THE EFFECTS OF STRATEGIC MANAGEMENT PRACTICES ON PERFORMANCE IN SECONDARY SCHOOLS IN KENYA
A CASE STUDY OF SECONDARY SCHOOLS IN NAIROBI.

BY:
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A RESEARCH PROJECT SUBMITTED IN FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION, (STRATEGIC MANAGEMENT), OF KENYATTA UNIVERSITY
DECLARATION

This research project is my original work and has not been presented for any degree in any other institution.

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

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DEDICATION

I dedicate this work to my loving children Denis, Hans, Harold, Murray, Faith, Hope, Grace, Benjamin and Victuer.
ACKNOWLEDGEMENT

Words to express how thankful I am to God may fail me. His grace and favor throughout my period of study and research has been more than sufficient.

I am most grateful to my supervisor, Dr. Ambrose Jagongo, for being available, resourceful, critical, and persistent to ensure quality work, while maintaining a sense of humor that encouraged me even through the most difficult times of this research process.

To my husband Prof. R. Odhiambo, I say “Thank you”.

My sincere gratitude goes to Mrs. Pamela Owiti and Mr. Wambua K. for their invaluable support in accessing the relevant officers in the Ministry of Education, and all the information I required for this research. Special thanks to colleague teachers, and all those good friends who supported me in one way or another. May God reward you in the most unique way.
ABSTRACT

The government of Kenya has taken several steps to improve secondary education. Yet, it is regrettable that secondary education has been characterized by poor performance, in national exams, especially in core subjects like mathematics and sciences. Low morale among teachers and even lack of matching facilities and resources for learning, continue to characterize secondary schools and education in general, as documented in the Kenya Education Sector Support Programme 2005-2010. However, there seems to be no studies conducted to establish whether secondary school managers apply strategic management practices to improve performance.

This study therefore aimed at analyzing the effects of strategic management practices on performance in public and private secondary schools in Nairobi province. The study purposed to look at areas in which strategic management can be effectively applied and how those areas can impact on performance in secondary schools. The general study objective was to establish the effects of strategic management practices on performance in secondary schools in Nairobi. The specific objectives were; to investigate whether the school managers are aware of strategic management practices; to establish if strategic management practices are applied in secondary schools in Nairobi; to assess the impact of strategic management practices in secondary schools in Nairobi. The results of this study will be useful to the Ministry of Education, school managers and researchers.

This was a descriptive study that targeted 10 secondary schools (both public and private) in Nairobi. The target population for the study was a total of 95 secondary schools i.e. 48 public and 47 private secondary schools. The sample size included school managers, DQASO, and teachers. A combination of simple and stratified random sampling, purposive and cluster sampling was used with the aim of reaching at least 20% of the target population. The sample size targeted was a total of 98 respondents.

Data was collected using questionnaires that were sent to the respondents on a drop and collect later basis and through interview schedules. The responses were analyzed using Statistical Package for Social Sciences (SPSS). The results have been presented using frequency distribution tables, bar graphs, pie charts and line graphs.

The results of the study indicate that a greater number of the target respondents were not sure about what strategic management entails. The study revealed that a lot of training on strategic management is necessary if its practices are to bring any impact on performance.

The researcher recommends proper allocation of resources for various activities and programmes; empowerment of leadership that is trained on strategic management; clearly defined performance indicators and critical success factors.

Further studies should focus on the hindrances to the effective application of strategic management practices in secondary schools in Kenya, the role of the government in ensuring the practice of strategic Management as a key driver in enhancing quality performance in secondary schools, and the contribution of the level of education and professional qualification of secondary school managers, especially the principals and their deputies to performance in secondary schools.
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ABBREVIATIONS

MOEST  Ministry of Education, Science and Technology
BOG    Board of Governors
TIQET  Total Integrated Quality Education and Training
IT     Information Technology.
KAEAM  Kenya Association of Educational Administration and Management.
MOE    Ministry of Education.
KESI   Kenya Education Staff Institute.
MOHEST Ministry of Higher Education Science and Technology
DQASO  District Quality Assurance & Standards Officers
TSC    Teachers Service Commission
HoDs   Heads of Departments
ISO    International Standards Organization
USA    United States of America
SPSS   Statistical Packages for Social Sciences
KCSE   Kenya Certificate of Secondary Education
KNEC   Kenya National Examination Council
KSSP   Kenya Education Sector Support Programme
BOGs   Board of Governors
EFA    Education for All
OPERATIONAL DEFINITION OF TERMS

Strategy
Is a process that matches resources and activities of an organization to the environment in which it operates.

Strategic Management
Is the art and science of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its objectives.

Strategic Management Practices
This is the process of strategy formulation, implementation, evaluation and control on the basis of micro and macro environment factors.

Organizational Performance
The ability of an organization to measure its achievement by using its financial ratios as a result of strategic management practices.

Quality Assurance and Standards Officers
These are Ministry of Education personnel who are in charge of checking that teaching and learning and general administration in schools is done according to laid down procedures and educational objectives are met.

School Managers/Management
Those who are responsible for the running of activities and programmes in secondary schools – Principals, Deputy Principals, Heads of Departments and Student Leadership.
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CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND OF THE STUDY

1.1.2. Introduction

This section highlights on strategic management practices in general. It further discusses the problems that surround formal learning systems on a management perspective more so the secondary education. The section also defines the problem, significance of the study, outlines objectives and research questions that the study focused on. The section finally ends with a brief note on the scope of the study.

1.1.3. General Overview

Strategic Management is that set of managerial decisions and actions that determine the long-run performance of a corporation. It includes environment scanning (both external and internal), strategic formulation (strategic or long-range planning), strategy implementation and evaluation and control (Wheelen and Hunger 2006). Although literature suggests that strategies are developed at three different levels, theoretical and empirical studies of the relationship between strategy and organizational performance have mainly emphasized on business strategy (Lee, 1987). The strategic Management process basically consists of three major components namely; Formulation, Implementation and Control (Pearce and Robinson 2007). There must be strategic planning in order to achieve goals and objectives of the organization (Langston and Kristensen 2003).
Many organizations spend much of their time and energy developing their strategic plans, but have little to show for their efforts at the end of the day (Mankins and Steel 2005). A lot of these strategic plans are entombed in impressively produced documents that are promptly filed away and at best continue to gather dust in archives, only to be remembered when need for public relations display arises (Camillus 1999).

Mankins and Steel suggest that formulation of a strategy will not necessarily lead to improved performance. A study on 113 U.K companies concluded that there was no relationship between formal company planning and company performance (Falshaw et al 2004). Another study concluded in 197 companies worldwide with sales exceeding $500 million per annum, suggests that companies only realize about 60% of their potential value because of defects and breakdown between planning and execution (Mankins and Steel 2005). This indicates that the challenge for most organizations is in the area of implementing and controlling.

1.1.4. Education in Kenya

According to the Government of Kenya, state corporations must have strategic plans as part of the Government of Kenya Performance Contracting Scheme aimed at improving efficiency in these state corporations (Guidelines for Drafting Performance Contracts 2005). The Ministry of Education, Science and Technology (MOEST), in this case treated as a state corporation running the business of overseeing education services in Kenya is no exception. MOEST has its own plans well prepared and presented. The vision and mission of the Ministry of Education, Science and Technology are precise enough to facilitate the improvement of performance at all levels. The core values and strategic objectives are well articulated, namely: accessibility, quality, affordability and relevance.
These concepts run through the MOEST to all institutions of learning, and in this particular case, secondary schools. However, many secondary schools in Kenya continue to have poor to average performance, as per the annual reports on KCSE results released by KNEC. (Sessional Paper No.1 2005). Since 2003, the government through the ministry of education has been keen to have performance contracts in order to deliver its goals and objectives. This has necessitated the need of strategic management practices in secondary schools: strategic planning; strategy formulation; strategy implementation and strategy evaluation and control (KESSP 2005-2010).

Heads of institutions are central to the successful management of educational institutions and the implementation of the total curriculum. Most school heads are appointed and yet they lack training on institutional management. Such lack of training, adversely affects effective management of educational institutions and the maintenance of quality and high standards of education and training. In an attempt to improve secondary education, the paramount need is to identify and train the right people to head schools. The head teachers must be persons with appropriate academic and professional qualifications, experience, ability, competence, integrity and initiative. They must also have undergone courses on institutional and financial management. (Koech 1999).

While there is not much research done on particularly the MOEST to unearth what could be the reasons for this dismal performance at secondary school level, research carried out on other state corporations cite government policies and political interference as some of the reasons for poor performance. Obare (2006) and Wamalwa (2003) in their separate research on state corporations have identified government policies and political interference as hindrances to performance in these corporations. The government of Kenya since independence in 1963 has made strenuous and continuing efforts to provide the necessary planning for education at all levels.
According to the Ominde Report (1964), close attention was given to the improvement of the educational efficiency in Kenyan schools, believing that this was vital for the welfare and development of Kenya (Ominde 1964). The Kenyan schooling system consists of three major levels: primary, secondary and tertiary education (Ominde 1964). The secondary School, which is the intermediary level, between primary and tertiary levels, is meant for primary school leavers of ages ranging from 14-19 years. These schools are, to properly prepare the youth to play a meaningful role in an expanding economy. Thus the concept of secondary education (which gave rise to the name secondary schools), was to be broadened to include practical training and to provide outlets into the production side of industry and agriculture. It is these schools that are to be used as training grounds of the power of judgment, logical thinking and clear expression of ideas. In brief, the youth are prepared here for the responsibilities of adulthood (Kamunge 1988).

Secondary schools in Kenya have been categorized into two: The government sponsored schools were those schools that are financed and directly run by the government, through the MOEST’s agents. On the other hand unaided schools were those that were opened /started by individuals /or group runs on business basis. Over the years the term “government sponsored” and “unaided” schools have undergone some transformation to become what are known as “public” and “private “ schools respectively (Kamunge 1988).

The management of most of the schools at independence was directly under the Ministry of Education. Later on, it was relegated to local authorities to manage primary schools, while Boards of Governors (BOGs) were entrusted to manage the secondary schools, under the strict and direct government supervision (Ominde 1964).
The private school owners were to manage their respective schools, but the government was to ensure that they were run efficiently and quality education provided in accordance with strict rules and guidelines handed down by the government including guidelines on how much fees was to be collected by those private school owners (Kamunge 1988). Gachathi (1976) assessed the relationship between needs, existing faculties and the cost of education. The self demanding life style and rapidly changing technology made it necessary that rapid development not only be continued but also intensified at the middle and upper levels of the education spectrum. Kamunge (1988) made proposals on cost sharing, as a strategy for financing education and training in Kenya. Recommendations made include: ways and means of sustaining the momentum of educational growth without sacrificing quality and relevance; efficient use of the existing human, physical and fiscal resource; production and distribution of all the basic learning and teaching resources; and proper administration, management and supervision in all educational and training institutions.

