SUCCESS FACTORS AND STRATEGY EXECUTION IN PRIVATE SECONDARY SCHOOLS IN MURANG’A COUNTY, KENYA

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AUGUST, 2020
DECLARATION

Declaration by the Candidate

This research project is my original work and has not been presented for a degree in any other University or for any other award.

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Declaration by the Supervisor

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

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Date
DEDICATION

This paper is dedicated to my late dad Kamau and my mother Miriam Kamau who provided encouragement and finances for me to achieve higher education. I also dedicate it to my husband Samuel Njoroge for cheering me on as I pursued my coursework and research. My children Dasia, Davina and Davis, who bore the blunt of my time in school.
ACKNOWLEDGEMENT

I wish to thank the Almighty God who gave me strength to carry at this research and brought forth all the destiny helpers I needed. I also greatly appreciate my supervisor, Dr. Joyce Gakobo, who gave encouragement and support in all levels of writing this paper.
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OPERATIONAL DEFINITION OF TERMS

Communication : Two-way process of reaching mutual understanding, in which participants not only exchange information, news, ideas and feelings but also create and share meaning. (business dictionary). In this aspect it refers to exchange of information between the school leadership that is involved in the strategy formulation process with the teachers and other stakeholders who are key in strategy implementation.

Success Factors : Aspects that make strategy execution to succeed in schools.

Leadership : The art of making school stakeholders to voluntarily act to actualize the organizational objectives. It also refers to the potential of the school management to express a strategic vision for the organization or a part of the organization and to motivate and persuade others to acquire that vision. (www.managementstudyguide.com).

Organizational Structure : A description of policies, procedures and administration systems, formal structures of departments and hierarchies, technical policies and procedures as well as technical expertise and systems adopted by a school.

Private Secondary Schools : Schools that have been started by individual
entrepreneurs for commercial purposes.

**Resources**: The items that are owned by the school that enables it to actualize its programs. Such resources may include financial resources, human skills, information technology (IT) and inventory.
ABSTRACT

Strategy execution in private schools is critical in the changing education sector. Having a well-designed strategy is good tool in enabling a business to achieve a competitive edge. However, having the strategy alone would not be enough to assure the business a competitive edge. Many businesses, including private schools, find it easier to craft a good strategic plan but then flop when it comes to executing the strategy. Some of the challenges that make strategy execution almost difficult in the Kenyan private secondary schools include dynamism of the Kenyan education sector and regular policy adjustments.

This study was carried out to examine the success factors of strategy execution in private secondary schools in Murang’a County. The study sought to look at strategy execution among private secondary schools especially given the rapidly changing and dynamic education sector in Kenya. The objectives of this research paper were mainly on the aspects of resource availability, effect of leadership, influence of communication and organizational structure on strategy execution in private secondary schools in Murang’a County. The Literature review focused on two main theories as regards strategy execution i.e. resource-based view theory and dynamic capabilities theory. Further the study reviews the four factors that earlier studies quoted as critical for strategy execution i.e. organization structure, resource availability, leadership and communication. The research gap was that though earlier studies on strategy execution were done, they did not focus on private secondary schools.

This case study was descriptive in nature and focused on the eighteen private secondary schools in Murang’a County. Tools like questionnaires, direct interviews and observation used in data collection were applied on 69 teachers out of a population of 216 teachers. Data analysis was done with the help of descriptive statistics (means, frequency distributions, and standard deviations) and inferential statistics that is multiple linear regression. The validity of the data collection was examined using the content validity while the reliability was examined using the Cronbach alpha coefficient. From the study results it was concluded that when the resources availability increased, it led to a decrease in execution of strategy and this has a negative influence on the strategy execution in private secondary schools in Murang’a County. On the other hand, the study concluded that when leadership, organizational structure, and communication were increased, they enabled strategy execution to be better. The study concluded that these three success factors have a positive influence on the strategy execution in private secondary schools in Murang’a County. The study recommended that in order to succeed in execution of strategies, private schools should prioritize use of available financial and human resources by budgeting before planning. Secondly, problem solving skills was recommended as a critical trait among those recruited in the strategy execution team. Thirdly, the management of private secondary schools should improve communication of strategy objectives to all stakeholders to improve execution. It was further recommended that there should be clear description of the chain of command in the private secondary schools in Murang’a County.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Strategy execution is a process that puts into practice the formulated strategies with the aim of achieving strategic goals. Whereas the strategic plan provides a roadmap to the future of the business, strategy execution is the means that drives you to the future. Kavale (2012) in a study on strategy and structure noted that strategy is about the marshaling of resources of an organization to match the needs of the market place and achieve the business objective. On the other hand, Azhar and Ikram (2012) in a study on role of leadership in strategy formulation and implementation noted that strategy is the basic long-term goals and objectives of an enterprise and the adoption of the courses of action and allocation of resources necessary for carrying out the goals.

Strategy execution is a difficult exercise and is often unsuccessful. Successful execution of strategies is one problem that faces managers all over the globe. Despite the execution challenge very few organizations have discovered the art of making strategy work. The rate at which strategic plans fail during implementation remains very high. Different studies conducted by leading business magazines depict dismal performance at the strategy execution stage (MacLennan, 2010). The Economic Intelligence Unit revealed that only about 40% feel that their companies were successful at executing strategies. In another study by Hrebiniak (2006), organizations were found to only realize 60% of the potential of their strategies owing to execution challenges. The study further concluded that 50% of all strategic plans fail to get implemented. Even when strategies are implemented, 70% of the implemented strategies don’t achieve the objectives intended.
Strategy formulation is a difficult task, but executing that strategy is even harder. No business can succeed without implementing their business strategy. In executing strategies, a manager should possess the know-how to navigate the obstacles just like an automobile negotiates potholes on a difficult road (Hrebiniak, 2006).

Strategy has been conceptualized as a management’s action plan for running the business and conducting operations in order to achieve the targeted levels of organizational performance (Nyangau, 2013). Kinyua (2010) indicates that strategy is divided into three levels that is corporate, business, and the functional levels. The corporate level strategy involves the whole organization as a unit while business level strategy is about the actions and the approaches crafted to produce successful performance in one specific line of business (Ndegwah, 2014). The functional level strategies are at the bottom in the hierarchy and involve the implementation action-oriented operational issues and are relatively short range and low risk (Patten, 2015).

1.1.1 Concept of Strategy Execution

Similar to the concept of strategy, strategy execution has been severally conceptualized by different scholars. Asutay, Dixon, & Al-Kandi (2013) examined strategy execution as a dynamic, interactive and complex process of decisions and activities by managers and employees. The strategy execution is affected by a number of interrelated internal and external factors and is aimed at strategic plans in order to achieve strategic objectives. Strategy execution has been conceptualized as the activity that entails the turning of plans (strategies) into action assignments and ensuring that the assignments are applied successfully in line with the set objectives (Lihalo, 2013). On the other hand, Kumotia (2015) in a study on strategy execution in Constituency Development Fund (CDF) in Kisumu Town West Constituency examined strategy execution in a different way. The
study indicated that strategy execution is the iterative process of implementing strategies, policies, programs and action plans that allow a firm to utilize its resources and to take advantage of opportunities in the competitive environment (Kumotia, 2015). Adem (2012) in a study on challenges facing strategy execution at Municipal Council of Kisumu noted that the aspects involved in strategy execution include strategy development, environmental uncertainty, organizational structure, culture, leadership, operational planning, resource allocation, people, communication and control.

1.1.2 Success Factors for Strategy Execution

The need for strategy execution manifests itself in different organizations especially those with a commercial inclination such as private secondary schools. Kipngetich & Bundotich (2016) in a study on strategy execution at Agricultural Finance Corporation (AFC) noted that a firm’s ability to achieve strategic competitiveness and earn above average returns is compromised when there is failure to respond appropriately and quickly to the global dynamism that organizations face. The changes that the business must respond to include changes brought by regulatory changes, technological changes, entry of new market players, exit of key human resources players, employee demands, labour unions demands and changing customer preferences amongst other dynamics (Baroto, Arvand, & Ahmad, 2014). The responses to the changes in the operating environment requires the organizations to conceptualize strategies to respond to these dynamics (Nyangaga, 2014).

There are diverse challenges that face strategy execution in diverse institutions leading to low success levels in Strategy Execution. Lihalo (2013) in his study put the success levels of the strategy execution at 10% to 30% amongst small and medium sized enterprises. The challenges that face strategy execution amongst diverse institutions
emanate from the complexity of strategy execution owing to the resources required and the stakeholders that need to be involved. In this context, Adem (2012) notes that unlike the strategy formulation that involves a small category of employees most the top management, the strategy execution often involves all members of an organization. In this context, Baroto et al (2014) notes that strategy execution is a complex phenomenon that involves organization of a firm’s resources and motivation of staff to achieve set objectives. Kumotia (2015) further note that there are many factors that influence strategy execution including formulation of the strategy and the people who communicate or implement the strategy to the systems or mechanisms in place for coordination and control.

On the other hand, Chege (2015) notes that the changing customer needs, business environment, and technology amongst other aspects continue to be the greatest challenge to the strategy execution in organizations. On the other hand, Ogunmokun, Hopper, & McClymont (2005) indicated that the challenges facing strategy execution can be divided into four major aspects; content (strategic decision, multiple project implementation), context (internal context: organizational structure, organizational structure, and leadership; external context including environmental uncertainty in the general and task environment), process (operational planning, resources allocation, people, communication and control) and outcome (tangible and intangible outcomes of the project).

1.1.4 Education sector in Kenya.

The Kenyan education sector is composed of both primary schools, secondary schools, and tertiary institutions. There are two categories of secondary schools in Kenya i.e. public and private. The public schools are funded by either the government or
communities and managed by Boards of Management and Parent-teachers associations. On the other hand, private schools are funded and managed by individual businesspeople, missionaries or even religious organizations who require parents to pay for all academic expenses. Based on the current 8-4-4 system, students undertake secondary school curriculum for four years and then undertake a K.C.S.E. exam that determines whether they proceed to university or other tertiary institutions.

Despite the discouragement of ranking of secondary schools based on K.C.S.E exams, performance of schools determines how marketable they are and hence how profitable they can become. This has heightened competition among the private secondary schools since performance in national exams will determine how many students you will attract to your school, how much fees you can charge and hence the school’s profitability.

1.1.5 Private Schools in Murang’a County

Murang’a County is one of the forty seven counties of Kenya’s former Central Province. Its largest town is Murang’a which is also the capital of the county. The county has a total of 18 private secondary schools. The private schools refer to the schools that have been established by individual entrepreneurs for the purposes of offering education services for commercial purposes.

Most private school execute diverse strategies in an adhoc manner without a centralized strategic plan document. In this context, the strategies are often executed through directives issued during staff meetings or through a raft of memos that are placed within the staff rooms and school offices (Ndegwah, 2014). Additionally, the schools may form adhoc committees to address given arising issues with the identified stakeholders in the committee investigating and actioning diverse aspects of the school strategies. The
schools also have designated staff dealing with specific aspects of the school strategies such as participation in extra curriculum activities.

1.2 Statement of the Problem

Across the business world a persistent problem of poor strategy execution has been gagging even the best of strategic plans ever crafted. Vision without action is a daydream. Action without vision is a nightmare. 75% of companies struggle to implement their strategy despite spending so much time and financial resources to set the strategy up (Wiita & Leonard, 2017). Many private entities have reduced strategy execution to a to-do-list rather than a complex process which requires the initiative of the top management who cascade the strategy to every employee who actually participates in the implementation.

Private secondary schools have started to become serious on strategy execution given the diverse challenges of the Kenyan education sector. The challenges include regular significant reforms in the education sector policies and systems of education. If left to roost with no proper strategic plans that are executed by the most elite of teams the challenges will eat into the bottom-line of these private secondary schools. They would thus find themselves on their knees with nothing for the investor.

