally					
53	Involvement of trade unions (KNUT/KUPPET) and civil					

	society in educational matters					
54	Existing policies guiding teacher involvement in trade unions					
55	Availability of required human resource skills within the school					
56	The prevailing political climate within the vicinity.					
57	Existence of alternative funding for school activities					
58	Timely disbursement of Free Secondary Education funds					
59	Integration of ICT in school programmes					
60	The level of security within the vicinity					
61	Existing guidelines in the school as regards to employees welfare and compensation					
62	The level of HIV/AIDS prevalence among school members and in surrounding communities.					
63	Transfer of teachers					

Appendix II: Letter of Introduction

FRIENDS SECONDARY SCHOOL MUHUDU

P.O.BOX 246-50309

TIRIKI

0722235015

jkaane@yahoo.com

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: REQUEST FOR RESEARCH DATA

I am a post graduate student at the University of Nairobi in the School of business undertaking a Masters Degree in Business Administration (Strategic Management). As one of the requirement for award of the degree; I am supposed to carry out a research to produce a project. I am carrying out a study on factors affecting strategy implementation in public secondary schools in Hamisi Sub County.

Since this study is a cross-sectional survey, I am intending to collect data through structured questionnaires, which I will then record your responses after they have been filled. I therefore kindly request you to participate in the study by way of completing this questionnaire as accurate as possible. The respondent of the study will be drawn from top management (Principal, Deputy Principal and senior teacher). You are assured that all information provided will be used for the purpose of this study and that none of your responses will be shared with any other unauthorized party.

I look forward for your positive response.

Yours faithfully,

Jisuveyi Silvester

Appendix III: University Letter of Introduction

UNIVERSITY OF NAIROBI

SCHOOL OF BUSINESS

KISUMU CAMPUS

Telegrams: "Varsity" Nairobi
Fax: 4181650
Kisumu, Kenya
Telex: 22095Varsity
Mobile: 0720348080
Email: ajaleha@uonbi.ac.ke

P.O Box 19134-40123
Kisumu, Kenya

Date: 13th August, 2014.

TO WHOM IT MAY CONCERN

The bearer of this letter Mr.Jisuveyi Silvester.

REGISTRATION NO: D61/74107/2012

The above named student is in the Master of Business Administration degree program. As part of requirements for the course, he is expected to carry out a study on **"Factors affecting strategy implementation in public Secondary Schools in Hamisi Sub County, Kenya."**

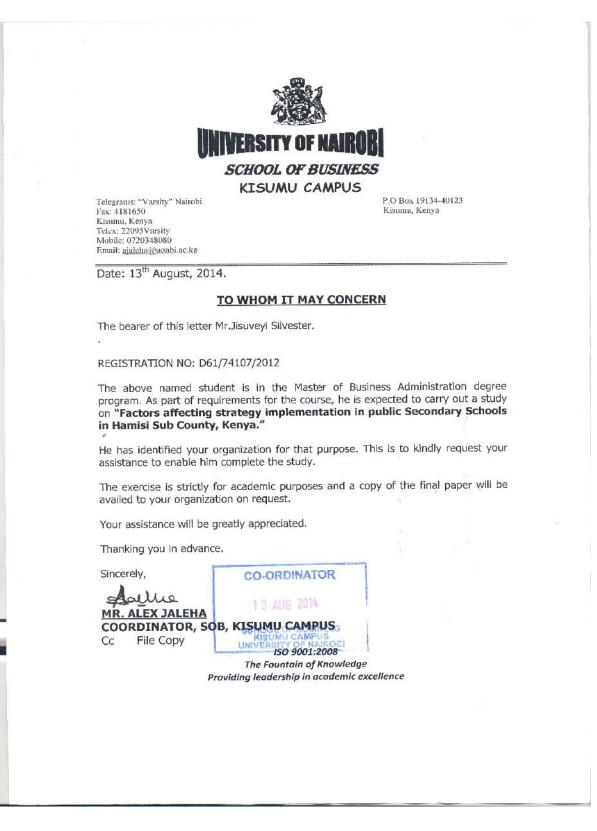He has identified your organization for that purpose. This is to kindly request your assistance to enable him complete the study.

The exercise is strictly for academic purposes and a copy of the final paper will be availed to your organization on request.

Your assistance will be greatly appreciated.

Thanking you in advance.

Sincerely,

MR. ALEX JALEHA
COORDINATOR, SOB, KISUMU CAMPUS
Cc   File Copy

CO-ORDINATOR

1 3 AUG 2014

KISUMU CAMPUS
UNIVERSITY OF NAIROBI
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Appendix IV: List of Selected Public Secondary Schools

1) BUMIRA

2) BUMUYANGE

3) CHEBUNAYWA

4) DR.MAURICE DANGANA

5) GAMALENGA

6) GAMOI

7) GAMULUGUYWA

8) GAVUDUNYI

9) GEORGE KHANIRI JEPKOYAI

10) GEORGE KHANIRI KAPTIS

11) GIMARIANI

12) GIMENGWA

13) GISAMBAI

14) GIVOLE

15) GOIBEI GIRLS

16) IMUSUTSU

17) ISHIRU

18) IVOLA

19) KAIMOSI BOYS

20) KAIMOSI DEMONSTRATION

21) KAIMOSI GIRLS

22) KAPCHEMUNG

23) KAPSOTIK

24) KINU

25) KISASI

26) KITAGWA

27) LWOMBEI

28) MAKUCHI

29) MUHAYA

30) MUHUDU

31) MUNGAVO

32) MUNZATSI

33) MUSEYWA

34) MUSIRI

35) NYANG'ORI BOYS

36) SENENDE BOYS

37) SHAMAKHOKHO

38) SIMBI

39) ST.ANNES BUYANGU

40) ST.FRANCIS OF ASSISI KAPTIK

41) ST.JOHNS CHEPTECH

42) ST.PAUL'S ERUSUI MIXED

43) ST.PAULS' ERUSUI GIRLS

44) ST.STEPHEN KIPSAGA

45) ST.VERONICA KIMARAN

46) STANLEY GODIA GIVOGI

47) TIGOI GIRLS

Source: Hamisi Sub County Education Office (2014)