Further suggested were ways of making use of the existing facilities and personnel in education. A call was made for teacher education programmes to be expanded to produce more professionally qualified university graduate teachers for secondary schools. Secondary education in Kenya is the second level in the formal education system, and caters for the age of 14-18 years within the school system. This sub sector consists of over 4000 public and 600 private secondary school with a total of over 850,000. However the massive increase in enrolments in primary schools, following the introduction of FPE in 2003, is already putting pressure on the secondary school system to expand access. The immediate challenge of secondary education is therefore, how to expand access (MoEST 2005).
The momentum for urgent and rapid expansion of secondary education will become more crucial as FPE increasingly expands to cover all the school age children (Kenya Education Sector Support Programme 2005 – 2010, MOEST July, 2005). One of the factors constraining secondary school enrolment is that the growth in the number of secondary schools has not matched that of primary schools. In 2003, there were 3,661 public and 400 registered private secondary schools, compared to 18,081 public primary schools. This imbalance is expected to worsen following implementation and the strengthening of FPE. The demand is already acute in urban areas, especially urban slums, where over 60% of the total urban population is concentrated. The secondary school enrolment is facing a number of challenges due to the following: high cost of secondary education, which has led to 30% drop out rate; extra levies for private tuition; unfriendly school environment especially for children from poor households; low expansion of public secondary schools in urban areas. Secondary education has been characterized by poor performance, in national examinations especially in core subjects such as mathematics and Sciences. The pupil-textbook ratios have been high mostly in the rural areas and urban slums. The teacher factor is also important in explaining the poor performance. In the past teacher promotion has not been based on performance, but on qualifications, which has contributed to internal inefficiencies (MOEST July, 2005).

The government has put the following initiatives, among others, in place to improve access to, and quality of, secondary education: The curriculum is being rationalized and revised with a view to reducing both the load on students and teachers and the consequent costs to government and parents; The MOEST, through KESI, is strengthening the capacities of educational managers at this level; Review of staffing norms in order to ensure efficient utilization and equitable distribution of teachers.
Despite initiatives, the secondary sub-sector continues to face challenges; and of serious significance is the fact that quality of secondary education has remained low. Other challenges include but not limited to: unsatisfactory level of transition from primary to secondary and from secondary to tertiary (more so to universities), as well as gender and regional disparities. Policy documents, including the Sessional Paper No.1 of 2005, indicate a target transition rate of 70% from primary to secondary schools by 2008, and a doubling enrolment by 2010 and tripling by 2015 (MOEST July, 2005). Such an ambitious target can only be met by embracing and hence practice of very strong strategic planning and management systems: Policy reforms, objective oriented goals, and operational plans are needed. This has to be so if secondary education quality, improved performance (especially in the core subjects), and sustainable management of the massive enrolment in primary school are to be realized.

Strong strategic planning and management policies will; 1) enhance use of accurate, timely and reliable indicators on enrolment, attendance, relevance and quality of learning and resource distribution in all key activities and programmes that support learning; 2) enable the development of effective and efficient systems and infrastructure that supports a harmonized and timely collection, processing, analysis, use and dissemination of relevant and necessary information for proficient education planning and management. These will call for engaging in development and review of core instruments that form part of the pillars for quality learning like performance management and appraisal, setting realistic goals that meet the objective for learning, sound strategy implementation systems (MOEST July, 2005). Proper management and planning in secondary school sub-sector is likely to enhance the realization of the government’s goal to achieve quality Education for All (EFA) and delivery of policies set out in the Sessional Paper No.1 of 2005, on policy Framework for Education, Training and Research.
Secondary school management will need to put in place measures that will effectively utilize available resources which are critical to the attainment of education sector goals and priorities. Government on its side is ensuring that there is efficient management and utilization of teachers who form a critical resource in teaching and learning, and thus are most important input into the education system and quality learning outcome (MOEST July, 2005).

In his report dubbed the TIQET, Koech (1999) came up with detailed recommendations explaining on management of secondary schools, including issues such as the calibre of persons to be charged with the management and administration of education including head teachers (Koech 1999). The Sessional Paper Number 6 of 1988 recommends that members of board of governors and school committees, for examples, be appointed from among persons who are committed, competent, and experienced, as this would enhance the management and development of educational institutions. Of importance would be to establish if there is any evidence of the implementation of the recommendation that school committees and Board of Governors be appointed from among persons who are committed, competent and experienced.

1.1.5 Overview of Nairobi province

One of the factors constraining secondary school enrolment in all the provinces in Kenya, Nairobi included is that the growth in the number or secondary schools has not matched that of primary schools. For example, in 2003, there were 3,661 public secondary schools and about 400 registered secondary schools compared to 18,081 public primary schools. The demand is already acute in urban areas, especially urban slums like Kibera, Mathare and Mkuru Kwa Njenga in Nairobi, where over 60% of the total population is concentrated (MoEST 2005).
The Teachers Service Commission, the government agent that employs teachers has issued a directive that schools must have a minimum of 40 and maximum of 45 students per class. TSC has frozen the recruitment of additional teachers, only employing staff to replace those leaving the TSC. Teachers have to deal with overly-large classes in high schools owing to the increased transition rate from primary to secondary after the introduction of the free primary education in 2003. In Nairobi, the teacher-student ratio is 1: 47. Nairobi has a teacher population of 1003 (MoE 2007). The student-text book ratio indicates that text books as a central learning and teaching resource is yet another challenge the secondary schools in Kenya are faced with, as this raises the cost of secondary education both to the government and parents. Nairobi schools are no exception. Drop out is equally another problem especially among the boys (MoE 2007).

In 2003, Nairobi had a high dropout rate of 6.3% among the boys as compared to girls who had 4.4 % (MoE, 2007). One of the initiatives of the MOEST to improve access to, and quality of secondary education, is strengthening the capacities of educational managers through KESI. Secondary school managers in Nairobi face an up-hill task in their duty, owing to the problems of urbanization and its influences on the school community and environment. Thus, their preparedness to meet the challenges of managing these schools is of great concern (MoEST 2005). The following tables indicate some of the trends in education in Nairobi province that have been discussed above.
Table 1: Secondary School Statistics in Nairobi 2003-2007

<table>
<thead>
<tr>
<th>Parameter</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public/private</td>
<td>Public/Private</td>
<td>Public/private</td>
<td>Public/private</td>
<td>Public/private</td>
</tr>
<tr>
<td>No. of Sec. School</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>95</td>
<td>338</td>
</tr>
<tr>
<td>School Enrolment</td>
<td>20212</td>
<td>33483</td>
<td>28535</td>
<td>29694</td>
<td>49728</td>
</tr>
<tr>
<td>KCSE Candidature</td>
<td>9021</td>
<td>9552</td>
<td>11032</td>
<td>11331</td>
<td>12331</td>
</tr>
<tr>
<td>Gross Enrolment Rate (%)</td>
<td>12.55</td>
<td>21.9</td>
<td>20.5</td>
<td>21.35</td>
<td>35.6</td>
</tr>
<tr>
<td>Teachers</td>
<td>1057</td>
<td>1188</td>
<td>1161</td>
<td>1273</td>
<td>1003</td>
</tr>
</tbody>
</table>


Table 2: Students Distribution by Gender 1999-2003

<table>
<thead>
<tr>
<th>Parameter</th>
<th>1999</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Repetition Rate (%)</td>
<td>1.9</td>
<td>8.9</td>
</tr>
<tr>
<td>Drop Out Rate (%)</td>
<td>6.9</td>
<td>7.4</td>
</tr>
</tbody>
</table>

1.2 The Statement of the problem

Firms use strategy to outline the fundamental steps that they plan to follow in order to accomplish their objectives. Strategic management process is concerned with establishing objectives and goals for the organization and maintaining a set of relationships between the organization and the environment. This enables the company to pursue objectives that are consistent with organizational capabilities, and continue to be responsive to environmental demands (Ansoff, 1990). The vision and mission of the Ministry of Education, Science and Technology are precise enough to facilitate the improvement of performance at all levels. Some of the strategic management practices introduced by the ministry of education include: 1) conducting subject-based content mastery improvement and pedagogical skills upgrading training; 2) Monitoring school level curriculum delivery to determine existing discrepancies in instruction methodology and areas that need attention; 3) Undertaking continuing research to determine the quality of education being offered; 4) Undertaking a study on the existing systems of monitoring learner achievement with a view to harmonizing them as a pre-requisite to establishing and operationalizing a national assessment system; 5) Developing school capacities to manage their own improvement plans through teacher support initiatives; 6) Developing school management capacities of school heads; 7) Developing the capacity of Directorate of Quality Assurance and Standards to enable them to ensure quality at all levels.

Secondary education sub-sector in Kenya continues to face challenges; and of serious significance is the fact that quality of secondary education has remained low (MoEST 2005). The government of Kenya has taken several steps to improve secondary education. Yet, it is regrettable that secondary education has been characterized by poor performance, in national
exams, especially in core subjects like mathematics and sciences. Low morale among teachers and even lack of matching facilities and resources for learning, continue to characterize secondary schools and education in general, as documented in the Kenya Education Sector Support Programme 2005-2010 (MoEST 2005). However, there seems to be no studies conducted to establish whether secondary school managers apply strategic management practices. This study therefore sought to investigate whether secondary school managers were aware of strategic management practices and if there were any strategic management practices in place in secondary schools in Nairobi. The study further sought to find if those strategic management practices had any impact on performance.

1.3 Objective of the Study

The general objective of the study was to find out the effects of strategic management practices on performance in secondary schools in Nairobi Province.

1.4. Specific Objectives of the Study

The research aimed at addressing the following specific objectives.

1.4.1 To investigate whether the school managers are aware of strategic management practices.

1.4.2 To establish if strategic management practices are applied in secondary schools in Nairobi.

1.4.3 To assess the impact of strategic management practices in secondary schools in Nairobi.
1.5 Research Questions

The research sought to broadly answer the following questions:

1.5.1 Are the school managers, aware of strategic management practices?

1.5.2 Are there any strategic management practices in secondary schools in Nairobi?

1.5.3 What is the impact of strategic management practices in secondary schools in Nairobi?

1.6 Significance of the Study

The study aimed at identifying the effect of strategic management practices in secondary schools in Nairobi province. The findings of this study will be useful to: the Ministry of Education Science and Technology to help in choosing viable strategies related to education, and for secondary school managers to adopt and design programmes and activities that will enhance quality learning. The findings will also benefit academicians who would wish to pursue further research in the same area. It will show the students the implications of strategic management on their education. These results study will awaken the general public on the need for their involvement in strategic management of secondary education.

1.7 Scope of the Study

The research was specific on strategic aspect of management. Since strategic management is wide, the study was limited to school managers' knowledge on strategic management, assessment of strategic management and the corresponding effect on performance in secondary schools in Nairobi. The study was carried out in Nairobi Province. The research targeted a total
of 98 respondents from the selected population of public and private secondary schools in Nairobi.