This study will seek to examine the factors that would lead private secondary schools in Murang’a County to execute their strategies more effectively given the current turbulence in the education sector. We need to establish which areas private secondary schools need to focus their time and resources in so that they can successfully execute their strategies. This will be done by focusing on key areas that other theorists had earlier identified as key to strategy execution i.e. resources availability, leadership
aspects, communication aspects, and organization structure. These four areas will form the objectives of this study as they are interrogated in relation to how they impact strategy execution in private secondary schools in Murang’a County.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is the examination of success factors of strategic execution in private secondary schools in Murang’a County, Kenya.

1.3.2 Specific Objectives

The study was guided by the following research objectives;

(i) To examine the effect of resources availability on strategy execution in private secondary schools in Murang’a County, Kenya

(ii) To determine the effect of leadership on strategy execution in private secondary schools in Murang’a County, Kenya

(iii) To find out the influence of communication on strategy execution in private secondary schools in Murang’a County, Kenya

(iv) To establish the effect of organizational structure on strategy execution in private secondary schools in Murang’a County, Kenya

1.4 Research Hypotheses

The study was guided by the following research hypotheses;

H_{01}: The resources availability has no influence on strategy execution in private secondary schools in Murang’a County, Kenya

H_{02}: The leadership aspect has no influence on strategy execution in private secondary schools in Murang’a County, Kenya
H₀₃: Communication aspects have no influence on strategy execution in private secondary schools in Murang’a County, Kenya

H₀₄: Organizational structure has no influence on strategy execution in private secondary schools in Murang’a County, Kenya

1.5 Significance of the Study

The study is of importance to investors within the education sector, private secondary school stakeholders, and researchers in the subject area. The investors in the education sectors as well as private secondary school stakeholders get an understanding on the factors that influence strategy execution within private secondary schools. This understanding helps in formulation of policies, systems and processes with a view of mitigating the factors the influence strategy execution in private secondary schools. The researchers in the areas of strategy execution gain an understanding of these aspects within the context of secondary schools.

1.6 Scope of the Study

This study focused on success factors of strategy execution in private secondary schools in Murang’a County. The scope of the study involved the geographical scope, time scope, and budget scope. The geographical scope was limited to 18 private secondary schools in Murang’a County due to the limitation of available budget and time resources to undertake the study in a larger area. The time scope was the first half of 2017 which coincided with the academic calendar as this research was being undertaken for the purposes of an academic exercise. The content scope involved the examination of the resources availability, leadership aspects, communication aspects, and organizational structure on the strategy execution in private secondary schools in Murang’a County, Kenya.
1.7 Limitation of the Study

The private schools’ management displayed apathy towards allowing their staff to participate in the study for fear of divulging sensitive operational dynamics which may affect their competitive aspects within the market. These concerns were dealt with through assurance given to the private secondary school management that the study was meant for academic purposes only and the respondent’s as well as individual participating organizations would be kept anonymous. Similarly, the individual respondents had concerns about filling the questionnaire for fear of sensitive information divulgence that may jeopardize their positions in the school. To allay these fears identities of respondents were anonymous and responses used only for academic purposes.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study explored the theoretical framework, empirical literature, conceptual framework, summary of reviewed literature, and research gaps.

2.2 Theoretical Framework

The theoretical review was based on the Resource Based View (RBV) the Dynamic Capabilities theory and Transient Advantage theory.

2.2.1 Resource Based View Theory

This theory was postulated by Edith Penrose in 1959 through a book titled *The Theory of Growth of the firm*. The RBV argues that the foundation of the firm’s strategy is the resources of the organization (Ndirangu, 2013). The theory also argues that firms own resources a portion of which enable them to achieve competitive advantage while the other portion help them in the long-term performance. The RBV also states that a company's competitive advantage is derived from the company's ability to assemble and exploit an appropriate combination of resources. The resource based theory is in this manner dependent on the firm looking at its inside qualities and factors rather than outer factors outside its ability to control. In this specific circumstance, RBV is utilized in the production of economical upper hand of a firm through an inner investigation of the firm with a perspective of deciding the differing assets that the organization has (Oenga, 2013).

This theory was used because it addresses the key objectives of this study including available human and financial resources. It brings out tangible and intangible resources as internal strengths possessed by the organization. Thus the theory indirectly assumes...
that the leadership’s competency in managing the available human and financial resources impacts on strategy execution (Shetty, 2010).

Despite RBV theory being among the most popular in strategy execution researchers in other disciplines have reservations with it. Even strategic management scholars differ on the application of the theory especially due to the view that external factors like performance of other firms are key as to the execution of strategies. The theory also ignores how the firm relates to the biophysical environment which can significantly impact the success of its strategic plan (Hoopes, Madsen and Walker, 2003). RBV theory has shortcomings in the area of ensuring sustainable competitive advantage and profitable performance in the face of a dynamic environment (Barney, Eisenhardt and Teece, 1997).

2.2.2 Dynamic Capabilities Theory

Dynamic capability theory was postulated by David Teece, Gary Pisano and Amy Shuem in a paper called Dynamic Capabilities and Strategic Management in 1997. The theory emphasizes on the ability of the firm to integrate, build, and reconfigure internal and external competencies to address rapidly changing business environments. The theory rides on the weaknesses of the RBV theory above due to its inability to address dynamism in the operating environment. Whereas the RBV theory is premised on sustainable competitive advantage, the dynamic capabilities theory emphasizes more on competitive survival when the business conditions are changing rapidly. An example of dynamism is when a new technology arrives. This theory suggests that firms do not have change their processes on short notice but rather adapt their existing routines to make most of the existing resources whereas planning for the future (Ludwig and Pemberton, 2011). The dynamic capabilities empower the firm to constantly restore its operational capabilities and thus managing its execution in the long haul (Tesot, 2012).
This theory is suitable for this research because it helps to focus on the dynamism of the Kenyan education sector and how to adapt to it in order to remain sustainably competitive. It therefore emphasizes more on capitalizes on available resources and utilizing them to achieve strategic objectives. It also integrates the aspect of leadership and organizational structure that would fit strategy execution when environments change.

The theory, though, has inherent weaknesses of being vague and a needless repetition of an idea. Despite the theories ability to handle a dynamic environment it does not prescribe exactly how the firm can do this. Wang and Ahmed (2007) say that this theory can result in the core competencies of the firm becoming core rigidity.

### 2.2.3 Transient Advantage View theory.

The transient advantage theory was postulated by McGrath in 2013. The theory holds that business opportunities where the firm can leverage their core competencies are transient. With that in mind the top management would then change the approach with which they both formulate, execute, assess and revise their strategies. It holds the view that competitive advantages are often transient and short-lived. Lifespan of strategy formulation to execution therefore is made to be much shorter and reaction to market changes much more drastic. When the theory was established it filled the gap created by traditional assumptions that a company strategy can survive for prolonged durations running to years before the competition replicates it. This theory has innovation as a key response to the market dynamism occasioned by globalization and digitization. The procedure of adopting this theory involves launching the new idea, ramp up by collating available resources, exploit the core competencies, reconfigure and seek new core
competencies and finally disengage from the strategy that has started to lose spark (Wang, 2014).

This theory is a more recent theory that looks more at the leadership policies of the company management. The theory serves this study in that it focuses on the dynamism of the market and offers the private secondary schools the suggestion to be more innovative and focused on a shorter-term of strategy execution. It fits in to bridge the gaps create by the first two theories of this study.

2.3 Empirical Review

2.3.1 Resources Availability and Strategy Execution

The resources availability has immense effect on Strategy Execution. In this context, Sterling (2013) argues that some strategies fail because not enough resources were allocated to successfully implement them. Randa (2015) in a study on challenges of the implementation of turnaround strategy of the large micro finance institutions in Nairobi County notes that strategy execution requires provision of adequate resources that should be allocated efficiently. The availability and prioritization of the resources ensures that critical timelines and key performance indicators in strategy execution are met. The study looked at the role of resources availability on strategy execution within the context of micro finance institutions as opposed to a school which is the focus of the study.

Mango (2014) in a study on determinants of successful strategy execution in selected public schools in South Africa notes that human, physical, informational and financial resources management are vital for Strategy Execution. The study found a correlation between resources availability and successful Strategy Execution. Even more critically, the study notes that other than resources availability, the deployment of these resources
also has a significant effect on success of the Strategy Execution. The study was based in schools in South Africa as opposed to Kenya and the study didn’t elaborate on whether they were private schools or public schools.

Karani (2009) undertook a study on the strategy execution at Kenya Electricity Generating Company (KENGEN) Limited. The study noted that amongst the resources that KenGen required for effective strategy execution included human resources, human resources, technological resources, and managerial resources amongst others. Karani (2009) notes that human resources is one of the major resources that drive strategy execution in any organization.

The role of the human resource function in strategy execution occurs through interactions amongst employees through formal and informal processes. The human resource department must therefore recruit, select, train, promote and lay off employees that are not aligned to its strategic objectives therefore hindering its implications. The study further noted that inability to provide adequate financial and other resources to employees often lead to failure of Strategy Execution. In this context, the study notes that diverse firms often undertake budgeting before strategic planning leading to failure to allocate sufficient resources for Strategy Execution. Karani (2009) study focuses on resources availability in public institutions with a monopolistic market share as opposed to private schools.

Mbithi (2013) in an examination of Strategy execution at Nakumatt Holdings notes that there are four different resources than an organization needs to possess in Strategy Execution; financial resources, physical resources, human resources and technological
resources. The availability and integration of these resources in an organization enables efficient Strategy Execution. The study also notes that resources requirement in strategy execution is dependent on the strategy to be implemented. Apart from resources availability, the deployment of resources is a key aspect in Strategy Execution. In this context, Mbithi (2013) that diverse factors hinder effective resources allocation within an organization or department in the organization. These factors include overprotection of resources, too great emphasis on short non-financial criteria, vague strategy targets, organizational policies and lack of sufficient knowledge. These factors have the impact of leading to inefficient resources allocation. Mbithi’s research study focuses on Nakumatt Holdings Ltd which is a commercial trading enterprise dealing in physical goods as opposed to private secondary schools which offer academic services. The organization that Mbithi focused on is therefore generically different in organizational structure, mode of communication, leadership and product or services offered.

2.3.2 Leadership and Strategy Execution

Leadership plays an important role in strategy execution in any given institution. Leadership has been conceptualized as the ability of an individual to influence, motivate and enable other members of an organization to contribute towards effectiveness and success of the organization (Nekesa, 2016). Ndunda (2013) undertook a study on implementation of One Stop Border Strategy at the Busia Border, Kenya. The study noted that leadership is a vital component of strategy execution as it requires a hands-on operation and action oriented human behavioural activity. This calls for executive leadership and key managerial skills. This is because the leaders often originate the company policies that need to be implemented and embedded into the organization (Kamau, 2013). Ndunda’s study was able to show leadership as an important factor of
strategy execution, but his study focuses on a small scale transport industry whose dynamics are different from those of private secondary schools.

Kamau (2013) examined effects of organizational structure on strategy execution in commercial banks in Kenya. The study indicated that leadership aspects play a key role in strategy execution through process of value formation, culture development and empowering implementation. In strategy execution, the leadership must be strategic in their communication on the strategy execution key developmental milestones. In this context, the leadership gives clear sense of direction in strategy execution as well as encouraging individual decision making aspects within organization.

Mativo (2011) in a study on challenges of strategy execution at the Machakos branch of Equity Bank indicated the importance of leadership on Strategy Execution. The study noted that that a major challenge facing strategy execution is leadership and thus strategic leadership enables the implementation of strategy. Strategic leadership within an organization enables strategy execution through motivation of employees through making them more aware of task that need to be undertaken, ensuring key developmental milestones in strategy execution are met, and influencing the employees to act in a given manner. The leadership is also key in provision of resources required for the purposes of Strategy Execution.

