CHALLENGES THAT HEAD TEACHERS FACE IN SCHOOL STRATEGY IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN MERU SOUTH DISTRICT IN KENYA.

BY
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D53/CE/11999/07

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE REQUIREMENT OF THE DEGREE OF MASTER IN BUSINESS ADMINISTRATION OF KENYATTA UNIVERSITY.

APRIL 2011
DECLARATION

1. STUDENT DECLARATION
   "This research project is my original work and to the best of my knowledge has not been presented for a degree in any other university or any other award".

   Sign: ___________________________ Date: 06/04/2011
   Richard Mwenda Mate

2. SUPERVISORS DECLARATION
   "We confirm that the work in this project was carried out by the candidate under our supervision".

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   P.A. Genga

   Sign: ___________________________ Date: 13/04/2011
   Mwende B. Mutuvi

This Research Project has been submitted for examination with my approval as a Departmental Chairman.

   Sign ___________________________ Date 15/04/2011
   S.K. Bett
DEDICATION

To my parents John Mate and Elsie Muthoni who bequeathed and encouraged my learning. My siblings Judy, Trizah and Alex.
ACKNOWLEDGEMENT

It would not have been possible to this work without the support, guidance and encouragement of many people. Because of space limitations, I can not mention the names of all those who helped me.

However I would like to thank and highly appreciate the professional support, guidance and encouragement of my supervisors Mrs. Mutuvi and Mrs. Genga who continuously guided me in developing this work.

I would also like to express my gratitude to Mr. Kathuni and Mr. Mukuru the Principal and Deputy Principal Chuka High School respectively for their moral support. Last but not the least Mr. Njagi Mukuru my colleague at work for his continuous encouragement and moral support.
ABSTRACT

Strategic management is defined as that process of coming up with informed decisions that lead to successful attainment of institution objectives. In order to make proper decisions that will ensure success of school, proper strategies need to be developed. Strategy implementation involves putting into action the logically developed strategies that emerge from previous steps of the strategic management process. Schools are bound to fail in achieving their objectives if proper and effective strategies are not implemented. The responsibility of managing the Secondary Schools requires Head Teachers to have thorough knowledge on; change management when implementing a new strategy, dealing with School culture for smooth implementation of the strategy, relationship between the administrative structure and strategy implementation, different implementation approaches to follow and other skills necessary for successful strategy implementation. In addition to these skills, the Head Teacher as a manager is required to have adequate skills in planning, organizing, co-coordinating and evaluation.

Other duties of the Head Teachers together with their committees or boards are being responsible for appointment of non-teaching staff, financial management, provision and maintenance of school facilities, management of staff welfare, and secretary to the B.O.G. In addition he appoints competent and experienced teachers among the teaching staff to be heads of departments where the T.S.C has not appointed and ensures continuous professional development of all staff. The Study aimed at identifying the major challenges faced by Head Teachers in strategy implementation in Meru South District and at the National level. The study also highlighted the existing strategy implementation practices by Head Teachers.

The information from this study will be useful to the education sector both at the National and District levels. This study was carried out on the basis that the sampled Head Teachers had been involved in strategic planning for the time they had been in their schools. The study was limited to Meru South District in Eastern province. The ex-post facto research design was used. The researcher did not develop new treatments but examined the effects of naturally existing treatments. Random sampling was used to select thirty (30) Head Teachers out of the 41 head teachers in public schools in the District. Descriptive statistics were used for final analysis and results.
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DEFINITION OF TERMS
The following terms will be used frequently in this study. Their operational meanings are explained:

Public secondary school: Any secondary school which is run/managed by public funds.
Head teacher: Secondary school executive who is charged with the responsibility of running/managing the school.
Management: Process of setting and achieving goals through planning, organizing, controlling, staffing, communicating, directing and coordinating in an organization or institution.
Strategy: It is the management’s game plan for strengthening the organization’s position, pleasing customers and achieving performance target (Thomson Strickland, 1996).
Strategy implementation: It is converting into action the already crafted strategy.
Challenges: Difficulty in job or undertaking that is stimulating to one engaged in it.
Skills: Ability to do something well arising from talent, training or practice.
Culture: The ingrained beliefs, behaviors, practices, personality and thought patterns that influence how things are done in an institution.
Change: Is the act of doing things in a different manner in an institution
Non teaching staff: These are people employed in a school to assist in running other services apart from teaching.
Head of department (H.O.D): The person in charge of a section or a department in the school.
# LIST OF ABBREVIATIONS AND ACRONYMS