1.8 Limitations of the Study

Some of the challenges faced included: the unwillingness by respondents to disclose certain information, many respondents felt it was a waste of time filling up questionnaires for researchers, owing to the feeling that sometimes researchers make recommendations which never get implemented by relevant authorities. In some cases they had to really be persuaded and even given incentives to give information. Time constraint posed a greater challenge than was expected before going to the field. Heavy traffic was such a hindrance to quick movement in Nairobi province, which made the distribution of the questionnaires and their collection too slow.

The researcher had to make appointments with the respondents either too early in the morning or very late in the evening, and entirely bank on the goodwill of the respondents to avail themselves at such odd hours, which also created a lot of anxiety due to insecurity. Actually, most responses were received past the time scheduled. Getting in touch with the District Quality Assurance Officers to avail the required information was not an easy task. Lack of research assistants due to financial constraints [the researcher was self-sponsored and had to work full-time to fund the research] was an insurmountable challenge. Nairobi province so wide, that the exercise was so tiring. Thanks to volunteer friends and colleagues who offered to pick and drop some of the filled up questionnaires at some central place in Nairobi. This meant sometimes meeting their transportation costs and making several phone calls.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher reviewed the literature on the application of strategic management with specific reference to, knowledge of strategic management, preparedness to implement strategic management; strategic management used in Secondary school and impact of strategic management practices on performance. The chapter contains an overall review on: Strategic Management, Strategy Implementation, Strategic Management and Performance, and Strategic Management Preparedness.

2.2 Strategic Management

The strategic management consists of three major components, formulation, implementation, and control (Pearson & Robinson, Sandler 2004). Formulation comprises of, developing the vision, mission and core values of the organization, setting up policies and procedures and selecting the best strategy. Implementation involves setting up policies and procedures and internal process to facilitate the activation of the selected strategies. Controls involve the measuring of the actual results against the planned outputs or results. Jauch and Glueck (1998) define a strategy as a unified, comprehensive and integrated plan that relates the strategic advantages of the firm to the challenges of environment. A strategy is a commitment to undertake one set of actions rather than another (Strickland et al, 2007). This is designed to ensure that the basic objectives of the enterprise are achieved through proper execution by the organization. Strategy enables organizations to cope with environmental challenges.
According to Johnson and Scholes (2002), strategy is the process that matches resources and activities of an organization to the environment in which it operates.

An organization’s strategy forms a comprehensive plan setting how it will achieve its mission and objectives (David, 1991). According to Howe (1993) the purpose of a strategy is to take the organization from its present position towards the goals it has identified for itself. Strategy is the match between an organization’s resources and skills and the environmental opportunities and risks it faces and the purposes it wishes to accomplish. It is meant to provide guidance and direction for the activities of the organization. This idea is in line with Ansoff’s (1995) view that strategy is the ‘common thread’ among an organization’s activities and product/markets that defined the essential nature of the business that the organization was in and planned to be in the future. It is a pattern of decisions in a company that determines and reveals its objectives, purposes or goals, produces the principal policies and plans for achieving those goals (Andrews, 1972). Various strategies could be pursued but since no organization has unlimited resources, strategy decisions will have to eliminate some possible courses of action and allocate organizational resources to others.

The strategic management literature emphasizes on the important role of strategy in both large and small firms (David, 1994 and 1999, Wheelan and Hunger, 1995 and 1999, and Rue and Holland, 1986). Firms use strategy to outline the fundamental steps that they plan to follow in order to accomplish their objectives. The literature indicates that organizations can have a single or many strategies. Although the literature suggests that strategies are developed at three different levels, theoretical and empirical studies of the relationship between strategy and organizational performance have mainly emphasized on business strategy (Lee, 1987).
Strategic management process is concerned with establishing objectives and goals for the organization and maintaining a set of relationships between the organization and the environment. This enables it to pursue objectives that are consistent with organizational capabilities, and continue to be responsive to environmental demands (Ansoff, 1990). The strategic management process is based upon the belief that key external and internal events and trends should continually be monitored. Organizations should pursue strategies that take advantage of external opportunities, minimize the impact of external threats, capitalize on internal strengths and mitigate internal weaknesses (Cole, 1996).

Strategic management processes analyze environmental opportunities and threats, internal strengths and weaknesses or resource gaps and current values and management philosophy. The strategic management process can be depicted as a series of steps. These components are: strategic formulation (organizational vision and mission, objectives and internal analysis), situational analysis (competitor, industry and market analyses and strategic selection); strategy implementation and strategy evaluation and control (Pearce & Robinson, 1997).

2.2.1 Leadership: An Ingredient in Strategic Management

Leadership is an essential ingredient in strategic management for ensuring that every child gets the education they need to succeed. Indeed, education leadership has been called the “bridge” that can bring together the many different reform efforts in ways that practically nothing else can. Teachers are on the front lines of learning. But principals at the school level, and superintendents at the district level, are uniquely positioned to provide a climate of high expectations, a clear vision for better teaching and learning, and the means for everyone in the system – adults and children – to realize that vision.
A Principal in New York City noted and said, “It is not just about being an administrator, it’s about being instructional leaders.” That in order to get the leaders we want and need in every school, it is not only enough to improve their training but also create standards that spell out clear expectations about what leaders need to know and do to improve instruction and learning that form the basis for holding them accountable for results. Conditions and incentives that support the ability of leaders to meet those standards include the availability of data to inform leaders’ decisions; the authority to direct needed resources to the schools and students with the greatest needs; and policies that affect the recruitment, hiring, placement and evaluation of school leaders. There is need to be more deliberate in identifying future leaders and then provide training that prepares graduates who can not only administer and manage, but leaders who can set a vision for student learning, create a climate in which teachers can learn, and build policies to support both. (Washington, 2001). Leadership is a role that leads to achievement of the goals of a group. It involves interaction and influence and usually results in change of structure, behavior or groups. Leadership can be viewed as a rational process through which the leader influences the behavior and actions of others. School heads provide leadership and in the process encounter challenges (Chelimo, 2007).

2.2.2 Information and Communication Technology as a Vital Component in Strategic Management.

Effective application of Information Technology (IT) in the performance of school administrative duties as opposed to doing them manually, can contribute immensely to efficiency of the entire school enterprise. However, experiences from schools in the developed world
indicate that introduction of computers into the school system seldom translates into effective
use of the tool in school administration, despite the enormous potential of IT.

Kenyan secondary schools introduced computers starting early 1990’s in great numbers and yet
there is little data on their use is school administration and challenges faced there of when it
comes to school administrators and teachers employing them for administrative use. Hence, due
to this glaring gap, the study was designed to seek answers to how IT is used in Kenyan
secondary school administration and challenges faced. The findings of the study showed that IT,
as an administrative tool in the secondary schools was not used effectively to solve
administrative issues. Rather, it was employed mainly to perform clerical activities and to a
lesser extent on few other administrative duties, such as processing of examinations. The
potential of IT as a tool to aid administration of schools has not been fully exploited.

Major challenges faced by schools included lack of adequate training in IT for teachers and
administrators, limited computer hardware dedicated to administrative work, lack of time and
absence of appropriate administrative software. Support from the school administration and
computer experts, attitudes towards the application of IT to school administrative tasks ranked
high in most of the schools. The study findings point out that for successful implementation of IT
in support of school administration in secondary schools in Kenya; innovative strategies that
include the formulation of an IT policy are required (Menjo & Boit 2007).
2.3 Implementation of Strategy.

Strategy implementation includes organizing, motivating and staffing. Implementation of the chosen strategy is by any measure one of the most vital phases in the decision making process. Strategy implementation embraces all of those actions that are necessary to put the strategy into practice. David (1991) states that strategies are not the end result of the strategic management process. Strategic thought has to be translated into strategic action.

Once the strategic planning process is complete, the strategy must be implemented. No matter how creative and well formulated the strategic plan, the organization will not benefit if it is incorrectly implemented. Strategy implementation involves several dimensions of the organization. It requires changes in the organizations behaviour, which can be brought by changing one or more dimensions, including management’s leadership ability, organizational structure, information and control systems, human resources and production technology. Many organizations spend enormous amount of time and energy developing their strategic plans but have little to show for their effort at the end of the day (Mankins & Steel 2005). A lot of these strategic plans are put in impressively produced documents that are promptly filed away and periodically displayed to visitors as a public relations exercise. Implementation still remains a difficult hurdle for many organizations (Camillus, 1999).

In a research in the hospitality industry, Okumus (2001) identified ten variables that affect strategy implementation. These are; strategy formulation, environmental uncertainty, organizational structure, organizational culture, operational planning, communication, resource allocation, people, control and outcome. Obare (2006) in a research on strategy implementation identified poor communication, political interference, inadequate financial resources, inadequate
training and unsupportive organizational culture as some of the factors that influence negatively on the implementation of strategies in the public sector in Kenya. Strategic plans are typically long term but their effective implementation requires short-term plans and objectives that are aligned for deployment. Mankins & Steel (2005) indicates that strategies are often abstract and difficult for lower cadre staff to understand. One of the ways they suggest to make strategy implementation easier is to simplify the strategies to clear statement of what the organization will do and what they will not do.

2.3.1 School System in Kenya

The purpose of education throughout all ages and in all the human societies' world over is the systematic formulation and the training of its youths for roles in their mature lives. All the activities of educational policies and management are geared towards the fulfillment of this objective. Therefore, the major educational activities which are the teaching and learning are effected to enable the youth and the next generation get the necessary training for the purpose of adoption to their environments. These environments are not static. In which case, the training must be specifically planned, developed and implemented with this factor in mind. For that reason, curricular are planned, development and implemented by clearly trained personnel. These are, classroom teachers, curricular planners and developers and supervisors which includes educational managers. Therefore, theory and practice of the role of educational leaders in formulation and implementation of educational principles must be deliberated (Lumallas & Kimengi 2007).

Study conducted by KAEAM on internal efficiency in secondary schools in Rift Valley Province to establish the extent to which schools are internally efficient in their operation, by establishing
the flow rates of students from year 2000 to 2003 and analyzing their performance in National examinations. The findings of the study revealed that the flow rate of schools in the district between 2000 and 2003 was: average survival rate was 0.809, average graduation rate was 0.943, while completion rate, cohort wastage rate, and dropout rate were found to be; 4.87, 0.101, and 0.0151 respectively. The study recommended that the school managers in conjunction with the government should establish and develop indicators for monitoring, evaluation and assessment of progress made in achieving educational goals. The school principals to make effort of optimum utilization of the available resources and expand the physical facilities in order to increase the transition rate of students in education system (Kosgei & Maiyo, 2007).