The research studies by Kamau and Mativo focus on the commercial banks as opposed to the private schools. Commercial banks are likely to be more professional in their operations and strategy execution due to the high level of centralized regulation by

Nacheri and Ogollah (2015) in a study on the influence of turnaround strategy adoption on revenue performance of Kenya Revenue Authority noted diverse ways in which leadership impacts on Strategy Execution. In this context, the study notes that for effective Strategy Execution, the leaders must be in a position to influence the team members to direct their efforts in a given direction as well as build a coherent team. The ability to articulate clear action plans of the strategy execution action plans is important in Strategy Execution. The leaders involved in strategy execution must also possess sensitivity, creativity, patience and communication skills that curb cultural and workforce conflicts during Strategy Execution. This study focuses on a government body with a monopolistic market share as opposed to private secondary schools in a competitive market environment.

Mwangi (2013) in examination of factors affecting strategy execution in public universities in Kenya argued that leadership is one of the major components in Strategy Execution. In this context, the study noted that strong leadership is required for successful Strategy Execution. The strong leadership facilitates optimal resources allocation, direction of businesses processes and support that lead to Strategy Execution. The strong leadership is needed to solve human resource issues that hinder strategy execution such as vested interests, office politics, and negative attitudes as well as change management challenges. The study was on public universities as opposed to private secondary schools of which there are different operational dynamics.
2.3.3 Communication and Strategy Execution

Diverse scholars have demonstrated ways in which communication impacts on strategy execution in an organization. Nyongesa (2014) in a study on strategy execution at Kenya Accounts and Secretaries National Examination Board noted diverse roles of communication in Strategy Execution. The study noted that communication enables the communication of objectives, targets, key stakeholders, and benefits of diverse action plans in the undertaking diverse strategy execution aspects. Communication helps in clarifying tasks, roles, and solving emerging challenges that emerge during strategy execution hence enhancing its success levels. The lack of clear communication leads to poorly defined roles, ineffective coordination of activities, as well as poor monitoring and evaluation process. This study examines a public institution which is a non-profit making entity while private secondary schools’ key agenda is wealth optimization hence they have very different motivations to execute strategy.

Jisuveyi (2014) examined factors affecting strategy execution in public secondary schools in Hamisi Sub County, Kenya. The study found that communication within an organization during strategy execution leads to training aspects, and dissemination of knowledge relating to Strategy Execution. The communication in an organization relates to organizational processes, context and implementation objectives during strategy execution phase. The mode of operation in public secondary schools is different from that of the private secondary institutions.

Gachie (2014) in a study on corporate strategy execution in construction industry in Kenya examined the role of communication in Strategy Execution. The lack of two-way communication aspects within organizations during strategy execution leads to poor
passing of information from leaders to employees and vice versa. This leads to lack of information from the leaders to the employees in regards to the context of the strategy and its implementation as well as what tasks distribution amongst employees. On the other hand, the leadership in such a context lacks critical feedback from employees on the challenges faced on the ground during Strategy Execution. The timeliness of the communication on developments within organization during strategy execution is of critical importance. This enables adequate and timely reaction within an organization. The communication style of information within the organization in relations to the strategy execution is of critical importance in the employees’ acceptance of the strategy execution aspects. The construction industry has different way of operation from private institutions at secondary level.

Keitany (2014) in a study on Challenges of Strategy execution at Teacher Service Commission in Kenya indicated that communication culture within an organization plays a critical role in Strategy Execution. In this context, the study notes that organization communication play a critical role in Strategy Execution. In contexts where there is an open and supportive communication climate leads to a higher success levels in strategy execution compared to restrictive communication environment. The communication channel is also critical in the Strategy Execution. Communication in a manner that is one way such as memos hinder feedback processes while some communication channels may delay in reaching the target consumers such as magazines. Teachers’ service commission is concerned with policy making which differs from that of private secondary schools role of implementing policies.
2.3.4 Organizational Structure and Strategy execution

The organizational structure has been cited as one of the major organizational factors that impacts of Strategy Execution. In this context, Asutay et al (2013) in a study on factors influencing the strategy execution process and its outcomes: evidence from Saudi Arabian Banks that organizational structure facilitates resources and people allocation. The study noted that organizational structure facilitates well defined action plans with defined authority, roles, and responsibilities in Strategy Execution.

Jisuveyi (2014) in a study on factors affecting strategy execution in public secondary schools in Hamisi Sub County found organizational structure to greatly affect Strategy Execution. The study noted that organizational structure drives behaviors within the organization which are critical during Strategy Execution. This is because the organizational structure consists of activities such as task allocation, coordination and supervision directed towards achievement of organizational aims.

Mwangi (2013) examined the factors affecting strategy execution in public universities in Kenya. The study noted that organizational structure plays a significant role in strategy execution through influencing flow of information within the organization. The organizational structure determines the nature of teamwork within an organization, communication channels and roles coordination thus enabling Strategy Execution. In the context of organizational structure, the firms can have centralized decision making or decentralized decision making structures. Both Mwangi and Jisuveyi studies are on public institutions of learning. These institutions are non-profit making. The focus of this study was based on private secondary schools which are profit making.
Siapei (2011) in the examination of organizational structure and strategy execution at Geothermal Development Company noted various objectives of organizational structure. The study notes that organizational structure often involves management’s responsibilities, their degree of authority, and the consolidation of facilities, departments and divisions, tasks design and production technology. These aspects have a bearing on the strategy execution within an organization. Siapei’s study is on a company whose level of operation is on high scale, and it differs from this study since private secondary schools operate on a lower scale.

Ngenoh (2013) in an examination of organizational structure and strategy execution in selected major banks in Kenya underscores the importance of organizational structure in Strategy Execution. The organizational structure comprises of policies, procedures and administration systems, formal structures of departments and hierarchies, technical policies and procedures as well as technical expertise and systems adopted by an organization. The organizational structure influences strategy execution through facilitation of communication, resources allocation, as well as allocation of duties and responsibilities. The organizational structures and ways of administrations of banking sector have strict guidelines and control from Central Bank while private secondary schools operate on some degree of freedom without many restrictions.
The aspects that contribute to the strategy execution are affected by whether the organization has an organic also referred as simple structures or mechanistic as complex structures. The simple structures register more success in strategy execution as they are more flexible in decision making, less formalized and more flat leading to better teamwork within the organization. On the other hand, the mechanistic or complex structures are rigid in nature and characterized by rigidity in operations.
2.4 Conceptual Framework

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Resources Availability</strong></td>
<td></td>
</tr>
<tr>
<td>• Amount of financial resources</td>
<td></td>
</tr>
<tr>
<td>• Timeliness of resources</td>
<td></td>
</tr>
<tr>
<td>• Prioritization of resources</td>
<td></td>
</tr>
<tr>
<td>• Availability of human resources</td>
<td></td>
</tr>
<tr>
<td>• Qualification of human resources</td>
<td></td>
</tr>
<tr>
<td><strong>2. Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>• Proactiveness of the leader</td>
<td></td>
</tr>
<tr>
<td>• Leadership communication skills</td>
<td></td>
</tr>
<tr>
<td>• Leadership staff management aspects</td>
<td></td>
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<tr>
<td>• Leader problem solving skills</td>
<td></td>
</tr>
<tr>
<td>• Leadership creativity</td>
<td></td>
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<tr>
<td><strong>3. Organizational Structure</strong></td>
<td></td>
</tr>
<tr>
<td>• Division of responsibilities amongst staff</td>
<td></td>
</tr>
<tr>
<td>• Description of chain of command in an organisation</td>
<td></td>
</tr>
<tr>
<td>• Centralisation of decision making</td>
<td></td>
</tr>
<tr>
<td>• Involvement of team members in decision making</td>
<td></td>
</tr>
<tr>
<td><strong>4. Communication</strong></td>
<td></td>
</tr>
<tr>
<td>• Strategy objectives</td>
<td></td>
</tr>
<tr>
<td>• Flow between management and employees</td>
<td></td>
</tr>
<tr>
<td>• Timeliness</td>
<td></td>
</tr>
<tr>
<td>• Channels used</td>
<td></td>
</tr>
<tr>
<td>• Comprehensiveness</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 2.1; Conceptual Framework**
*Source; Researcher (2017)*

2.5 Summary and Research Gap Summary of Literature

The resources availability has immense effect on Strategy Execution. This is because strategy execution requires provision of adequate resources that should be allocated efficiently. The availability and prioritization of the resources ensures that critical timelines and key performance indicators in strategy execution are met. Apart from the resources availability, the deployment of these resources has a significant effect on
success of the Strategy Execution. The priority areas need to be first addressed while resources need to deploy in a timely manner. Effective strategy execution requires different resources including human resources, human resources, technological resources, and managerial resources amongst others. Human resources are key in strategy formulation since strategy execution occurs through interactions between an organization’s employees. Therefore, the ability to recruit, select, train, and promote the right staff is critical in enabling strategy execution.

The leadership aspects play a critical role in strategy execution through process of value formation, culture development and empowering implementation. Additionally, strategy execution requires a hands-on operation and action oriented human behavioural activity. Leadership thus gives a clear sense of direction in strategy execution as well as encouraging individual decision making aspects within organization. Strategic leadership within an organization also enables strategy execution through motivation of employees. The ability of the leaders to articulate clear action plans of the strategy execution action plans is also important. The leaders involved in strategy execution must also possess sensitivity, creativity, patience and communication skills that curb cultural and workforce conflicts during strategy execution.

Communication also plays a critical role in strategy formulation through. The communication aspects enables the flow of information relating to objectives, targets, key stakeholders, and benefits of diverse action plans in the undertaking diverse strategy execution aspects. Communication helps in clarifying tasks, roles, and solving emerging challenges that emerge during strategy execution hence enhancing its success levels. The lack of clear communication leads to poorly defined roles, ineffective coordination of activities, as well as poor monitoring and evaluation process. Other aspects requiring
communication aspects include resource allocation aspects, annual objectives, policies, organizational structure, conflict management aspects and resistance to change.

The organizational structure facilitates strategy execution in diverse ways. The organizational structure facilitates well defined action plans with defined authority, roles, and responsibilities in strategy execution. It drives behaviors within the organization which are critical during strategy execution. This is because the organizational structure consists of activities such as task allocation, coordination and supervision directed towards achievement of organizational aims. The organizational structure determines the nature of teamwork within an organization, communication channels and roles coordination thus enabling Strategy Execution. The organizational structure influences strategy execution through facilitation of communication, resources allocation, as well as allocation of duties and responsibilities. These aspects that contribute to the strategy execution are affected by whether the organization has an organic also referred as simple structures or mechanistic as complex structures.

The private secondary schools face dynamic challenges within the country including the student selection process and the business dynamics model of private secondary schools. There is an existing gaps in the available literature in two major ways (i) existing studies on strategy execution that don’t focus on secondary schools (ii)

Existing studies of strategy execution within secondary schools focus on public secondary schools only. Examples of these studies include Adem (2012), Ngenoh (2013), and Nyangau (2013) amongst other studies. Adem (2012) examines the organizational structure and strategy execution in selected major banks in Kenya. Ngenoh, (2013) examines organizational structure and strategy execution in selected major banks in Kenya while Nyangau, (2013) examines Public engagement and the success of strategy execution at the ministry of devolution and planning in Kenya. This
study therefore seeks to examine the factors affecting strategy execution within private secondary schools in Murang’a.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The research methodology focuses on the process of research and the decision which the researcher has to execute in the research project. In this context, this chapter examines research design, target population, sampling techniques and sample size, data collection instrument, validity and reliability, pilot study, data collection method, data analysis.

3.2 Research Design

The research design is the arrangement and structure of examination so imagined as to get answers to the research questions (Mugenda, 2003). Descriptive research design was utilized in this investigation, because it assisted the researcher to examine the research variables that include resources availability, leadership aspects, communication aspects and organisational structure and how they influence strategy execution in private secondary schools in Murang’a County.