2.4 Strategic Management and Performance

Organizational performance assesses how firms are able to meet their stated objectives over time. It is known that the ultimate goal of any business organization is to be able to meet specific objectives such as customer satisfaction, profit maximization and cost effectiveness. A firm that is able to meet these objectives is perceived as being more successful than one that is not able to meet the objectives. There are many ways of measuring performance. An organizations performance is observed through the activities it carries out in order to achieve its mission and can be observed through the various outputs. For example, absenteeism, lack of commitment among managers, and absence of a clear mission statement are indicators of poor performance (Munyoki 2007).

The classical approach to organizational performance and measurement is best described by the Sink and Tuttle model (Sink 1985; Sink & Tuttle, 1989). The model process, that the performance of an organization system is a complex interrelationship among seven performance
criteria: effectiveness, efficiency, quality of products, productivity, quality of work life, innovation, and profitability. As such, organization performance can be judged in terms of whether or not an organization achieves the various objectives set before it. Some of the objective measures to assess performance include creation of new products according to time and resources target (Bradley and Hebert, 1996), reduction of operational failures (Menjo, 2002), reduction in organizational costs, increase in overall revenue, improvement of customer service and workforce productivity, as well as financial and non-financial measures.

A relationship exists between strategy and performance. Strategy is a set of decision-making rules for guidance of organizational behavior. The rules are yardsticks by which the present and future performance of the firm is measured. The rules may also be used for developing the firm’s relationship with its external environment (Ansoff, 1990). Aligning strategy, performance and business results gives a step by step guide to making strategy happen. This demonstrates how adapting a strategic approach to performance management can lead to a clear competitive advantage and reveals what puts some organizations way ahead of the competition in managing strategic performance. According to Ansoff (1990) strategies are frequently not made explicit. They are either privately carried out or shared only by the key management or a diffuse generally understood by seldom-verbalized sense of common purpose throughout the firm. And since management is a pragmatic results-oriented activity, the question that needs to be asked is whether an absolute concept such as strategy include Dupons deliberate and successful move from explosives into chemical in the 1920s.

Over the years, various scholars or groups have developed many business performance frameworks. These frameworks include: the performance pyramid, the performance prism, the
six sigma framework, the ISO framework, holistic scorecard and the balanced scorecard (Saad 2001). Research suggests that formulation of strategies will not necessarily lead to improved performance. In a study of 311 UK organizations, Falshaw et al (2004) concluded that there was no relationship between formal organizational planning and organizational performance. Previous research seems to suggest that formulation of strategic plan will not necessarily lead to improved performance and that organizations only realize about 60% of their potential value because of defects and breakdown between planning and execution (Falshaw et al 2004, Mankins & Steel 2005). Success of strategy implementation in organizations is dependent on how the strategies are implemented and in particular how structure, leadership, communication, control and related factors are dealt with in the process.

2.4.1 Technology and Performance Management

Effective application of Information Technology (IT) in the performance of school administrative duties as opposed to doing them manually, can contribute immensely to efficiency of the entire school enterprise. However, experiences from schools in the developed world indicate that introduction of computers into the school system seldom translates into effective use of the tool in school administration, despite the enormous potential of IT. Kenyan secondary schools introduced computers starting early 1990’s in great numbers and yet there is little data on their use is school administration and challenges faced thereof when it comes to school administrators and teachers employing them for administrative use. Hence, due to this glaring gap, the study was designed to seek answers to how IT is used in Kenyan secondary school administration and challenges faced.
The findings of the study showed that IT, as an administrative tool in the secondary schools was not used effectively to solve administrative issues. Rather, it was employed mainly to perform clerical activities and to a lesser extent on few other administrative duties, such as processing of examinations. The potential of IT as a tool to aid administration of schools has not been fully exploited. Major challenges faced by schools included lack of adequate training in IT for teachers and administrators, limited computer hardware dedicated to administrative work, lack of time and absence of appropriate administrative software. Support from the school administration and computer experts, attitudes towards the application of IT to school administrative tasks ranked high in most of the schools. The study findings point out that for successful implementation of IT in support of school administration in secondary schools in Kenya; innovative strategies that include the formulation of an IT policy are required (Menjo & Boit, 2007).

2.5 Strategic Management Preparedness

Americas underperforming schools and children are unlikely to succeed until serious consideration about leadership is embraced. As much as anyone in public education, it is the principal who is in a position to ensure that good teaching and learning spreads beyond single classrooms, and that ineffective practices aren’t simply allowed to fester. Clearly, the quality of training principals receive before they assume their positions, and the continuing professional development they get once they are hired and throughout their careers, has a lot to do with whether school leaders can meet the increasingly tough expectations of these jobs. Yet study after study has shown that the training principals typically receive in university programs and from their own districts doesn’t do nearly enough to prepare them for their roles as leaders of
learning institutions. A staggering 80 percent of superintendents and 69 percent of principals think that leadership training in schools of education is out of touch with the realities of today’s districts, according to a Public Agenda survey in USA.

Here, finally, is not just another indictment, but a fact-filled set of case studies about exemplary leader preparation programs from San Diego to the Mississippi Delta to the Bronx that are making a difference in the performance of principals. Training programs need to be more selective in identifying promising leadership candidates as opposed to more open enrolment. They should be more emphasis on instructional leadership, do a better job of integrating theory and practice, and provide better preparation in working effectively with the school community. There should be offers for internships with hands-on leadership opportunities. Districts, for their part, need to recognize that the professional development of school leaders is not just a brief moment in time that ends with graduation from a licensing program. Districts need to effectively collaborate to provide well-connected development opportunities that begin with well-crafted mentoring and extend throughout the careers of school leaders.

Is training the whole answer to the school leadership challenge? The best-trained leaders in the world are unlikely to succeed or last in a system that too often seems to conspire against them. It requires state and district policies aimed at providing the conditions, the authority and the incentives leaders and their teams need to be successful in lifting the educational fortunes of all children. But better leadership training surely is an essential part of that mix. And that’s why this report is so welcome. (Washington, 2001).
2.6 Summary and Gaps to be filled

Several steps have been taken to improve secondary education. Yet, it is regrettable that secondary education has been characterized by poor performance, by some schools, in national exams, especially in core subjects like mathematics and sciences. Low morale among teachers and even lack of matching facilities and resources for learning, continue to characterize secondary schools and education in general, as documented in the Kenya Education Sector Support Programme 2005-2010 (MOEST 2005). Vision 2030 outlines specific strategies regarding education as one of the key aspects of the social pillars of development goals (Kenya Vision 2030). One such key strategy is, among others, the modernization of teacher training and strengthening partnerships with the private sector, a move to improve the capacity of the managers of secondary schools, to deliver quality education.

Strong strategic planning and management policies will; 1) facilitate use of accurate, timely and reliable indicators on enrolment, attendance, relevance and quality of learning and resource distribution in all key activities and programmes that support learning; 2) develop effective and efficient systems and infrastructure that supports a harmonized and timely collection, processing, analysis, use and dissemination of relevant and necessary information for proficient education planning and management. These will call for engaging in development and review of core instruments that form part of the pillars for quality learning like performance management and appraisal, setting realistic goals that meet the objective for learning, sound strategy implementation systems. (MOEST July, 2005).
2.7. Conceptual Framework

Intervening Variables

Environment Factors
a) Economic       b) Social       c) Political
  d) Nature of leadership  e) Environmental

Independent Variables

Strategic Management Practice
a) Strategy Formulation
   (Vision, Mission, Goals & Objectives, Core Values, Motto)
b) Strategy Implementation
c) Strategy Evaluation & Control

Dependent Variables

School Performance
a) Examination Results
b) Discipline
c) Staff Motivation
d) Timely Management of Programmes
e) Growth
f) Extra Curricular Activities
g) Proper Intake

Figure 2.7.1 Conceptual framework of the relationship between strategic management practices and school performance.

Source: Author 2010

A conceptual framework is a model of presentation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2004). This will give an overview of the relationship between the
variables to be tested and their relevance to the strategic management of secondary education. In the conceptual framework above, strategic management practices in secondary school education is the independent variable for the study, while the dependent variables are the performance indicators such as actual performance in examinations, discipline, timeliness in completion of tasks and staff morale among others. The study also underscores the contribution of intervening variables such as socio-economic and political systems which may be beyond the control of school managers. However, the intervening variables will not be tested.
CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter outlines the measures that were used in carrying out the study. It is arranged into
these sub-headings: research design, location of the study, target population, sampling techniques
and sample size, research instrument, data collection procedures, and data analysis techniques.

3.2 Research design

The research design provides a plan for data collection and interpretation. The study adopted
descriptive survey design. This research was the first kind on strategic management in secondary
schools in Nairobi. The importance of this design is that it makes it possible for the researcher to
assess the situation within the study area at that time and as the study progresses (Kothari, 2003).

3.3 Location of the study

This study was conducted in Nairobi province which was purposively taken to represent Kenyan
Public and Private Secondary schools. The choice of the province was decided upon by
familiarization of the area to the researcher which made it easy to build rapport with the
respondents thereby making data collection process trouble-free. To reinforce this, Singleton,
(1993) states that, the ideal setting is one that links up to the researcher’s interest, easily reached
and that which allows the development of immediate rapport. The researcher also found the
location quite accessible, Best and Khan, (1993) argue that, since research requires careful
thought about a number of practical factors, accessibility and cost factors become justifiable
considerations.
3.4 Target population

According to Brogan & Gall (1989) target population is the number of a real or hypothetical set of people, events or study which a researcher wishes to generalize on. Orodho, (2005) says that a population, sometimes referred to as a target population is the set of elements that the researcher focuses upon and to which the results obtained by testing the sample should be generalized.

Nairobi has ninety five secondary schools in total. The target population for the study was a total of 95 secondary schools i.e. 48 public and 47 private secondary schools with a total teacher population of 1003 (Ministry of Education 2007). The sample size included: (1) School Management (Head Teachers and Deputy Head Teachers), (2) Departments (Heads of Departments, Teachers from those departments), (3) Head Prefects, and (4) District Education Officers from the eight divisions in Nairobi.

3.5 Sampling Techniques

Stratified sampling was used in classifying schools as either public or private. Random sampling was used in picking schools, to take part in the study from each stratum. According to Coopers and Schindler (2001) systematic stratified sampling is where by the population is first divided into strata; equal samples are then drawn from every stratum. This was achieved by writing the names of all public & private secondary schools on paper, numbering them in each stratum, and then randomly picking those with odd numbers. This enabled the two categories of schools to have an equal representation.
Table 3.5.1: Sampling Frame

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Secondary Schools</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Private</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Population</td>
<td>% of Sample</td>
<td>Sample Size</td>
<td>Population</td>
<td>% of Sample</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>48</td>
<td>10</td>
<td>5</td>
<td>47</td>
<td>10</td>
</tr>
<tr>
<td>Deputy Head Teachers</td>
<td>48</td>
<td>10</td>
<td>5</td>
<td>47</td>
<td>10</td>
</tr>
<tr>
<td>School Head Prefects</td>
<td>48</td>
<td>10</td>
<td>5</td>
<td>47</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>15</td>
<td>141</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Author (2010)*

Out of the ten schools sampled six departments per school were selected purposively. This brought a total of sixty departments. Out of the sixty departments, thirty departments per school were further selected using simple random sampling. The Heads of departments were then sampled purposively. Out of the thirty departments selected, one teacher from each department was randomly picked. This is represented in the table below.
Table 3.5.2: Sample Frame (1)

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Departments</th>
<th>Population</th>
<th>% of Sample</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads of Departments</td>
<td></td>
<td>60</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>Teachers from Departments</td>
<td></td>
<td>30</td>
<td>100</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>90</strong></td>
<td>-</td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

*Source: Author (2010)*

On quality assurance, District Quality Assurance Officers were sampled purposively from the eight divisions in Nairobi.

Table 3.5.3 Sample Frame (2)

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
<th>% of Sample</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Quality Assurance and Standards Officers</td>
<td>8</td>
<td>100</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td>-</td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

*Source: Author (2010)*
3.5.1 Sample size

The researcher sampled 10 Head Teachers, 10 Deputy Head Teachers, 30 heads of departments, 30 Teachers, 10 schools head prefects. Eight District Quality Assurance Officers from the eight districts in Nairobi in relation to Quality Assurance and Standards. This gave a total sample size of 98.

3.6 Research instruments

In the selection of the instruments to be used in the study, the researcher made certain that the objectives of the study were clear and suitable instruments chosen. The study used Questionnaires for teachers, heads of departments, principals, deputy principals, school captains and Interview Schedules for District Quality Assurance Officers.

3.6.1 Questionnaire

Orodho (2004) defines a questionnaire as an instrument used to collect data, which allows a measurement for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect an extensive amount of information in a reasonably short span of time. The researcher used the questionnaires since the targeted population was considered learned and therefore through this instrument, much of the data required for the study was obtained. The questionnaire contained both structured and none-structured questions.

3.7. Data Collection Procedure

The researcher got an introduction letter that explained the reason for the study from the Chairman of the Department. The permission to carry out the research in Public & Private
secondary schools was obtained from the Ministry of Education Science and Technology (MOEST). The researcher made appointment with Head Teachers of the sampled schools to request them for the permission to carry out the study in their schools. The researcher made preliminary visits to the sampled public secondary schools to explain the purpose of the study verbally and made the necessary arrangements for the administration of questionnaires and data collection. The questionnaires were hand delivered to the respondents indicated in the sample frame on a drop and collect later basis. DQASO were interviewed as well as the principals.

3.8. Data analysis

Data cleaning was done to eliminate errors made by respondents. Data was coded to translate question responses into specific categories i.e. level of knowledge on strategic management practices, current strategic management practices such as evaluation and controls, formulation and implementation. The coded items were analyzed using SPSS, and were then presented using frequency distribution tables, pie-charts, bar graphs and line graphs.
CHAPTER FOUR

4.0 FINDINGS AND DISCUSSIONS OF RESULTS

4.1 Introduction

This chapter presents the findings and discussions of results of the study which were collected using questionnaires and interview schedules that were administered to respondents in selected public and private secondary schools and District Quality Assurance Officers in Nairobi province.

4.1.1 Response Rate

Table 4.1.1 Distribution of Respondents by level of Education

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Graduate</td>
<td>12</td>
<td>19.67</td>
</tr>
<tr>
<td>University</td>
<td>27</td>
<td>44.26</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
<td>11.48</td>
</tr>
<tr>
<td>Secondary</td>
<td>7</td>
<td>11.48</td>
</tr>
<tr>
<td>Not Specific</td>
<td>8</td>
<td>13.11</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2010)
4.1.2 Return Rate Report

Ninety eight questionnaires were issued to the respondents of which 61 were returned. This represented a 62.24% return rate and each category returned a representative sample.

Source: Research Data (2010)
4.2 KNOWLEDGE OF STRATEGIC MANAGEMENT PRACTICES

This study sought to establish the knowledge of the respondents on strategic management. The question was restricted to the Principals, Deputy Principals, HODs and Teachers. The respondents were asked leading questions to which they responded as follows:

4.2.1 Training on the strategic management of secondary schools

Table 4.2.1 Training on the strategic management of secondary schools

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>53.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2010)

It was found out that only 46.7% of the respondents have been trained on strategic management of secondary schools, while 53.3% have not been trained. This implies that a greater percentage or number of those who are managing secondary schools are not even aware of what strategic management as far as schools are concerned is all about. This is a worrying revelation because these schools may not
be operating in a way that will facilitate the achievement of secondary education objectives as envisioned in the Vision 2030.

4.2.2 Training on General Management of Secondary Schools

Table 4.2.2 Training on General Management of Secondary Schools

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HODs/Teachers</td>
<td>Principals/Deputies</td>
<td>HODs/Teachers</td>
</tr>
<tr>
<td>Yes</td>
<td>10</td>
<td>5</td>
<td>45.5</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>3</td>
<td>54.5</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2010)

Those who have not been trained on strategic management were asked whether they have ever attended any training on management of schools in general. The table above shows that 54% of this category of respondents has some general training while 46% have not been trained at all. It shows clearly that almost half the number of secondary schools is managed by people who do not have any knowledge of management of schools and this could be a major contributing factor to poor performance in secondary schools. Looking at the specific groups in this school management team, it is evident that a larger number of heads of departments and teachers have not been given any training on general management of schools, 54.5% against 45.5% who have been trained. This is a point of concern as these HoDs and teachers play the most crucial role in ensuring that school policies and programmes are implemented effectively and efficiently at both departmental and subject levels, in order to achieve the overall school objectives, and finally...
national secondary education objectives. Attention needs to be paid to this group in terms of management training.

4.2.3 Importance of training on the strategic management of schools

Table 4.2.3 Importance of training on the strategic management of schools

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2010)

On whether the respondents would consider training on strategic management of schools to be useful in any way in the management of secondary education, the response was 100% yes. They were further asked to suggest areas of strategic management in which they should be trained and the following areas featured prominently: Strategic planning for development and expansion of schools; financial management; strategic human resource management – team building, human relations and motivation; and problem solving skills. The implication here is that the principals, their deputies, heads of departments and teachers are aware of their inadequacies and are more than willing to be helped. This presents a strong ground and a noble opportunity for the ministry of education to put in place a strategic management training programme for the school managers, which can be implemented either directly by the ministry of education through integration of strategic management courses in the teacher training curriculum and/or through KESI. The table below gives glaring evidence.
4.2.3 Importance of Training on Strategic Management

Source: Research Data (2010)

4.2.4 Need for training the school management on strategic management.

Table 4.2.4 Need for training the school management on strategic management.

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>92.9</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2010)

The school management (Principals and Deputy Principals) were asked whether there is any need for training the school management on the strategic management of secondary schools. The table above shows that 92.9% said there was need of training school managers on strategic management of schools while only 7.1% did not see the need as shown in the pie chart below.
Figure 4.2.4: Need for Training on Strategic Management

7.10%

92.90%

Source: Research Data (2010)

4.2.5 Type of management in the schools

Table 4.2.5 Type of management in the schools

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HODs/Teachers</td>
<td>Principals/Deputies</td>
<td>HODs/Teachers</td>
</tr>
<tr>
<td>Yes</td>
<td>13</td>
<td>8</td>
<td>48.1</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>1</td>
<td>14.8</td>
</tr>
<tr>
<td>Not Sure</td>
<td>10</td>
<td>4</td>
<td>37.1</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2010)

Principals and their deputies, heads of departments and teachers were asked to categorize the type of management in their school as strategic. The table above shows that 54.8% agreed,
11.25% disagreed, while 33.95% were not sure. Again there is evidence here that over 40% of school managers either do not run their schools strategically or are not sure of whether what they are doing could be termed strategic or not, an indication that this group may not clearly understand what strategic management is, so as to identify it and even use it. The implication is that this group may not be able to manipulate the available resources in the respective schools, and identify any existing opportunities in the school environment that can be exploited for better performance.

4.2.6 Management Skills of School Managers.

To assess the capacity of the school managers in terms of their management skills, District Quality Assurance and Standards Officers in charge of the 8 districts in Nairobi were interviewed. Below is the table summarizing their responses:

Table 4.2.6 Management Skills of School Managers

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Below Average</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research data (2010)

An overwhelming 62.5% were rated as below average, and 37.5% were rated as merely average. This raises an important question on the preparedness and the ability of these school managers to
strategically manage the schools for better performance. The pie chart below illustrates the above results more clearly.

**Figure 4.2.6: Management Skills**

37.50% Average

62.50% Below Average

*Source: Research Data (2010)*

This dismal rating can be explained by the finding that even those principals and their deputies who said that they had some training either on strategic management, or general school management, only had sessions of not more than one week and occasionally in a number of years (The Period under consideration is from the year 1999 – 2009). It thus follows that the school managers are incompetent and may not be able to deliver the desired secondary education results.
4.3 STRATEGIC MANAGEMENT PRACTICES

4.3.1 Strategic management of activities and programmes.

Table 4.3.1: Strategic management of activities and programmes

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Not Sure</td>
<td>20</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research data (2010)

When the respondents were asked whether their schools had effective strategic management of activities and programmes, 50% said yes, 16.7% said no, while 33.3% were not sure. The percentage of those who said ‘YES’ is equal to the total percentage for those who said ‘NO’ and those who were ‘NOT SURE’. This means there is a great percentage of school managers who have no idea of strategic management of schools. If secondary education is to be goal oriented, then there is 50% possibility that the goals and objectives may never be achieved.
4.3.2 Attainment of intended objectives through programmes/activities

Table 4.3.2 Attainment of intended objectives through programmes and activities

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>38.5</td>
</tr>
<tr>
<td>Not Sure</td>
<td>20</td>
<td>38.5</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2010)

To the question whether activities, projects and programmes successfully attain the intended objectives, the response was as follows: 23% agreed while those who disagreed and those who were not sure was represented by 77%. This implies a serious mismatch between the secondary education objectives the activities and programs that go on in schools possibly because of the lack of strategic management knowledge, which could help the school managers come up with
relevant activities to translate the objectives into a reality. An urgent action need to be taken by the ministry of education to remedy this situation.

**Figure 4.3.2 Attainment of intended objectives through programmes and activities**

![](image)

*Source: Research Data (2010)*

### 4.3.3 Accomplishment of programmes/activities within specific time

#### Table 4.3.3 Accomplishment of programmes/activities within specific time

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>46.2</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Not Sure</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Research Data (2010)*

The respondents were asked whether projects and programmes are accomplished in specific times. For those who answered the question, 46.2% agreed while 30.8% disagreed and 23% were not sure. The percentage of those who disagreed and those who were not sure is 53.8% which is far much higher than those who agreed. From these figures it is apparent that activities and
programs are not accomplished in the stipulated time, possibly due to lack of time management skills, a key aspect of strategic management. The figure below clarifies the above point.