The descriptive research design is a logical technique which includes watching and portraying the conduct of a subject without impacting it in any capacity (Mugenda, 2003). A descriptive report portray or characterize a subject, frequently by making a profile of a gathering of issues, individuals, or occasions, through the accumulation of information and arrangement of the frequencies on research factors or their cooperation (Ondiek, 2008). The descriptive research design was utilized as the researcher was keen on the examination of variables influencing strategy execution in private secondary schools in Murang’a.
3.3 **Target Population**

The target population is an all-around characterized or indicated set of individuals, gathering of things, family units, firms, administrations, components or occasions that are being researched (Sekaran and Bougie, 2011). Target population is characterized as the totality of cases fitting in with the designated determinations as required by the examination and could be individuals, occasions or things of intrigue (Sekaran, 2003). The target population of this study was all the private secondary school teachers in Murang’a County. The total number of teachers in eighteen private secondary schools in Murang’a County is 216 teachers. This study analysed the schools based on the factors that enabled them to successfully execute their strategic plans. Due to the need to get diverse views on success factors the study used a questionnaire on 69 teachers who formed the unit of observation.

3.4 **Sampling Procedure and Sample Size**

Sampling is the process of choosing a subset of the population to represent the views and opinions of the entire population (Orodho, 2008). This study employed Nassiuma’s (2009) formula to calculate the sample size. The formula is illustrated hereunder.

\[
n = \frac{NC^2}{C^2 + (N-1)e^2}
\]

Where

- \( n \) = sample size
- \( N \) = size of target population
- \( C \) = coefficient of variation (0.50)
- \( e \) = error margin (0.05)

Substituting these values in the equation, estimated sample size \( n \) gave:

\[
n = \frac{216 \times (0.50)^2}{(0.50)^2 + (216-1)\times(0.05)^2} = 69 \text{ respondents}
\]
The sample size of this study was 69 respondents. The simple random sampling method was used for the purposes of reaching to individual respondents. This study analysed the schools based on the factors that enabled them to successfully execute their strategic plans. Due to the need to get diverse views on success factors the study used a questionnaire on 69 teachers who formed the unit of observation.

3.5 Data Collection Instrument

The data collection instrument refers to the items that are used for the purposes of procuring information from the sample members (Sekaran & Bougie, 2011). A questionnaire was used for the purposes of data collection and interview guide was utilized. There are several advantages that informed the use of questionnaires in this study. The questionnaires present ease of data collection, cost efficiency in data collection, and ease of analysis using SPSS software. The questionnaire was divided into five parts that is part A, B, C, D, E, and F. Part A had the background of the study. The parts B, C, D, E and F constituted resources availability, leadership, communication, organizational structure, and strategy execution respectively.

The list of private secondary schools was sourced from a principal of one the secondary schools while other secondary data was sourced from online theses libraries for both local and international universities.

3.6 Reliability

This pilot study was undertaken with a view of establishing the validity and reliability as well as elimination of any challenges that may hinder the full scale study. The pilot study stimulated the procedures and protocols that were used in the final data collection to ensure that challenges that occurred were addressed before the full data collection stage. According to Ondiek (2008) at least 10% of the sample size should be used for the purposes of pilot study. Therefore 7 respondents were used for the pilot study which was
undertaken in Kiambu County. The length of the questionnaire did not pose a challenge, there were no questionnaire formatting aspects, and the questions were relevant (Jankowicz, 2005).

According to Chakrabartty (2013), reliability of a study measures consistency, precision, repeatability, and trustworthiness of a research. It indicates the extent to which it is without bias (error-free), and hence insures consistent measurement cross time and across various and across the various items in the instrument. It is the degree to which an assessment tool produces stable and consistent results (free from errors). In our pilot study we used the test-retest reliability whereby we measured the external consistency of the test. The Cronbach alpha coefficient (0.7 minimum for reliability) was used for the purpose of checking the internal consistency of each variable. The Cronbach alpha coefficients for all the variables surpassed the 0.7 minimum threshold required and thus the questionnaire was deemed reliable (Sekaran & Bougie, 2011)

3.7 Validity.

Validity is the extent to which the instrument measures what it purports to measure and as such is concerned with the accuracy and meaningfulness of inferences which are based on the research results (Sekaran & Bougie, 2011). The validity was examined during the pilot study phase. The four types of validity that were evaluated in the pilot study included expert validity, content validity, and criterion validity. With content validity, the researcher ensured that the questions on the test questionnaire represented the actual items the study covered and that the questions provided adequate coverage on the concept studied. Criterion validity helped the researcher to assess the performance of the questionnaire i.e. whether it performed according to expectations or as per estimations with respect to other variables chosen as a meaningful parameter (Burns et
The questionnaire prepared during the pilot study was suitable to measure the variables intended i.e. resources availability, leadership, communication and organisation structure in strategy execution. This was also reflected even when the study was conducted. The questions in both questionnaires were relevant. For expert validity the researcher shared information with professionals in the area of specialization. After this qualitative analytical approach, the answered questionnaires were collected and checked for completeness, prior to analysis using the Statistical Package for Social Sciences (SPSS).

3.8 Data Collection Procedure
Data collection is the means by which information is obtained from the selected subjects of an investigation (Upagade & Shende, 2012). The researcher obtained a research permit from the university for the purposes of undertaking the field study. The respondents were issued with a consent statement before distribution of the questionnaires. The data was collected through the use of the drop and pick method for the questionnaire. This means that the questionnaires were distributed to the potential respondents and picked later at a pre-agreed time. The telephone contacts of the respondents were taken in order to enhance the response time. The data collected was both quantitative and qualitative in nature.

3.9 Data Analysis and Presentation
The data analysis is the process through which application of reasoning to understand the gathered data with the aim of determining consistent patterns and summarizing the relevant details revealed in the investigation (Kombo and Tromp, 2009). This section explains in summary the techniques that were used in this study to test data and then provide an analysis of that data. The collected data was both the qualitative and quantitative data. Both descriptive and inferential statistics were used to process all the
responses from the questionnaires. Data processing involved dealing with missing answers, editing and coding so as to have consistency in the raw data. This transformed the collected data into meaningful, clear and understandable information, to enable the researcher gain ground for drawing conclusions. Through coding, the collected raw data was transferred into numerical symbols for easy tabulation and counting. Data collected was examined, sorted, categorized and tabulated with aid of Statistical Package for the Social Sciences (SPSS).

Data was also analysed using qualitative techniques. Inferential statistics used in this analysis include analysis of variance (ANOVA) and multiple regression analysis. This was used to establish the relationship among the study variables and to test the formulated hypothesis at 95% confidence level and 5% level of significance. The inferential statistics included multiple linear regression. The regression model that which was utilized was as below;

\[ y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \]

Where; \( Y = \) Strategy Execution

\[ \beta_0 = \text{constant} \]

\[ \beta_1, \ldots, \beta_4 = \text{Coefficients of estimates} \]

\[ X_1 = \text{Resources Availability} \]

\[ X_2 = \text{Leadership} \]

\[ X_3 = \text{Communication} \]

\[ X_4 = \text{Organizational Structure} \]

And \( \varepsilon \) is the error term
The analyzed data was presented in tables. The tables were utilized due to the fact that they are easy to present bulky information from the table as well as easy to make interpretations from the table.

3.10 Ethical Consideration

The ethical consideration of this study was considered through issuing consent statement to the respondents advising the respondents of the purpose of the study, the right to voluntarily participate and exit the study without any monetary consideration.
CHAPTER FOUR
DATA ANALYSIS AND RESEARCH FINDINGS

4.1 INTRODUCTION

This chapter consists of a detailed description of the data analysis and a discussion of the findings of the study. The research findings were based on research hypotheses. Data analysis examined the success factors of strategy execution in private secondary schools in Murang’a County, Kenya. The study was based on four objectives which were to establish the effect of resources availability, leadership, communication, and organizational structure on strategy execution in private secondary schools in Murang’a County, Kenya.

4.2 Response Rate

The study utilized a sample size of sixty nine respondents who were private school secondary teachers within Murang’a County. All the sixty nine questionnaires were returned and taken through a process of data editing to check for completeness. As presented in the pie chart figure 4.0 below, nine questionnaires were rejected as they were incomplete which represents a percentage of 13.05% while the rest sixty (60) questionnaires were fully completed giving a response rate of 86.95%. This response rate was deemed sufficient for analysis as a minimum threshold of 80.0% is recommended by Jankowicz (2005).

Figure 4.0: Response rate on questionnaires.

Source: survey data (2018)
4.3 Findings

The demographic characteristics were not a study variable in the research topic but in a way or the other they could explain the questionnaire responses. The demographic characteristics that respondents were asked in the questionnaire were gender, highest education level, length of time the respondents have worked in the private secondary schools, as well as their position in the private secondary schools.

4.3.1 Gender differences of Respondents

The respondents were asked to indicate their gender by placing a distinct mark besides male or female. All the sixty respondents reacted to this question representing 100% response rate. As per Table 4.1 below, the research results on gender of respondents show that out of the sixty respondents, twenty six respondents (43.3%) were male while thirty four respondents (56.7%) were female. This could be attributed to the teaching career being preferred by females which makes their numbers to be higher.

Table 4.1: Gender of Respondents

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>43.3%</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>56.7%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: survey data (2018)

4.3.2 Education Level of Respondents

The respondents were asked to indicate their highest level of education as either of the following levels: college, graduate or post-graduate. All the sixty respondents indicated their respective academic level. According to the Table 4.2 hereunder, graduate teachers comprised 51.7% of all the respondents that participated to fill questionnaires, respondents who had attained college level training were 28.3% of the total respondents
while those that had a post graduate training either Master’s degree, PhD qualification or Post graduate diploma were 25.1% of the respondents. The high level of graduate teachers could be due to the few colleges offering diploma courses for secondary school teacher- training. As per discussions with the respondents, some of them who had the post graduate degree were those who chose to further their education during school holidays in order to boost their chances for promotions. Some other post graduate respondents teaching in private secondary schools were those with undergraduate degrees not specialized in education hence were required to pursue Post Graduate diploma in Education before being registered as teachers. Many universities have recently become flexible in offering distance learning and school based programs hence attracting a large number of teachers to pursue education courses during school holidays.

Table 4.2: Highest Education Level of Respondents

<table>
<thead>
<tr>
<th>Highest level of education</th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate level</td>
<td>31</td>
<td>51.7%</td>
</tr>
<tr>
<td>Graduate level</td>
<td>17</td>
<td>28.3%</td>
</tr>
<tr>
<td>Post-Graduate level</td>
<td>12</td>
<td>25.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

*Source: survey data (2018)*

4.3.3 Years worked by Respondents in Private Secondary Schools

Respondents were requested to fill the length of time that they had worked with the specific private secondary school with four ranges of five years each starting from zero to above fifteen years. As per the data presented in Table 4.3 below, 6.7% of the respondents had worked in the same private secondary school for more than fifteen years. 10% of the respondents had worked in the same private secondary school for 11-15 years; 28.3% of the respondents had worked in the same institution for 6-10 years
while 55.0% of the respondents had worked in the same institution for less than five years. The most reasonable explanation why 55.0% of the respondent teachers had worked for less than five years is that most secondary school teachers are not employed immediately after graduation. Most fresh graduate secondary school teachers opt to apply for jobs in private secondary schools in order to gain experience that is key in recruitment interviews by TSC. Then after the five years when the teachers are already armed with experience, a number of years after graduation and other extra-curricular activities they are then easily eligible for passing TSC interviews. Hence as the number of years increase in this research study, the percentage of respondent teachers reduces since most of them have by then been assimilated to public secondary schools or other sectors of the economy.

Table 4.3; Years worked by Respondents in Private Secondary Schools

<table>
<thead>
<tr>
<th>Length of service in the Private secondary school</th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>33</td>
<td>55.0%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>17</td>
<td>28.3%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>6</td>
<td>10.0%</td>
</tr>
<tr>
<td>Over 15 years</td>
<td>4</td>
<td>6.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Source: survey data (2018)

4.3.4 Position Held by Respondents in Private Secondary School

The study was interested in finding out the position held by the respondent in the school. In this context, the respondents were asked to indicate their position in the school among principal, deputy principal, and teacher.
Table 4.4: Position Held by Respondents in Private Secondary School

<table>
<thead>
<tr>
<th>Position of respondent</th>
<th>No. of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>9</td>
<td>15.0%</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>13</td>
<td>21.7%</td>
</tr>
<tr>
<td>Teacher</td>
<td>38</td>
<td>63.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

*Source: survey data (2018)*

As per table 4.4 above on the positions held by respondents it was found out that 15.0% of the respondents were principals; 21.7% were deputy principals; and 63.3% of the respondents were other levels of teachers irrespective of whether they were head of departments or even irrespective of the specific subjects they were teaching. There were only one principal and one deputy principal in the private secondary schools surveyed in Murang’a County. On the other hand, the other levels of respondent teachers per one private school average ten teachers hence they formed the largest percentage of the respondents. Further, the deputy principals being the operational leaders of the school were more available in the school to respond to questionnaires than the school principals.