Figure 4.3.3 Accomplishment of programmes/activities within specific time

![Accomplishment of Programme/Activities Within Specific Times](image)

Source: Research Data (2010)

4.3.4 The extent of strategic management of activities and programmes

Table 4.3.4: Extent of strategic management of activities and programmes

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great</td>
<td>24</td>
<td>46.2</td>
</tr>
<tr>
<td>Moderate</td>
<td>24</td>
<td>46.2</td>
</tr>
<tr>
<td>Low</td>
<td>4</td>
<td>7.6</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2010)
When the respondents were asked to state the extent to which they thought there was strategic management of activities and programmes in their school, 46.2% of those who answered indicated great, 46.2% indicated moderate while 7.6% indicated low. The total of those who indicated moderate and low was 53.8%. This simply shows consistency with an earlier finding that 50% of respondents thought there was strategic management of activities and programmes in their schools, while 50% either said there was none or that they were not sure. It is a further confirmation that application of proper strategic management practices in most of secondary schools is wanting.

**Figure 4.3.4: Extent of strategic management of activities and programmes**

![Figure showing the extent of strategic management]

**Source:** Research Data (2010)
4.3.5 The effect of choice and formulation of strategies

Table 4.3.5: The effect of choice and formulation of strategies

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55</td>
<td>91.7</td>
</tr>
<tr>
<td>Not Sure</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2010)

From the table 4.3.5 above, 91.7% of the respondents think that the choice and formulation of strategies affect attainment of school objectives while 8.3% thought it does not. This shows that the majority of the respondents appreciate that the choice and formulation of strategies to achieve results is key. Thus, there is a need to equip the school managers with this major concept of strategic management – strategy formulation.

Figure: 4.3.5: The effect of choice and formulation of strategies

Source: Research Data (2010)
4.3.6: Proper Choice and formulation of strategies

Table 4.3.6: Proper Choice and formulation of strategies

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>66.6</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Not Sure</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Research Data (2010)*

As to whether there was proper choice and formulation of strategies: 66.6% responded in the affirmative, while those who said No and those who were not sure are 16.7%. This means that despite the proper choice and formulation of strategies, some other aspects of strategic management such as implementation or evaluation and control could be responsible for the non achievement of objectives. An explanation to this could based on an earlier finding that 77% of respondents indicated that the activities, projects and programmes in secondary schools do not successfully attain the intended objectives, or they were not sure. Only 23% agreed implying that the problem could be implementation.
4.3.7: Frequency of secondary schools evaluation.

Table 4.3.7: Frequency of secondary schools evaluation.

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once per term</td>
<td>16</td>
<td>28.6</td>
</tr>
<tr>
<td>Twice per term</td>
<td>24</td>
<td>42.8</td>
</tr>
<tr>
<td>Thrice a year</td>
<td>16</td>
<td>28.6</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2010)

According to the findings most schools carry out an evaluation twice per term (a period of about 3 months), as represented by 42.8%, 28.6% carry out evaluation either once or thrice. It is
important to note however, that the nature of evaluation is mainly examination based. There is lack of a standard criterion on how many times evaluation should be done and the nature it should take. Presented graphically it appears as below.

**Figure 4.3.7: Frequency of secondary schools evaluation.**

![Graph showing frequency of secondary schools evaluation](image)

*Source: Research Data (2010)*

The implication is that evaluation here is not a continuous process and areas of concern may not be identified in time, to enable corrective measures to be taken. Also evaluation wholistic in order to test all aspects of school management that leads to the achievement of objectives.
4.4 IMPACT OF STRATEGIC MANAGEMENT

4.4.1: Factors affecting performance in secondary schools

Figure 4.4.1: Factors that affect performance in secondary school

Source: Research Data (2010),

Lack of strategic management, failure to harmonize strategic plan and lack of motivation of teachers, feature as factors that greatly affect performance, with means of 4.2, 4.0 and 4.0, respectively among other key players such as misunderstanding of strategic plan concept by stakeholders and inadequate management structure to effectively carry out activities.
4.4.2: Factors that would influence performance in secondary school

Figures 4.4.1 and 4.4.2 above list factors that the respondents thought can affect or could influence performance in secondary schools respectively. Lack of strategic plan (4.2), failure to harmonize strategic plan and ministry of education objectives (4.0), and lack of motivation of teaching staff (4.0), were among the highest ranking as factors that affected performance, on a scale of 1-5 where, 1 indicates minimal effect and 5 indicates extreme or maximum effects on performance. According to figure 4.4.2, Leadership from the top management (4.0), Leadership

Source: Research Data (2010)
by those charged with the responsibility for implementing the activities (4.0) - HoDs and Teachers, allocation of resources to carry out the activities in the strategic plan (4.0), and an understanding of key performance indicators (3.91), also ranked high as factors that could influence performance in secondary schools. Leadership and allocation of resources to carry out the activities in the overall strategic plan has a similar magnitude of impact on performance. These results indicate that most factors that strongly affect or influence performance are strongly inclined to leadership and management. Therefore, the leaders or the managers of secondary schools need to have sound strategic management skills and leadership abilities in order for the schools to perform better. The Ministry of Education need to train school managers on strategic management and TSC also needs to appoint only those with sound management abilities to manage secondary schools.

This chapter presented and discussed the findings of the research together with the interpretations. One such important interpretation was that a greater percentage or number of those who are managing secondary schools are not even aware of what strategic management as far as schools are concerned is all about. The next chapter gives the summary of each objective, conclusion and recommendations.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the summary of the research findings, conclusions made and the study recommendations to all secondary education stakeholders in Kenya.

5.2 SUMMARY OF FINDINGS

The results of the findings and analysis of the study in chapter four are summarized below.

5.2.1 Knowledge of Strategic Management Practices

5.2.1.1 Summary

This study has revealed that 53.3% of the respondents have not been trained on the strategic management of secondary schools, while 46.7% have been trained. Out of those who said to have not been trained on strategic management, 54% of them had attended training on general management. Worthy to note is that all the respondents (100%) underscored that training on strategic management of schools is important. The result is consistent with the response when the principals and their deputies were separately asked on the need to train school management on strategic management of secondary schools. 92.7% of them agreed while only 7.3% did not see the need.

Principals and their deputies, school heads of departments and teachers were asked to state whether the type of management in their school was strategic. The results showed that 54.8% agreed, 11.25% disagreed, while 33.95% were not sure. District Quality Assurance Officers were
asked to comment on the management skills among the management staff in secondary schools. 62.5% of them indicated that their management skills were below average, while 37.5% indicated average.

5.2.1.2 Conclusion:

(i) A greater percentage or number (53.3%) of those who are managing secondary schools are not aware of what strategic management as far as schools are concerned is all about. This is a worrying revelation because these schools may not be operating in a way that will facilitate the achievement of secondary education objectives as envisioned in the Vision 2030. According to vision 2030, which aims to transform Kenya into a “newly industrialized middle income country providing a high quality life to all its citizens by the year 2030”, education as a key pillar should aim at producing well educated and highly skilled people to take maximum advantage of the new technologies. This can only be achieved if school management is done strategically.

(ii) The management skills of school managers are wanting. They are not well equipped to put practical strategic management practices in place.

(iii) Most secondary school managers have no training on strategic management of schools

5.2.1.3 Recommendations.

(i) Scale-up strategies and mechanisms of empowering all secondary school management team through training on strategic management. This should be implemented by the Ministry of
Education through [for instance] in-service management courses or sponsored study-leaves to go for further training.

(ii) Strategic management courses should be integrated in the teacher training curriculum. The Universities and Colleges that train teachers should ensure that strategic management topics are mainstreamed in all the education courses offered.

(iii) Expansion of online programmes for continuous enhancement of management skills for the head teachers, deputy head teachers, and heads of departments (MOE).

(iv) Head teachers who are trained on strategic management of schools should expose their staff to these management practices to improve efficiency, effectiveness, quality and to enhance teamwork.

5.2.2 Strategic Management Practices

5.2.2.1: Summary

This study inquired whether secondary schools had effective strategic management of activities and programmes; 50% agreed, 16.7% disagreed while 33.3% were not sure. The percentage of those who said ‘YES’ is equal to the total percentage for those who said ‘NO’ and those who were ‘NOT SURE’. In addition, the question on whether activities, projects and programmes successfully attain the intended objectives, the results showed that out of those who answered the question only 23% agreed while those who disagreed and those who were not sure was represented by 77% (i.e. 38.5% each). Besides this, the respondents were asked whether projects and programmes are accomplished in specific times. For those who answered the question,
46.2% agreed while 30.8% disagreed and 23% were not sure. The percentage of those who disagreed and those who were not sure is 53.8% which is far much higher than those who agreed.

This shows that there exists inconsistency on key strategic management parameters such as: Clearly defined goals and objectives, alignment of activities and programs with the intended goals and objectives, the discipline of carefully following through each activity and programme to accomplish it within the set time frame.

When the respondents were asked to state to which extent they thought there is strategic management of activities and programmes in their school, 46.2% of those who answered indicated great, 46.2% indicated moderate while 7.6% indicated low.

Most of the respondents (91.7%) think that choice and formulation of strategies affect attaining school objectives. The study further reveals that 66.6% agree that there is proper choice and formulation of strategies in the schools, while those who did not agree and those who were not sure tie at 16.7%. Most schools properly choose and formulate strategies and yet school performance in general is still wanting, then it implies that other strategic management practices like implementation, control and evaluation are lacking.

5.2.2.2: Conclusions:

i) There is to some extent strategic management practices in schools e.g choosing and formulation of strategies.

(ii) There implementation of these strategies where they exist, is very poor and does not lead to achievement of objectives.
(iii) Activities and programmes are never achieved within the set time frame.

(iv) The formulated strategies and objectives are inconsistent with actual programmes and activities in place.

**5.2.2.3: Recommendations:**

(i) The school management team should harmonize the formulation of strategies and the actual programmes in the school to achieve the intended objectives. This can be ensured by the principals, and the District Quality Assurance and Standards Officers (DQASO).

(ii) Train school management on proper implementation of strategies and time management.

(iii) The evaluation process should encompass all aspects of learning. The 360-degree method of evaluation should be adopted. It is important that the principals and the DQASO actualize this practice in schools.

**5.2.3 Impact of Strategic Management**

**5.2.3.1 Summary**

On the impact of strategic management, the research underscored nine strategic management factors that greatly affect performance in secondary schools. The following are those factors in order of the degree of impact.