4.4 Descriptive Statistics

4.4.1 Resources Availability

The study sought to examine the effect of resources availability on strategy execution in private secondary schools in Murang’a County, Kenya. This was measured using various metrics including amount of financial resources availability, timeliness of resources availability, prioritization of resources usage, availability of human resources, and qualification of human resources. The responses were collected in the form of Likert scale where respondents ticked any of the following responses; S.A=Strongly Agree, A=Agree, U=Uncertain, D=Disagree, S.D=Strongly Disagree. The findings were
presented as percentages, mean, and standard deviation (Std. Dev.) as shown in table 4.5 below.

**Table 4.1.1: Descriptive Statistics for Resources Availability**

<table>
<thead>
<tr>
<th>Metric of resource availability</th>
<th>Resource Type</th>
<th>S.A</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>S.D</th>
<th>n</th>
<th>Std. dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of financial</td>
<td></td>
<td>17 (28.3%)</td>
<td>20 (33.3%)</td>
<td>17 (28.3%)</td>
<td>6 (10.0%)</td>
<td>0 (0.0%)</td>
<td>3.80</td>
<td>0.97</td>
</tr>
<tr>
<td>Timeliness of resources</td>
<td></td>
<td>21 (35.0%)</td>
<td>20 (33.3%)</td>
<td>11(18.3%)</td>
<td>8 (13.3%)</td>
<td>0 (0.0%)</td>
<td>3.90</td>
<td>1.04</td>
</tr>
<tr>
<td>Prioritization of resource usage</td>
<td></td>
<td>30(50.0%)</td>
<td>20(33.3%)</td>
<td>9(15.0%)</td>
<td>1(1.7%)</td>
<td>0 (0.0%)</td>
<td>4.32</td>
<td>0.79</td>
</tr>
<tr>
<td>Availability of human resources</td>
<td></td>
<td>26(43.3%)</td>
<td>20(33.3%)</td>
<td>13(21.7%)</td>
<td>1(1.7%)</td>
<td>0 (0.0%)</td>
<td>4.18</td>
<td>0.83</td>
</tr>
<tr>
<td>Qualification of human resources</td>
<td></td>
<td>15(25.0%)</td>
<td>24(40.0%)</td>
<td>12(20.0%)</td>
<td>9(15.0%)</td>
<td>0 (0.0%)</td>
<td>3.75</td>
<td>1.01</td>
</tr>
</tbody>
</table>

*Source: Survey data (2018)*
According to the results presented in table 4.4.1 above, 33.3% of the respondents agreed that availability of financial resources has influence on strategy execution in private secondary schools in Murang’a County. This was closely followed by 28.3% of the respondents who strongly felt that financial resources availability influences strategy execution in the subject private secondary schools. Timeliness of resources availability was perceived to have influenced strategy execution in private secondary schools in Murang’a County as attested by 35.0% and 33.3% of the respondents who strongly agreed and agreed on this respectively.

As per the information presented in Table 4.4.1 above, 50.0% of the respondents strongly agreed that prioritization of resource usage has played a role in strategy execution in private secondary schools in Murang’a County, Kenya. Additionally, 33.3% of the respondents agreed that prioritization of resources usage has played a role in the strategy execution in private secondary schools in Murang’a County, Kenya. In the context of availability of human resources, 43.3% strongly Agree 33.3% agreed that it has a key role in execution of strategy in private secondary schools in Murang’a. 40.0% of the respondents agreed that the level of qualification of the human resources influences how strategy is executed. An additional 25.0% of the respondents strongly agreed to qualification of human resources being key in strategy execution.

The first research objective sought to examine the average perception of respondents as well as consensus levels amongst respondents on the effect of resources availability on strategy execution in private secondary schools in Murang’a County, Kenya. In this context, the mean scores and standard deviations for financial resources availability,
timeliness of resources availability, prioritization of resources usage, availability of human resources, and qualification of human resources were utilized, respectively.

As per Table 4.4.1 above, a general observation was that none of respondents strongly disagreed that any of the metrics of resource availability influence strategy execution. Further, even those that disagreed ranged from 1.7% to 15% which was so small as compared to the percentages of respondents that either agreed or strongly agreed. The percentage of the respondents that were uncertain ranged from 15.0% to 28.3% which could be explained by apathy of the management and fear by respondents to divulge sensitive information for the private institutions.

The findings presented in Table 4.4.1 above indicate that individual mean scores were 3.80 for amount of financial resource availability, 3.90 for timeliness of resources availability, 4.32 for prioritization of resources usage, 4.18 for availability of human resources, and 3.75 for qualification of human resources. On average for all the metrics that define resource availability, the respondents tended to agree that each of resources availability influences strategy execution in private secondary schools in Murang’a County, Kenya. This is because the mean score of each metric was between 3.50 and 4.49.

The findings in Table 4.4.1 indicate that when the means for metrics of resource availability were ranked from the highest to the lowest, prioritization of resources usage scored the highest mean of 4.32. This implies that the respondents on average perceive prioritization of resources usage to have played the greatest role in strategy execution in private secondary schools in Murang’a County, Kenya. A study by Karani (2009), noted that inability to provide adequate financial resources to employees often lead to failure
of strategy execution. In this context, the study notes that diverse firms often undertake budgeting before strategic planning leading to failure to allocate sufficient resources for strategy execution. Other metrics in order of influence from second highest were availability of human resources, timeliness of resources availability, amount of financial resources availability and qualification of human resources.

Table 4.4.1 shows that there was moderate consensus (standard deviation between 0.50 and 0.99) as well as tendency to agree that amount of financial resources availability which has a standard deviation of 0.97, Prioritization of resources usage with a standard deviation of 0.79, and availability of human resources standard deviation of 0.83, have largely influenced strategy execution in private secondary schools in Murang’a County, Kenya. Further, there was no consensus among respondents that qualification of human resources which had a standard deviation of 1.01 and timeliness of resources availability which had a standard deviation of 1.04 played a significant role in the strategy execution in private secondary schools in Murang’a County, Kenya.

4.4.2 Leadership

The study measured the influence of leadership on strategy execution in private secondary schools in Murang’a County, Kenya using various metrics like proactiveness of the leader, leadership communication skills, leadership staff management aspects, leaders’ problem solving skills, and leadership creativity. The responses were collected in the form of Likert scale where respondents ticked any of the following responses; S.A=Strongly Agree, A=Agree, U=Uncertain, D=Disagree, S.D=Strongly Disagree. The findings are presented in Table 4.4.2 below.
Table 4.4.2: Descriptive Statistics for Leadership

<table>
<thead>
<tr>
<th>Aspect of Leadership</th>
<th>S.A</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>S.D</th>
<th>mean</th>
<th>dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proactiveness of the leader</td>
<td>13</td>
<td>29</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>3.73</td>
<td>1.01</td>
</tr>
<tr>
<td>Leadership communication skills</td>
<td>15</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>30(50.0%)</td>
<td>3.90</td>
<td>0.90</td>
</tr>
<tr>
<td>Leadership staff management aspects</td>
<td>11</td>
<td>19</td>
<td>18</td>
<td>12</td>
<td>0</td>
<td>3.48</td>
<td>1.01</td>
</tr>
<tr>
<td>Leader’s problem-solving skills</td>
<td>22</td>
<td>22</td>
<td>13</td>
<td>3</td>
<td>0</td>
<td>4.05</td>
<td>0.89</td>
</tr>
<tr>
<td>Leadership creativity</td>
<td>27</td>
<td>15</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>4.05</td>
<td>1.03</td>
</tr>
</tbody>
</table>

Source: Survey data (2018)

As per the research results in Table 4.4.2 above, 48.3% of the respondents agreed while 21.7% strongly agreed that proactiveness of the leader influences strategy execution. Further, the table reveals that 50.0% of the respondents agreed while 25.0% strongly agreed that leadership communication skills influences strategy execution in Murang’a County private secondary schools. 31.7% of the respondents agreed that leadership staff management aspects affects strategy execution in private secondary schools in Murang’a County, Kenya. On this metric of leadership staff management, there is a significant number of respondents who were either uncertain at 30% or disagreed at 20.0%. This could be an indicator of apathy, fear of divulging information about the leadership as well as fear of reprisals if the respondents were found to have disclosed sensitive
information about the leaders. The table also presents that a cumulative majority of respondents (73.4%) either agreed or strongly agreed that the leaders’ problem solving skills significantly affects strategy execution in the private secondary schools in Murang’a. On the management attribute of leadership, creativity 45.0% of the respondents strongly agreed while an additional 25.0% agreed that leadership creativity is key to strategy execution in private secondary schools in Murang’a County.

The findings presented in Table 4.4.2 above show that individual mean scores were 3.73 for proactiveness of the leader, 3.90 for leadership communication skills, 3.48 for leadership staff management aspects, 4.05 for leaders’ problem solving skills, and 4.05 for leadership creativity. On average for all the leadership aspects the respondents tended to agree that they affect strategy execution in private secondary schools in Murang’a County, Kenya. This is because the mean score of each metric was between 3.50 and 4.49.

According to the results presented in Table 4.4.2, leadership staff management aspects with a standard deviation of 1.01, proactiveness of the leader with standard deviation of 1.01 and leadership creativity with a standard deviation of 1.03 did not have effect on the strategy execution as there was no consensus among respondents. However, leadership communication skills with a standard deviation of 0.9 and leader’s problem solving skills with a standard deviation of 0.89 had a moderate consensus among respondents hence influence strategy execution. This agrees with Nacheri & Ogollah (2015) in a study on the influence of turnaround strategy adoption on revenue performance of Kenya Revenue Authority noted that for effective Strategy Execution, the leaders must be in a position to influence the team members to direct their efforts in a given direction as well as build a coherent team. The ability to articulate clear action plans of the strategy execution action plans is important in Strategy Execution.
4.4.3 Communication

In order to determine the influence of communication on strategy execution in private secondary schools in Murang’a County, Kenya, the study sought the opinions of the respondents on the role played by different aspects of communication on the strategy execution in these schools. These aspects included communication of strategy objectives, communication flow between management and employees, timeliness of communication in relations to different aspects of strategy, communication channels used, and comprehensiveness of communication information. The responses were collected in the form of Likert scale where respondents ticked any of the following responses; S.A=Strongly Agree, A=Agree, U=Uncertain, D=Disagree, S.D=Strongly Disagree. The results of this examination are presented in Table 4.4.3 below:-
Table 4.4.3: Descriptive Statistics for Communication

<table>
<thead>
<tr>
<th>Aspect of Communication</th>
<th>S.A</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>S.D</th>
<th>Mea</th>
<th>Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication of Strategy objectives</td>
<td>30 (50.0%)</td>
<td>22 (36.7%)</td>
<td>7 (11.7%)</td>
<td>1 (1.7%)</td>
<td>0 (0.0%)</td>
<td>4.35</td>
<td>0.76</td>
</tr>
<tr>
<td>Communication flow between management and employees</td>
<td>25 (41.7%)</td>
<td>18 (30.0%)</td>
<td>13 (21.7%)</td>
<td>4 (6.7%)</td>
<td>0 (0.0%)</td>
<td>4.07</td>
<td>0.95</td>
</tr>
<tr>
<td>Timeliness of communication relations to different aspects of strategy</td>
<td>9 (15.0%)</td>
<td>23 (38.3%)</td>
<td>14 (23.3%)</td>
<td>14 (23.3%)</td>
<td>0 (0.0%)</td>
<td>3.45</td>
<td>1.02</td>
</tr>
<tr>
<td>Comprehensiveness of communication information</td>
<td>29 (48.3%)</td>
<td>15 (25.0%)</td>
<td>11 (18.3%)</td>
<td>5 (8.3%)</td>
<td>0 (0.0%)</td>
<td>4.13</td>
<td>0.99</td>
</tr>
<tr>
<td>Leadership creativity</td>
<td>14 (23.3%)</td>
<td>29 (48.3%)</td>
<td>9 (15.0%)</td>
<td>8 (13.3%)</td>
<td>0 (0.0%)</td>
<td>3.82</td>
<td>0.95</td>
</tr>
</tbody>
</table>

Source: Survey data (2018)

According to Table 4.4.3 above, 50% of the respondents strongly agreed while 36.8% agreed that communication of strategy objectives has an influence on the strategy execution in private secondary schools in Murang’a. 41.7% of the respondents strongly agreed and a further 30.0% agreed that communication flow between management and employees impacts strategy execution in private secondary schools in Murang’a. Respondents who agreed that timeliness of communication relations to different aspects of strategy were 38.3% while those who strongly agreed were 15%. As concerns communication channels used, 48.3% of respondents strongly agreed, closely followed
by 25% who agreed. 71.6% of respondents either strongly agreed or agreed that comprehensiveness of communicated information affects strategy execution.

As per the findings in table 4.4.3 above, the mean scores and standard deviations of various aspects on communication were used to determine the average perception and level of consensus on a given aspect. The mean scores for communication of strategy objectives was 4.35, communication flow between management and employees was 4.07, timeliness of communication in relations to different aspects of strategy was 3.45 communication channels used was 4.13, and 3.82 for comprehensiveness of communication information. The average score for each of communication parameters was in the range between 3.50 and 4.49, implying that the respondents agreed that communication impacts strategy execution in private secondary schools in Murang’a County.

As indicated in the standard deviation column of Table 4.4.3, the responses for these metrics were moderately distributed around the mean with their standard deviations being greater than 0.50 but less than 0.99. This implies that there was moderate consensus amongst respondents that communication of strategy objectives with a standard deviation of 0.76 and comprehensiveness of communication information with a standard deviation of 0.95 were each necessary for successful strategy execution. Keitany (2014) in a study on Challenges of Strategy execution at Teacher Service Commission in Kenya indicated that communication culture within an organization plays a critical role in Strategy Execution. In contexts where there is an open and supportive communication climate leads to a higher success levels in strategy execution compared to restrictive communication environment.
As the table 4.4.3 above reflects, there was uncertainty from the respondents on whether timeliness of communication in relations to different aspects of strategy played a significant role in the strategy execution in private secondary schools in Murang’a County, Kenya (mean score=3.45). Additionally, the standard deviation of 1.02 was high for this metric which implied no consensus (standard deviation was above 1) amongst respondents in relation to the significance of the role it played in the strategy execution in private secondary schools in Murang’a County, Kenya. This was contrary to Gachie (2014) who noted that the timeliness of the communication on developments within organization during strategy execution is of critical importance. This enables adequate and timely reaction within an organization.

4.4.4 Organizational Structure

The study was interested in establishing the effect of organizational structure on strategy execution in private secondary schools in Murang’a County. In this context, the study sought opinions of the respondents on whether various indicators played a significant role in the strategy execution. These indicators included division of responsibilities amongst staff, description of chain of command in an organization, supervision levels in an organization, centralization of decision making, and involvement of team members in decision making. The responses were collected in the form of Likert scale where respondents ticked any of the following responses; S.A=Strongly Agree, A=Agree, U=Uncertain, D=Disagree, S.D=Strongly Disagree. The results are presented in Table 4.4.4 below:-
<table>
<thead>
<tr>
<th>Parameter of organizational structure</th>
<th>S.A</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>S.D</th>
<th>mean</th>
<th>dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division of responsibilities among staff</td>
<td>25</td>
<td>23</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>4.22</td>
<td>0.76</td>
</tr>
<tr>
<td>Description of the chain of command in an organization</td>
<td>36</td>
<td>17</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>4.48</td>
<td>0.70</td>
</tr>
<tr>
<td>Supervision levels in an organization</td>
<td>32</td>
<td>17</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>4.32</td>
<td>0.85</td>
</tr>
<tr>
<td>Centralization of decision making</td>
<td>25</td>
<td>18</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>4.08</td>
<td>0.93</td>
</tr>
<tr>
<td>Involvement of team members in decision making</td>
<td>13</td>
<td>29</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>3.77</td>
<td>0.96</td>
</tr>
</tbody>
</table>

**Source: Survey data (2018)**

As per survey results in Table 4.4.4 above, 41.7% of the respondents strongly agreed as 38.3% of the respondents agreed that division of responsibilities amongst staff has played a key role in strategy execution. 60.0% of the respondents strongly agreed while 28.3% agreed that chain of command in an organization impacts strategy execution among the county’s private secondary schools. There were however 11.7% of the respondents who were uncertain on the significance of description of chain of command on execution of a private school’s strategy. 53.3% of the respondents strongly agreed that supervision levels affected execution of strategy in the schools. Additionally, 28.3% of the respondents agreed to the effect of supervision on strategy execution. 71.7% of the respondents either “Strongly agreed” or “Agreed” that Centralization of decision
making was necessary for proper strategy execution. Finally, 48.3% of the respondents agreed even as a further 21.7% of the respondents strongly agreed that involvement of team members in strategic decision making plays a significant role in strategy execution in private secondary schools in Murang’a County.

As per results displayed in Table 4.4.4 above, in the context of organizational structure as a success factor in strategy execution, the study examined the mean scores and standard deviations of various parameters. The mean scores for each of these parameters were as follows: 4.22 for division of responsibilities amongst staff, 4.48 for description of chain of command in an organization, 4.32 for supervision levels in an organization, 4.08 for centralization of decision making, and 3.77 for involvement of team members in decision making. Respondents have a strong tendency to agree that all the parameters related to organizational structure affect strategy execution as the scored are between the theoretical range of 3.50 and 4.49.

According to the standard deviation figures summarized in Table 4.4.4 above, the respondents are in moderate consensus that all the parameters of organizational structure influence strategic execution. This is in agreement with the study by Siapei (2011) in the examination of organizational structure and strategy execution at Geothermal Development Company where it was noted that organizational structure often involves management’s responsibilities, their degree of authority, and the consolidation of facilities, departments and divisions, tasks design and production technology. These aspects have a bearing on the strategy execution within an organization.
4.4.5 Strategy Execution

The study sought to examine the achievements made by private secondary schools in Murang’a County, Kenya through implementation of communication, organizational structure, leadership, and resources availability aspects. Results are as shown in Table 4.4.5 below:-

Table 4.4.5: Descriptive Statistics for Strategy Execution

<table>
<thead>
<tr>
<th></th>
<th>S.A</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>S.D</th>
<th>mean</th>
<th>dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement of overall strategy execution objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(30.0%)</td>
<td>(40.0%)</td>
<td>(30.0%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
</tr>
<tr>
<td>Achievement of strategy execution milestone</td>
<td>(25.0%)</td>
<td>(50.0%)</td>
<td>(15.0%)</td>
<td>(10.0%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
</tr>
<tr>
<td>Strategy execution undertaken within timelines</td>
<td>(20.0%)</td>
<td>(23.3%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
</tr>
<tr>
<td>Strategy execution undertaken within set budgets</td>
<td>(35.0%)</td>
<td>(38.3%)</td>
<td>(15.0%)</td>
<td>(11.7%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
<td>(0.0%)</td>
</tr>
</tbody>
</table>

Source: Survey data (2018)

From Table 4.4.5 above, 70% of the respondents agreed or strongly agreed that private secondary schools in Murang’a County had achieved the overall strategy execution objectives. 50.0% of the respondents were of the agreed that strategy execution milestones had been achieved while an additional 25.0% strongly agreed on the same. In
response to execution of strategy within the set timelines, 56.6% of the respondents
either agreed or strongly agreed. On the other hand, as concerns execution of strategies
within set budgets 73.3% either agreed or strongly agreed that strategies are executed in
time.

The information on Table 4.4.5 above reflects that mean scores fall within the
theoretical range of 3.50 and 4.49. This implies that the respondents tended to agree that
private secondary schools in Murang’a County had achieved each of the indicators as a
result of communication, organizational structure, leadership, and resources availability
aspects. The standard deviation for achievement of overall strategy execution objectives
was 0.78. Therefore, the responses for achievement of overall strategy execution
objectives were moderately distributed around the mean. The respondents tended to
agree as well as have moderate consensus (standard deviations between 0.50 and 0.99)
that the overall strategy execution objectives in private secondary schools in Murang’a
County, Kenya were achieved as a result of communication, organizational structure,
leadership, and resources availability aspects. Similarly, the respondents tended to agree
and have moderate consensus (mean=3.90; standard deviation=0.89) that strategy
execution milestones in private secondary schools in Murang’a County, Kenya had been
achieved as a result of communication, organizational structure, leadership, and
resources availability aspects.

As can be seen from Table 4.4.5 above, there was moderate consensus amongst
respondents as well as a tendency to agree that strategy execution in private secondary
schools in Murang’a County, Kenya had been undertaken within set budgets
(mean=3.97; standard deviation=0.99) as a result of communication, organizational
structure, leadership, and resources availability aspects. However, there was no
consensus amongst respondents though on average there was a tendency to agree that strategy execution in private secondary schools in Murang’a County, Kenya was undertaken within timelines. This was due to the wide distribution of responses around the mean (standard deviation =1.05) with a standard deviation greater than 1, and the mean being between 3.50 and 4.49 respectively.

4.5 Inferential Statistics

In order to draw inferences on the given phenomenon of the population the inferential statistics are used (Sekaran, 2003). The inferential statistics were examined using the simple linear regression and multiple linear regression statistics.

4.5.1 Hypothesis Testing

The null hypothesis in this study was tested to determine whether it would be accepted or rejected. In this context, the p-value of the ANOVA was utilized. The p-value of the various independent variables was tested at a level of significance of 5% (0.05). Therefore, in the case where the p-value was less than 0.05 (p<0.05), the null hypothesis was rejected, and in cases where the p-value was greater or equal to 0.05 (p≥0.05), the null hypothesis was accepted.
This simple linear regression with resources availability as the independent variable and strategy execution as the dependent variable gave a p-value of 0.018 as shown in Table 4.5.1 below:

**Table 4.5.1: ANOVA\(^a\) of Resources Availability**

<table>
<thead>
<tr>
<th>Model</th>
<th>Source of variation</th>
<th>Sum of Squares</th>
<th>Degree of freedom (df)</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2.019</td>
<td>1</td>
<td>2.019</td>
<td>5.969</td>
<td>0.018(^a)</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>19.617</td>
<td>58</td>
<td>0.338</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21.636</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) Dependent Variable: Strategy Execution  
\(^b\) Predictors: (Constant), Resources Availability

The p-value of the regression model with resources availability as the independent variable and strategy execution as the dependent variable was less than 0.05 (p<0.05) thus the model was deemed reliable. Therefore, the null hypothesis (H\(_{01}\)) below was rejected.

\[ H_{01}: \text{The resources availability has no influence on strategy execution in private secondary schools in Murang’a County, Kenya} \]

This simple linear regression with leadership as the independent variable and strategy execution as the dependent variable gave a p-value of 0.000 as shown in Table 4.5.2 below.