---

---

61
<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of strategic plan</td>
<td>4.20</td>
</tr>
<tr>
<td>Failure to Harmonize Strategic plan &amp; MOE Objectives</td>
<td>4.00</td>
</tr>
<tr>
<td>Lack of motivation by teaching staff</td>
<td>4.00</td>
</tr>
<tr>
<td>Misunderstanding of strategic plan concept by stakeholders</td>
<td>3.90</td>
</tr>
<tr>
<td>Inadequate Management structure to effectively carry out activities</td>
<td>3.60</td>
</tr>
<tr>
<td>Change of management</td>
<td>3.00</td>
</tr>
<tr>
<td>Restrictions by Government</td>
<td>3.00</td>
</tr>
<tr>
<td>Interference by management</td>
<td>2.90</td>
</tr>
<tr>
<td>Influence from the local society</td>
<td>2.10</td>
</tr>
</tbody>
</table>

The respondents were asked to rank the factors that would influence performance in their school. The following shows the results from the factor with great influence to the one with the least. The results showed that leadership related factors can greatly affect performance.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership from the top management</td>
<td>4.00</td>
</tr>
<tr>
<td>Leadership by those charged with the responsibility for implementing the activities</td>
<td>4.00</td>
</tr>
<tr>
<td>Allocation of resources to carry out the activities in the strategic plan</td>
<td>4.00</td>
</tr>
<tr>
<td>An understanding of key performance indicators</td>
<td>3.91</td>
</tr>
<tr>
<td>A clear definition of critical success factors</td>
<td>3.82</td>
</tr>
<tr>
<td>An efficient reward system for achieving targets in the strategic plan</td>
<td>3.64</td>
</tr>
<tr>
<td>School management structure</td>
<td>3.64</td>
</tr>
<tr>
<td>Drawing up of short term plans and objectives from the overall strategic plan</td>
<td>3.55</td>
</tr>
<tr>
<td>Presence of performance measurement frameworks</td>
<td>3.45</td>
</tr>
</tbody>
</table>
5.2.3.2 Conclusion

(i) The type of management practices in place is a key factor to performance in secondary schools.

(ii) Lack of strong and proper management practices is a contributing factor to poor performance in secondary schools.

(iii) Poor understanding of key performance indicators by school management team is evident.

5.2.3.3 Recommendations:

(i) Strategic management practices should be adopted in all secondary schools and the Ministry of Education should ensure this.

(ii) The school management team should be well informed on the key performance indicators to enable them identify danger signals in time and take corrective measures. The Ministry of Education should take the initiative to educate the secondary school managers on this.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

In the course of this study, a number of open areas requiring further studies have emerged. Studies should focus on the hindrances to the effective application of strategic management practices in secondary schools in Kenya, the role of the government in ensuring that Strategic Management, as a key driver in enhancing quality of education and performance is practiced in secondary schools, and the contribution of the level of education and professional qualification of secondary school managers to performance.
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Harvard business review journal, pages 76 to 84.

Ministry of Education: Education Statistical Booklet page 17.


APPENDICES

APPENDIX I:

LETTER OF TRANSMITTAL

March 2010

Dear Sir/Madam

Re: Effects of Strategic management Practices on Performance in Secondary Schools In Nairobi

I am currently a student pursuing a Master of Arts in Business Administration at Kenyatta University.

Am carrying out the above study in your District as part of the requirements for the fulfillment of Masters of Business Administration Degree. The purpose of this letter is to humbly request you to participate in the study by completing the attached questionnaires.

All the information collected will be treated as strictly as confidential.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Pamela Awuor Ochieng
Student Researcher, Kenyatta University
APPENDIX II:

QUESTIONAIRES FOR SCHOOL MANAGEMENT (HEADTEACHERS AND DEPUTY HEADTEACHERS)

SECTION A: GENERAL INFORMATION

1. Name of the school (optional).

2. Gender Male ( ) Female ( )

3. Age

4. Highest academic qualification

5. Highest professional qualification

6. Teaching experience

7. For how long have you served as a head teacher/deputy head teacher?

8. Number of students in your school

9. Number of teachers in the school

SECTION B: KNOWLEDGE ON STRATEGIC MANAGEMENT PRACTICES

10. Have you ever attended any training on the strategic management of schools?

   Yes ( ) No ( )

11.a) If Yes, give as the information on the training by filling the table below

<table>
<thead>
<tr>
<th>Institution of training</th>
<th>Areas of training</th>
<th>Duration of training</th>
<th>Year of training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

71
11.b) If No, have you ever attended any training on management of schools

Yes ( )  No ( )

c) If Yes, give the information on the training by filling the table below

<table>
<thead>
<tr>
<th>Institution of training</th>
<th>Areas of training</th>
<th>Duration of training</th>
<th>Year of training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

12. Is there need for training the school management on the strategic management of secondary schools?  Yes ( )  No ( )

13. Can you say the type of management in your school is strategic?
a. Yes ( )  b. No ( )  c. Not Sure ( )

SECTION C: STRATEGIC MANAGEMENT PRACTICES.

14. Do you think your school has effective strategic management of activities and programmes?
a. Yes ( )  b. No ( )  c. Not Sure ( )

15. Do your activities, projects and programmes successfully attain the intended objectives?
   a. Yes ( )  b. No ( )  c. Not Sure ( )

16. Are projects and programmes accomplished in specific times?
a. Yes ( )  b. No ( )  c. Not Sure ( )

17. State to which extent you think there is strategic management of activities and programmes in your school?
   Very great ( )
   Great ( )
18. Is there proper choice and formulation of strategies in your school?
   a. Yes ( )
   b. No ( )
   c. Am not sure ( )

19. Choice and formulation of strategies affect attaining the objectives of your school
   a. Yes ( )
   b. No ( )
   c. Not Sure ( )

20. If yes to what extent?
   Very great ( )
   Great ( )
   Moderate ( )
   Low ( )
   Very Low ( )

21. How regularly is your school evaluated?
   Weekly ( ) Monthly [ ] Once a term [ ] Any other

22. How successful are the implementation of laid strategies?
   a. Very Successful ( )
   b. Successful ( )
   c. Not Successful ( )
23. Do you think strategy implementation affects the excellent attainment of the objectives?
   a. Yes (  )
   b. No (  )
   c. Not Sure (  )

SECTION D: IMPACT OF STRATEGIC MANAGEMENT PRACTICES

24. In a scale of 1-5 rate how the following factors affect performance in your school.
   Note: 1-Minimal, 2-Moderate, 3-Considerable, 4-High 5-Extreme.
   a. Interference by management ................
   b. Change of management ..................
   c. Lack of clear policy & Procedures ............
   d. Lack of strategic plan ...................
   e. Failure to Harmonize Strategic plan & MOE Objectives ............
   f. Misunderstanding of strategic plan concept by stakeholders ............
   g. Inadequate Management structure to effectively carry out activities ............
   h. Lack of motivation by Teaching staff ............
   i. Restrictions by Government ............
   j. Influence from the local society ............

25. In a scale of 1-5 rate how the following factors would influence performance in your school.
   Note: 1-Minimal, 2-Moderate, 3-Considerable, 4-High, 5-Extreme.
   Drawing up of short term plans and objectives from the overall strategic plan ..........
   School management structure ..........
Allocation of resources to carry out the activities in the strategic plan
Clear communication of the strategic plan to all stakeholders
Leadership from the top management
Leadership by those charged with the responsibility for implementing the activities
An efficient reward system for achieving targets in the strategic plan
A clear definition of critical success factors
An understanding of key performance indicators
Presence of performance measurement frameworks
APPENDIX III:
QUESTIONNAIRES FOR THE SCHOOL HEADS OF DEPARTMENTS AND TEACHERS

SECTION A: GENERAL INFORMATION

1. Gender
   Male ( ) Female ( )

2. Highest academic qualification
   .................................................................

3. Highest professional qualification
   .................................................................

4. For how long have you been the head of department/teacher? ............................................

5. How many are the members of your department? .................

SECTION B: KNOWLEDGE OF STRATEGIC MANAGEMENT PRACTICES

6. Do you have any training on the strategic management of schools?
   Yes ( ) No ( )

7. If no, then, have you ever been trained on management of schools?
   Yes ( ) No ( )

8. Can you say the type of management in your school is strategic?
   a. Yes ( ) b. No ( ) c. Not Sure ( )
SECTION C: STRATEGIC MANAGEMENT PRACTICES

9. How frequently do you evaluate the progress in your department?

Weekly ( ) Bi-Weekly ( ) Monthly ( ) Bi-Monthly ( ) Once per term ( )

SECTION D: IMPACT OF STRATEGIC MANAGEMENT PRACTICES

10. In a scale of 1-5 rate how the following factors affect performance in your school.

Note: 1-Minimal, 2-Moderate, 3-Considerable, 4-High 5-Extreme.

a. Interference by management
b. Change of management
c. Lack of clear policy & Procedures
d. Lack of strategic plan
e. Failure to Harmonize Strategic plan & MOE Objectives
f. Misunderstanding of strategic plan concept by stakeholders
g. Inadequate Management structure to effectively carry out activities
h. Lack of motivation by Teaching staff
i. Restrictions by Government
j. Influence from the local society

11. In a scale of 1-5 rate how the following factors would influence performance in your school.

Note: 1-Minimal, 2-Moderate, 3-Considerable, 4-High, 5-Extreme.

Drawing up of short term plans and objectives from the overall strategic plan
School management structure
Allocation of resources to carry out the activities in the strategic plan
Clear communication of the strategic plan to all stakeholders
Leadership from the top management
Leadership by those charged with the responsibility for implementing the activities

An efficient reward system for achieving targets in the strategic plan

A clear definition of critical success factors

An understanding of key performance indicators

Presence of performance measurement frameworks
APPENDIX IV:

QUESTIONAIRES FOR THE SCHOOL HEAD PREFECTS

SECTION A: GENERAL INFORMATION

1. Gender  Male ( )  Female ( )

2. For how long have you been the head prefect? ........................................

3. How many are the prefects who work under you? ........................................

SECTION B: KNOWLEDGE OF STRATEGIC MANAGEMENT PRACTICES

4. a) Have you ever been trained on school management?
   Yes [ ]  No [ ]

4. b) Was the training strategic in nature or just general?..................................

5. Can you say the type of management in your school is strategic?
   a. Yes ( )  b. No ( )  c. Not Sure ( )

SECTION C: STRATEGIC MANAGEMENT PRACTICES

6. Would you consider the number of teaching staff in your school adequate?
   Yes [ ]  No [ ]

7. What would you suggest to be done to ensure that there are adequate teaching and management staff in your school?
   ..................................................................................................................
8. How frequently do you evaluate the progress in your school?