**Table 4.5.2: ANOVA\(^a\) of Leadership**

<table>
<thead>
<tr>
<th>Model</th>
<th>Source of variation</th>
<th>Sum of Squares</th>
<th>Degree of freedom (df)</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>12.941</td>
<td>1</td>
<td>12.941</td>
<td>86.317</td>
<td>0.000(^b)</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>8.696</td>
<td>58</td>
<td>0.150</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21.636</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) Dependent Variable: Strategy Execution  
\(^b\) Predictors: (Constant), Leadership
This simple linear regression with communication as the independent variable and strategy execution as the dependent variable gave a p-value of 0.000 as shown in Table 4.5.3 below:

Table 4.5.3: ANOVA\(^a\) of Communication

<table>
<thead>
<tr>
<th>Model</th>
<th>Source of variation</th>
<th>Sum of Squares</th>
<th>Degree of freedom (df)</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>9.780</td>
<td>1</td>
<td>9.780</td>
<td>47.838</td>
<td>0.000(^b)</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>11.857</td>
<td>58</td>
<td>0.204</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21.636</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Strategy Execution  
b. Predictors: (Constant), Communication

The p-value of the regression model with communication as the independent variable and strategy execution as the dependent variable was less than 0.05 (p<0.05) thus the model was deemed reliable. Therefore, the null hypothesis (H\(_{03}\)) below was rejected.

H\(_{03}\): The communication has no influence on strategy execution in private secondary schools in Murang’a County, Kenya

This simple linear regression with organizational structure as the independent variable and strategy execution as the dependent variable gave a p-value of 0.000 as shown in Table 4.5.4 below.

Table 4.5.4: ANOVA\(^a\) of Organizational Culture

<table>
<thead>
<tr>
<th>Model</th>
<th>Source of variation</th>
<th>Sum of Squares</th>
<th>Degree of freedom (df)</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>9.351</td>
<td>1</td>
<td>9.351</td>
<td>44.150</td>
<td>0.000(^b)</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>12.285</td>
<td>58</td>
<td>0.212</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21.636</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Strategy Execution  
b. Predictors: (Constant), Organizational Structure
The p-value of the regression model with organizational structure as the independent variable and strategy execution as the dependent variable was less than 0.05 (p<0.05) thus the model was deemed reliable. Therefore, the null hypothesis ($H_0$) below was rejected.

$$H_0: \text{The organizational structure has no influence on strategy execution in private secondary schools in Murang’a County, Kenya.}$$

**4.5.2 Multiple Linear Regression**

The relationship between the dependent variable and the four independent variables was explained using the multiple linear regression. The multiple linear regression had the dependent variable as strategy execution and the independent variables as resources availability, leadership, communication and organizational structure. Therefore, the relationship which was being determined was between strategy execution (dependent variable) and resources availability, leadership, communication and organizational structure (independent variables). The summary of this model is shown in Table 4.14 below.

**Table 4.2: Model Summary of Multiple Linear Regression**

<table>
<thead>
<tr>
<th>Model</th>
<th>$R$</th>
<th>R. Square</th>
<th>Adjusted R. Square</th>
<th>Std Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.838$^a$</td>
<td>0.702</td>
<td>0.680</td>
<td>0.34258</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Organizational Structure, Resources Availability, Leadership, Communication
The multiple correlation coefficient, expressed as $R$, was 0.838 which implies there was positive correlation between the dependent and independent variables. The coefficient of determination gave the amount of variance in the dependent variable (expressed as $R^2$) which can be explained by the independent variables. This value was 0.702 which implies that 70.2% of the variance in strategy execution in private secondary schools in Murang’a County, Kenya was as a result of the resources availability, leadership, communication and organizational structure.

The viability of the multiple linear regression model with strategy execution (dependent variable) and resources availability, leadership, communication and organizational structure (independent variables) was determined using the ANOVA. In this context, the $p$-value was used with a $p$-value less than 0.05 ($p<0.05$) being the minimum requirement for reliability of the model. The $p$-value of the multiple linear regression in this study gave a $p$-value of 0.000 as shown in Table 4.15. This $p$-value was less than 0.05 ($p<0.05$) thus the model was deemed reliable.

<table>
<thead>
<tr>
<th>Model</th>
<th>Source of variation</th>
<th>Sum of Squares</th>
<th>Degree of freedom (df)</th>
<th>Mean Square</th>
<th>$F$</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>15.182</td>
<td>4</td>
<td>3.795</td>
<td>32.339</td>
<td>0.000&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>6.455</td>
<td>55</td>
<td>0.117</td>
<td>0.117</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21.636</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Strategy Execution  
b. Predictors: (Constant), Organizational Structure, Resources Availability, Leadership, Communication

Additionally, the multiple linear regression analysis was used to determine the change that would occur in the dependent variable when the independent variables when a unit change occurred in the independent variables. The regression coefficients (beta
coefficients expressed as β) were used to determine the expected increase (or decrease) in the dependent variable (strategy execution) for every unit increase (or decrease) in the independent variable (resources availability, leadership, communication and organizational structure). The coefficients are as presented in Table 4.16 below.

Table 4.4: Coefficients\(^a\) for Organizational Structure, Resources Availability, Leadership, and Communication

<table>
<thead>
<tr>
<th>Model</th>
<th>Source of variation</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(constant)</td>
<td>Beta: .104 (Std. Error: .403)</td>
<td>Beta: .259 (Sig: .796)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Resource availability</td>
<td>-.025 (Std. Error: .094)</td>
<td>-.022 (t: -2.69 Sig: .789)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Leadership</td>
<td>.591 (Std. Error: .091)</td>
<td>.574 (t: 6.517 Sig: .000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>.289 (Std. Error: .157)</td>
<td>.294 (t: 1.845 Sig: .070)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Organizational structure</td>
<td>.101 (Std. Error: .166)</td>
<td>.102 (t: .609 Sig: .545)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Strategy Execution

The regression model with the respective regression coefficients was as below;

\[
\text{Strategy Execution} = 0.104 - 0.025 \cdot (\text{Resources Availability}) + 0.591 \cdot (\text{Leadership}) + 0.289 \cdot (\text{Communication}) + 0.101 \cdot (\text{Organizational structure})
\]

From this model, the study determined that every unit increase in resources availability, the strategy execution in private secondary schools in Murang’a County, Kenya will decrease by 0.025 when other factors are held constant. On the other hand, for every unit increase in leadership, the strategy execution in private secondary schools in Murang’a County, Kenya will increase by 0.591 when other factors are held constant. Similarly, for every unit increase in communication, the strategy execution in private secondary schools in Murang’a County, Kenya will increase by 0.289 when other factors are held constant. Finally, for every unit increase in organizational structure, the strategy execution in private secondary schools in Murang’a County, Kenya will increase by 0.101 when other factors are held constant.
Therefore, only leadership, communication and organizational structure have a positive influence on strategy execution in private secondary schools in Murang’a County, Kenya. The independent variables’ order of influence on the dependent variable from the greatest to the least factors in influencing strategy execution were leadership, communication, organizational structure and resources availability in that order.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study sought to examine the success factors of strategic execution in private secondary schools in Murang’a County, Kenya. The study investigated the influence of resources availability, leadership, communication and organizational structure on strategic execution in private secondary schools in Murang’a County, Kenya. This chapter contains the summary of the findings, the conclusions from the findings, and the recommendations.

5.2 Summary of Findings

5.2.1 Resources Availability and Strategy Execution

The study measured the average perception as well as consensus levels amongst respondents of the influence of resources availability on strategy execution in private secondary schools in Murang’a County, Kenya using the mean scores and standard deviations of various metrics respectively. On average, the respondents tended to agree that each of the metrics of the resources availability matrix has played a significant role in the strategy execution in private secondary schools in Murang’a County, Kenya.

When the means were ranked from the highest to the lowest, prioritization of resources usage scored the highest mean. This implies that the respondents on average perceive prioritization of resources usage to have played a greater significant role in the strategy execution in private secondary schools in Murang’a County, Kenya than the other indicators. The other metrics in order of influence from second highest were availability
of human resources, timeliness of resources availability amount of financial resources availability and qualification of human resources.

The responses for amount of financial resources availability, availability of human resources, and qualification of human resources were moderately distributed around the mean. This implies that there was moderate consensus amongst respondents on the perceived role each metric played in the strategy execution in private secondary schools in Murang’a County, Kenya. Therefore, there was moderate consensus as well as tendency to agree that amount of financial resources availability of human resources, and qualification of human resources have played a significant role in the strategy execution in private secondary schools in Murang’a County, Kenya.

On the other hand, the responses for timeliness of resources availability and qualification of human resources were widely distributed around the mean which implies that there was no consensus on the perceived role both metrics played in the strategy execution in private secondary schools in Murang’a County, Kenya. Therefore, there was no consensus amongst respondents though on average they tended to agree that timeliness of resources availability and prioritization of resources usage played a significant role in the strategy execution in private secondary schools in Murang’a County, Kenya.
5.2.2 Leadership and Strategy Execution

The study measured the average perception as well as consensus levels amongst respondents of the effect of leadership on strategy execution in private secondary schools in Murang’a County, Kenya using the mean scores and standard deviations of various aspects respectively. These included proactiveness of the leader, leadership communication skills, leadership staff management aspects, leaders’ problem solving skills, and leadership creativity.

On average, the respondents tended to agree as well as have moderate consensus amongst themselves that leadership communication skills, and leaders’ problem solving skills have played a great impact in the strategy execution in private secondary schools in Murang’a County, Kenya. There was no consensus amongst respondents on the perception of significance of the role played by proactiveness of the leader and leadership creativity in the strategy execution in private secondary schools in Murang’a County, Kenya. However, the respondents on average tended to agree (mean scores were close) that both aspects have played a significant role in the strategy execution in private secondary schools in Murang’a County, Kenya.

On the other hand, the respondents tended to be uncertain on whether leadership staff management aspects have played a significant role in the strategy execution in private secondary schools in Murang’a County, Kenya. Additionally, there was no consensus amongst respondents on the significance of the role played by leadership staff management aspects in the strategy execution in private secondary schools in Murang’a County, Kenya.
5.2.3 Communication and Strategy Execution

The mean scores and standard deviations of various indicators on communication were used to determine the average perception and level of consensus on a given indicator. On average, the respondents tended to agree that communication of strategy objectives, communication flow between management and employees, communication channels used, and comprehensiveness of communication information each played a significant role in the strategy execution in private secondary schools in Murang’a County, Kenya. Additionally, the responses for these metrics were moderately distributed. This implies that there was moderate consensus amongst respondents that communication of strategy objectives, communication flow between management and employees, communication channels used, and comprehensiveness of communication information, each played a significant role in the strategy execution in private secondary schools in Murang’a County, Kenya.

However, there was uncertainty from the respondents on average, whether timeliness of communication in relations to different aspects of strategy played a significant role in the strategy execution in private secondary schools in Murang’a County, Kenya. Additionally, the standard deviation was high for this metric, which implied no consensus amongst respondents in relation to the significance of the role it played in the strategy execution in private secondary schools in Murang’a County, Kenya.
5.2.4 Organizational Structure and Strategy Execution

The study was interested in establishing the average perception as well as consensus amongst respondents on the effect of organizational structure on strategy execution in private secondary schools in Murang’a County. In this context, the study examined the mean scores and standard deviations of various indicators on organizational structure.

On average, the respondents tended to agree as well as have moderate consensus amongst themselves that division of responsibilities amongst staff and description of chain of command in an organization, supervision levels in an organization, centralization of decision making and involvement of team members in decision making played a significant role in the strategy execution in private secondary schools in Murang’a County, Kenya (based on their mean scores).

Ranking the mean scores from the highest mean to the lowest gave description of chain of command in an organization as the indicator with the highest mean. This indicates that on average, the indicator was perceived to have greater influence in the strategy execution in private secondary schools in Murang’a County, Kenya than the other indicators.
5.2.5 Strategy Execution

The study examined the average perception and consensus amongst respondents on various achievements of strategy execution using mean scores and standard deviations of various indicators respectively. These indicators included achievement of overall strategy execution objectives, achievement of strategy execution milestones, strategy execution undertaken within timelines, and strategy execution undertaken within set budgets. This implies that the respondents tended to agree that private secondary schools in Murang’a County had achieved each of the indicators as a result of communication, organizational structure, leadership, and resources availability aspects.

The responses for achievement of overall strategy execution objectives were moderately distributed around the mean. The respondents tended to agree as well as have moderate consensus that the overall strategy execution objectives were achieved, that strategy execution had been undertaken within set budgets, and that strategy execution milestones had been achieved in private secondary schools in Murang’a County, Kenya as a result of communication, organizational structure, leadership, and resources availability aspects. However, there was no consensus amongst respondents though on average there was a tendency to agree that strategy execution in private secondary schools in Murang’a County, Kenya was undertaken within timelines. This was due to the wide distribution of responses around the mean with a standard deviation greater than one.
5.3 Conclusions

The study concluded the findings using the four objectives of the study.

5.3.1 Resource Availability and Strategy Execution

The respondents seemed to agree that all the metrics of resource availability show that there is an influence it has on strategic execution in private secondary schools in Murang’a, Kenya.

On the metric of timeliness of the resource availability, it has an influence on execution of strategy in the said secondary schools. When resources are prioritized they make resource availability as one of the success factors that would influence strategy execution in the said schools. Also when the human resources are made available, i.e. private secondary school management always ensuring there are enough teaching and non-teaching members of staff any time this need arises, it confirms that resource availability a key influence on strategy execution in private secondary schools in Murang’a County.

5.3.2 Communication and Strategy Execution

When the five aspects of communication are examined they clearly confirmed that respondents felt that communication is a factor that has an impact on how strategies are executed in private secondary schools in the County of Murang’a, Kenya. These aspects are :communication of strategy objectives, communication flow between management and employees, timeliness of communication in relations to different aspects of strategy, communication channels used and finally comprehensiveness of communication information. These three major aspects of communication have the greatest influence in: communication flow between the management and employees, communication of strategy objectives and communication channels used.
5.3.3 Leadership and Strategy Execution

The study concluded that leadership has a great impact on execution of strategies in private secondary schools of Murang’a County. This conclusion was arrived at because all aspects of leadership that were studied show that most respondents agreed that leadership was key in execution of strategy. There were aspects of leadership that were considered and agreed as key in strategy execution. The two top aspects of leadership were: Leadership communication skills and leadership problem solving skills.

5.3.4 Organizational Structure and Strategy Execution

Relating to organizational structure the conclusion is that organizational structure influences strategy execution in private secondary schools in Murang’a County. The parameters that were looked at to arrive to this conclusion are; division of responsibilities amongst staff, description of chain of command in an organization, supervision levels in an organization, centralization of decision making, and involvement of team members in decision making.

In the order priority in agreement and consensus as to whether they influence strategy execution in private secondary schools in Murang’a County, the various parameters of organization structure were: Description of chain of command, division of responsibilities, supervision levels in an organization, centralization of decision making, and involvement of team members in decision making. This study therefore concluded that organizational structure influences strategy execution in the said private institutions in Murang’a County.
5.4 Recommendations of Findings

The study used the indicators with high means and low standard deviations as the basis for its recommendations.

5.4.1 Resource Availability

The study recommends that private secondary schools should prioritize usage of resources as it greatly affects successful strategy execution. This should be done by budgeting before strategic planning which will ensure allocation of sufficient resources for strategy execution. Further, the management of private schools should ensure that there is sufficient staff (human resource) in their school where members are keen to adopt and implement strategies even if they may be change oriented strategies. To a certain extent, strategy execution is a costly affair and may require sufficient funds. The proprietors of private secondary schools may consider deploying sufficient amounts of financial resources to ensure that strategies are successfully executed.

5.4.2 Leadership

The study recommends that the leader’s problem solving skills should be a critical aspect when a private secondary school is recruiting strategy execution team. The proprietors and management should also come up with programs that boost problem solving among the senior staff in the private schools. In addition, leadership communication skills should be thoroughly enhanced in the private secondary schools with a very clear line of communication and probably a communication policy established to enhance strategy execution.
5.4.3 Communication

It is recommended that the management of private secondary schools should improve on the communication of strategy objectives. These objectives should be communicated to the different stakeholders to clarify the tasks and roles that the stakeholders will play during strategy execution. Secondly for strategy execution to be more successful, the management should formulate a clear communication flow of strategies from the proprietors to top management and finally to the operational staff that carry out the strategies. Finally, the private secondary schools owners and management need to define the channels that should be used to communicate key changes and strategies. Due to the role played by this aspect to strategy execution, the management needs to develop a communication policy for the private secondary schools. With this in place it will ensure that emerging challenges facing strategic execution are solved promptly and activities are well coordinated to enhance success levels of execution.

5.4.4 Organizational Structure

The study recommends that the description of chain of command in an organization should be clear. Private secondary schools should organize roles and responsibilities amongst staff especially with regard to the strategy at hand. This calls for the formulation of a clear organizational structure with roles for each staff and definition of who reports to whom. Supervisors for all the roles and departments should be distinct to ensure that deviations from expected results are properly detected and corrected. Though private secondary schools are either family businesses or branches of private entities like churches where decision making responsibilities could be ambiguous, there should be a central decision making organ responsible for overall strategies. Finally, as strategies are formulated by the top private schools management, the operational staff should be
involved in the process so as to enable them to own the process. As such it will be easier to form them when the execution stage comes up and they will participate to make the strategy successful.

5.5 Suggestions for Further Studies

This study focused on success factors that influence strategic execution in private secondary schools in Murang’a County, Kenya. Future researchers, therefore, need to research on the same topic of strategy execution in a different context e.g. among private secondary schools in marginalized areas. Additionally, the study recommends an examination of the success factors of strategy execution in public secondary schools.

5.6 Recommendations of Findings

The study used the indicators with high means and low standard deviations as the basis for its recommendations.

5.7 Suggestions for Further Studies

This study focused on success factors that influence strategic execution in private secondary schools in Murang’a County, Kenya. Future researchers, therefore, need to research on the same topic of strategy execution in a different context, for example, among private secondary schools in marginalized areas. Additionally, the study recommends an examination of the success factors of strategy execution in public secondary schools.
REFERENCES


APPENDIX A

CONSENT STATEMENT TO RESPONDENTS

My name is Jane Njeri, a Masters of Business Administration (MBA) student at Kenyatta University. You have been selected as part of the study entitled “Success Factors of Strategy Execution in Private Secondary Schools in Murang’a County, Kenya”.

Kindly do take a few minutes to respond to the questions in the attached questionnaires. Your input will be integral in the successful completion of the research project. Your response will be treated with utmost confidentiality and will only be used for academic purposes. No financial compensation will be made for participating in this study. In case of any need for more clarification, kindly don’t hesitate to contact me.

Yours’ Sincerely,

Jane Njeri
APPENDIX B: QUESTIONNAIRE
SUCCESS FACTORS OF STRATEGY EXECUTION IN PRIVATE SECONDARY SCHOOLS IN MURANG’A COUNTY, KENYA

QUESTIONNAIRE

Instructions: Please complete the following questionnaire appropriately.
Confidentiality: The responses you provide will be strictly confidential. No reference will be made to any individual(s) in the report of the study.
Please tick or answer appropriately for each of the Question provided.

PART A: BACKGROUND INFORMATION

1) What is your gender? [ ] Male [ ] Female
2) What is your highest education level? [ ] College Level [ ] Graduate Level [ ] Post Graduate
3) How Long have you worked in Private Secondary Schools? [ ] 0 - 5 Years [ ] 6 - 10 Years [ ] 11 - 15 Years [ ] Over 15 Years
4) Which of the following best describes your position? [ ] Principal [ ] Deputy Principal [ ] Teacher

PART B: RESOURCES AVAILABILITY
For each of the following parts, please tick where applicable to the extent to which you agree using the following Likert scale.
SA= Strongly Agree  A=agree  U=Uncertain  D=Disagree  SD=Strongly

<table>
<thead>
<tr>
<th>The following Resources Aspects have played a significant role in the Strategy Execution</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>5) Amount of financial resources availability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Timeliness of resources availability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Prioritization of resources usage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Availability of human resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Qualification of human resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART C: LEADERSHIP
For each of the following parts, please tick where applicable to the extent to which you agree using the following Likert scale.
SA= Strongly Agree     A=agree      U=Uncertain    D=Disagree   SD=Strongly

<table>
<thead>
<tr>
<th>The following Leadership aspect have played a significant role in the Strategy Execution;</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>10) Proactivity of the leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) Leadership communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) Leadership staff management aspects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) Leadership problem solving skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14) Leadership creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART D: COMMUNICATION
For each of the following parts, please tick where applicable to the extent to which you agree using the following Likert scale.
SA= Strongly Agree     A=agree      U=Uncertain    D=Disagree   SD=Strongly

<table>
<thead>
<tr>
<th>The following Communication aspects have played a significant role in Strategy Execution;</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>15) Communication of Strategy Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16) Communication flow between management and employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17) Timeliness of communication in relations to different aspects of strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18) Communication channels used</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19) Comprehensiveness of communication information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART E: ORGANIZATIONAL STRUCTURE
For each of the following parts, please tick where applicable to the extent to which you agree using the following Likert scale.
SA= Strongly Agree     A=agree      U=Uncertain    D=Disagree   SD=Strongly

<table>
<thead>
<tr>
<th>The following Organizational Structure aspects have played a significant role in Strategy Execution;</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>20) Division of responsibilities amongst staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21) Description of chain of command in an organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22) Supervision levels in an organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23) Centralization of decision making</td>
<td></td>
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<td>24) Involvement of team members in decision making</td>
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PART F: STRATEGY EXECUTION
For each of the following parts, please tick where applicable to the extent to which you agree using the following Likert scale.
SA= Strongly Agree     A=agree      U=Uncertain    D=Disagree   SD=Strongly

<table>
<thead>
<tr>
<th>The following Communication, Organizational Structure, leadership, and resources availability aspects have played a significant role in Strategy Execution;</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>25) Achievement of overall strategy execution objectives</td>
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<td>26) Achievement of strategy execution milestones</td>
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<td>27) Strategy execution undertaken within timelines</td>
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<td>28) Strategy execution undertaken within set budgets</td>
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APPENDIX C
INTERVIEW GUIDE FOR HEAD TEACHERS

i) How does the amount of financial resources availability influence strategy execution?

i) How does the timeliness of resources availability influence strategy execution?

ii) How does the prioritization of resources usage influence strategy execution?

iii) How does the availability of human resources influence strategy execution?

iv) How does the qualification of human resources influence strategy execution?

v) How does the proactiveness of the leader influence strategy execution?

vi) How do the leadership communication skills influence strategy execution?

vii) How does the leadership creativity influence strategy execution?

viii) How does the communication of strategy objectives influence strategy execution?

ix) How does the communication flow between management and employees influence strategy execution?

x) How does the timeliness of communication in relations to different aspects of strategy influence strategy execution?

xi) How does the communication channel used influence strategy execution?

xii) How does the comprehensiveness of communication information influence strategy execution?

xiii) How does the division of responsibilities amongst staff influence strategy execution?

xiv) How does the description of chain of command in an organization influence strategy execution?

xv) How does the supervision levels in an organization influence strategy execution?

xvi) How does the centralization of decision making influence strategy execution?

xvii) How does the involvement of team members in decision making influence strategy execution?

xviii) How does the division of responsibilities amongst staff influence strategy execution?
APPENDIX D

PRIVATE SECONDARY SCHOOLS IN MURANG’A

1. Hekima Girls Secondary School-Gatanga
2. Don Bosco School-Murang’a South.
3. Munoru Highlands Secondary School-Kandara
4. Pioneer Academy-Murang’a South.
5. Tueni Secondary School-Murang’a South.
6. Maragua Muslim Secondary School – Murang’a South
7. Murang’a Elite Academy-Murang’a East
8. The Philips Academy-Kahuro
9. Wiltrue Academy-Kigumo
10. St. John’s Girls-Gatanga
11. Makuyu By Grace Academy-Murang’a South
13. Progressive Academy - Gatanga
15. Philadelphia Boys Secondary School-Murang’a East
16. Mwangaza Academy- Murang’a South
17. Bishop Mahiaini Academy-Murang'a East
18. St. Paul's Boys-Murang’a South