Weekly ( ) Bi-Weekly ( ) Monthly ( ) Bi-Monthly ( ) Once per term ( )

SECTION D: IMPACT OF STRATEGIC MANAGEMENT PRACTICES

9. In a scale of 1-5 rate how the following factors affect performance in your school.  
Note: 1-Minimal, 2-Moderate, 3-Considerable, 4-High 5-Extreme.

a. Interference by management

b. Change of management

c. Lack of clear policy & Procedures

d. Lack of strategic plan

e. Failure to Harmonize Strategic plan & MOE Objectives

f. Misunderstanding of strategic plan concept by stakeholders 

g. Inadequate Management structure to effectively carry out activities

h. Lack of motivation by Teaching staff

i. Restrictions by Government

j. Influence from the local society
APPENDIX V:

INTERVIEW SCHEDULES FOR DISTRICT QUALITY ASSURANCE AND STANDARDS OFFICERS (DQASO)

1. For how long have you served as District Quality Assurance and Standards Officer?

2. For how long have you served as a District Quality Assurance and Standards Officer in your current District?

3. What percentage of head teachers in Nairobi have been trained in the strategic management of secondary schools?

4. Do you think that head teachers in Nairobi have the necessary skills and knowledge in the strategic management of secondary education? (Briefly explain)

5. What is the importance of training in the strategic management of secondary schools?
12. How frequent do the secondary schools conduct evaluation?

13. What are the programmes practiced in secondary schools to enhance strategic management in Nairobi?

14. What would you recommend to be done to improve the strategic management of secondary schools in Nairobi?
   a) By the head teachers
   b) By the school
### APPENDIX VI

#### LIST OF SCHOOLS IN NAIROBI PROVINCE

<table>
<thead>
<tr>
<th></th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Allen Grove School Ltd</td>
</tr>
<tr>
<td>2</td>
<td>Apostolic Carmel Sec.</td>
</tr>
<tr>
<td>3</td>
<td>Aquinas High School</td>
</tr>
<tr>
<td>4</td>
<td>Augustana Academy</td>
</tr>
<tr>
<td>5</td>
<td>Arya Girls Sec. School</td>
</tr>
<tr>
<td>6</td>
<td>Arya Boys Sec. School</td>
</tr>
<tr>
<td>7</td>
<td>Avenue High School</td>
</tr>
<tr>
<td>8</td>
<td>Brookhouse Schools Ltd</td>
</tr>
<tr>
<td>9</td>
<td>Buru Buru Girls</td>
</tr>
<tr>
<td>10</td>
<td>Brookeshine School</td>
</tr>
<tr>
<td>11</td>
<td>CGHU Girls Secondary</td>
</tr>
<tr>
<td>12</td>
<td>City High School</td>
</tr>
<tr>
<td>13</td>
<td>Compuera Girls High</td>
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<tr>
<td>14</td>
<td>Dagoretti High School</td>
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<tr>
<td>15</td>
<td>Dandora High School</td>
</tr>
<tr>
<td>16</td>
<td>Don Bosco Sec. School</td>
</tr>
<tr>
<td>17</td>
<td>Eastleigh High School</td>
</tr>
<tr>
<td>18</td>
<td>Gachie High School</td>
</tr>
<tr>
<td>19</td>
<td>Githiga Secondary</td>
</tr>
<tr>
<td>20</td>
<td>German School Nairobi</td>
</tr>
<tr>
<td>21</td>
<td>Global Vision Sec.l Ltd</td>
</tr>
<tr>
<td>22</td>
<td>Guru Nanak Sec. School</td>
</tr>
<tr>
<td>23</td>
<td>Highway Secondary</td>
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<tr>
<td>24</td>
<td>Hilltop High School</td>
</tr>
<tr>
<td>25</td>
<td>Hospital Hill High</td>
</tr>
<tr>
<td>26</td>
<td>Huruma Girls Sec.</td>
</tr>
<tr>
<td>27</td>
<td>Handa Secondary</td>
</tr>
<tr>
<td>28</td>
<td>Jamhuri High School</td>
</tr>
<tr>
<td>29</td>
<td>Jeremic Adventist Aca.</td>
</tr>
<tr>
<td>30</td>
<td>Jogoo Road Girls</td>
</tr>
<tr>
<td>31</td>
<td>Kamkunji Secondary</td>
</tr>
<tr>
<td>32</td>
<td>Kanyari High School</td>
</tr>
<tr>
<td>33</td>
<td>Kayole Secondary</td>
</tr>
<tr>
<td>34</td>
<td>Kenya High</td>
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<tr>
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<td>Khalsa Girls Sec.</td>
</tr>
<tr>
<td>36</td>
<td>Kinyanjui Secondary</td>
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<td>37</td>
<td>Kitusuru High School</td>
</tr>
<tr>
<td>38</td>
<td>Langata High School</td>
</tr>
<tr>
<td>39</td>
<td>Lenana School</td>
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<tr>
<td>40</td>
<td>Maina Wanjigi Sec.</td>
</tr>
<tr>
<td>41</td>
<td>Mary Leaky Girls</td>
</tr>
<tr>
<td>42</td>
<td>Masai High School</td>
</tr>
<tr>
<td>43</td>
<td>Maths and Science Aca.</td>
</tr>
<tr>
<td>44</td>
<td>Muhuri Muchiri</td>
</tr>
<tr>
<td>45</td>
<td>Muslim Girls</td>
</tr>
<tr>
<td>46</td>
<td>Muslim High School</td>
</tr>
</tbody>
</table>
47. Nairobi milimani sec. 72. St John’s High
48. Nairobi muslim a 73. St Christophers Sec.
49. Nairobi school 74. St Dominic Savio Sec.
50. Nembu Girls high 75. St Georges Sec.
51. Ngara girls high 76. St Kevines Sec.
52. Nile road sec.school 77. St Lukes sec.school
53. Oshwal High 78. St Mulumba
54. Obelisk Entreprises sec. 79. St Teresas Girls Sec
55. Ofafa Jericho sec. 80. St Teresas Boys
56. Our Lady of Mercy 81. Starehe Boys
57. Precious blood school 82. State House Girls
58. Pangani Girls 83. Sunshine Sec.
59. Parklands high 84. Temple Rd High
60. Park View Academy 85. Twin Birds Academy
61. Precious Blood school 86. Upper Hill school
62. Premier Academy 87. Uthiru Sec.school
63. Pumwani Sec.school 88. Visa Oshwal Boarding
64. Racecourse Road sec. 89. Visa Oshwal Girls
65. Ruaraka high school 90. Kianda School
66. Ruthimitu Girls high 91. Agha Khan
67. SSD Sec.school 92. St Hannas
68. Shaa,GK sec. 93. St Elizabeth Boys
69. Shauri Moyo Muslim Sec. 94. St Elizabeth Girls
70. Sharda high school 95. Rusinga School
71. St Lucie Kiriri Girls

Source: Ministry of Education 2007
APPENDIX VII

LETTER OF RESEARCH AUTHORIZATION/PERMIT

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

P.O. Box 30230, 00139
Nairobi, Kenya

Date: 13th May, 2010

NCST/RRU/12/1/SS/361

Pamela Othieno Aswan
Kenyatta University
P.O. Box 15844
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "The effects of strategic Management in Secondary Schools in Kenya. A Case Study of Nairobi Secondary Schools" I am pleased to inform you that you have been authorized to undertake your research in Nairobi District for a period ending 31st December, 2010.

You are advised to report to the District Commissioner and the District Education Officer of Nairobi District before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.

P. Njorovakundi
FOR: SECRETARY/CEO

Copy to:
DECLARATION

This research project is my original work and has not been presented for any degree in any other institution.

Signature ___________________________ Date _________________

PAMELA AWUOR OCHIENG’
D53/1018/04.

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

Signature ___________________________ Date _________________

Supervisor: Dr. Ambrose Jagongo

Kenyatta University.

Signature ___________________________ Date _________________

Mr. D. K. Ngaba

Chairman, Department of Business Administration, Kenyatta University.
DEDICATION

I dedicate this work to my loving children Denis, Hans, Harold, Murray, Faith, Hope, Grace, Benjamin and Victuer.
ACKNOWLEDGEMENT

Words to express how thankful I am to God may fail me. His grace and favor throughout my period of study and research has been more than sufficient.

I am most grateful to my supervisor, Dr. Ambrose Jagongo, for being available, resourceful, critical, and persistent to ensure quality work, while maintaining a sense of humor that encouraged me even through the most difficult times of this research process.

To my husband Prof. R. Odhiambo, I say “Thank you”.

My sincere gratitude goes to Mrs. Pamela Owiti and Mr. Wambua K. for their invaluable support in accessing the relevant officers in the Ministry of Education, and all the information I required for this research. Special thanks to colleague teachers, and all those good friends who supported me in one way or another. May God reward you in the most unique way.
ABSTRACT

The government of Kenya has taken several steps to improve secondary education. Yet, it is regrettable that secondary education has been characterized by poor performance, in national exams, especially in core subjects like mathematics and sciences. Low morale among teachers and even lack of matching facilities and resources for learning, continue to characterize secondary schools and education in general, as documented in the Kenya Education Sector Support Programme 2005-2010. However, there seems to be no studies conducted to establish whether secondary school managers apply strategic management practices to improve performance.

This study therefore aimed at analyzing the effects of strategic management practices on performance in public and private secondary schools in Nairobi province. The study purposed to look at areas in which strategic management can be effectively applied and how those areas can impact on performance in secondary schools. The general study objective was to establish the effects of strategic management practices on performance in secondary schools in Nairobi. The specific objectives were; to investigate whether the school managers are aware of strategic management practices; to establish if strategic management practices are applied in secondary schools in Nairobi; to assess the impact of strategic management practices in secondary schools in Nairobi. The results of this study will be useful to the Ministry of Education, school managers and researchers.

This was a descriptive study that targeted 10 secondary schools (both public and private) in Nairobi. The target population for the study was a total of 95 secondary schools i.e. 48 public and 47 private secondary schools. The sample size included school managers, DQASO, and teachers. A combination of simple and stratified random sampling, purposive and cluster sampling was used with the aim of reaching at least 20% of the target population. The sample size targeted was a total of 98 respondents.

Data was collected using questionnaires that were sent to the respondents on a drop and collect later basis and through interview schedules. The responses were analyzed using Statistical Package for Social Sciences (SPSS). The results have been presented using frequency distribution tables, bar graphs, pie charts and line graphs.

The results of the study indicate that a greater number of the target respondents were not sure about what strategic management entails. The study revealed that a lot of training on strategic management is necessary if its practices are to bring any impact on performance.

The researcher recommends proper allocation of resources for various activities and programmes; empowerment of leadership that is trained on strategic management; clearly defined performance indicators and critical success factors.

Further studies should focus on the hindrances to the effective application of strategic management practices in secondary schools in Kenya, the role of the government in ensuring the practice of strategic Management as a key driver in enhancing quality performance in secondary schools, and the contribution of the level of education and professional qualification of secondary school managers, especially the principals and their deputies to performance in secondary schools.