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<td>B.O.G</td>
<td>Board of Governors</td>
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<td>District Education Officer</td>
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<td>ESAC</td>
<td>Education Sector Adjustment Credit</td>
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<tr>
<td>G.D.P</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>H.T.S.G.S</td>
<td>Head Teachers Support Groups</td>
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<tr>
<td>K.E.S.I</td>
<td>Kenya Education Staff institute</td>
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<tr>
<td>K.P.T.A</td>
<td>Kenya Parents teachers association</td>
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<tr>
<td>M.B.A</td>
<td>Master in Business Administration</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>Non Governmental Organizations</td>
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<td>S.M.G</td>
<td>School Management Guide</td>
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<td>T.S.C</td>
<td>Teachers Service Commission</td>
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1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

According to Airy (1972), many scholars agree on the importance of quality education as a means of social and economic development. It helps improve living standards and enhance quality of life and can provide essential opportunity for all. Airy notes that as education is faced with many challenges such as globalization, rapid spread of democracy, advanced technology and changing public roles, there is need for highly educated and advanced skills in education management for it to thrive. Eshiwani (1993) notes that in Kenya, education is a major investment. It accounts for a major percentage of the country’s Gross Domestic Product. This has mounted a lot of pressure to secondary school managers i.e. head teachers, to develop and implement effective strategies in order to satisfy the various stakeholders in secondary school education.

Strickland (2006) is emphatic that effective strategy implementation is a crucial issue in that it determines the institution’s ability to achieve its goals and objectives. Njeru, (2004) notes that if a school is properly managed, there is little or no wastage of resources and academic excellence is achieved in secondary schools. Strickland (2006) is emphatic that whereas successful strategy-making depends on the institutions vision and environmental analysis, successful strategy implementation depends on leading, motivating and working with and through others to create strong “fits” between how the organization performs its business activities and the requirements for good strategy execution. Strickland (2006) further notes that implementing strategy is an action-oriented, make things happen, tasks that tests a manager’s ability to direct organizational change, design and supervise business processes, motivate others and achieve performance targets. In this case, the headteacher needs to implement strategies that will strengthen the school’s position in order to meet the expectations of its customers i.e. students and achieve its performance targets. Although schools are not profit making institutions, effective strategy implementation ensures the stability of the school and its sustainability.

Eshiwani (1993) notes that the head teachers of the schools are the managers and should therefore ensure effective and efficient management of schools. Eshiwani (1993) further notes that head teachers are charged with the responsibility of running the school on a day-to-day basis for the purpose of attaining educational
objectives. Mugambi (2007) is emphatic that the headteacher has a challenging task bearing in mind that school management requires a good and up-to-date knowledge of education system, modern management skills and commitment. Mugambi (2007) identified three main skills which are necessary for managers:

a. **Technical skills** – specialized knowledge and proficiency in specific acting such as financial management, office management, scheduling, purchasing, construction, marketing, strategic planning and management.

b. **Human skills** – being able to work with other people to achieve the organization goals.

c. **Conceptual skills** – being able to relate the organization to the environment.

Mugambi (2007) further notes that experienced head teachers are emphatic in declaring that it is a whole lot easier to develop a sound strategic plan than it is to make it happen. This is due to the wide array of the school management activities that have to be attended to, the many ways the head teachers can proceed, demanding people – management skills required, the perseverance it takes to get a variety of initiatives launched and moving, the number of bedeviling issues that must be worked out and the resistance to change that must be overcome from the students, teachers, non-teaching staff and parents. Cole (1997) notes that just because head teachers announce new strategies does not mean that the other stakeholders will agree with it or cooperate in implementing it. Long standing attitudes, vested interests, inertia, and ingrained organizational practices do not melt away when head teachers decide on a new strategy and start to implement it.

Eshiwani (1993) notes that the Kenyan government recognizes the need for sound strategy implementation. It is in regard of this that the Kenya Education Staff Institute (KESI) whose function is to design, produce, assemble, repair and maintain staff training materials and equipment for use in dissemination of managerial and administrative knowledge, skills and attitudes to all personnel working within the Ministry of Education, was legally established in 1988 under legal notice no. 565 (SMG, 1999). Mugambi (2007) is emphatic that the need to train head teachers on strategy implementation continues to be echoed. Following the many cases of school unrests in the year 2008, the Education Permanent Secretary, Prof. Karega Mutahi, reminded the head teachers that they are the key people in implementation of the school curriculum and strategy and the Ministry of Education requires prudent change
management in their schools. This was during the Kenya Secondary School Head teachers’ Association Annual General Conference held in Kisumu in March 2009.

Siringi (2006) notes that while delivering his Jamhuri Day speech on 12th Dec. 2005, President Kibaki directed that all the head teachers should undergo special training on school management and administration. The president suggested that the head teachers be graded and rewarded to ensure that the Kenya schools are run by well-motivated and disciplined managers.

Mugambi (2007) notes that head teachers have expressed similar sentiments in other forums. Imelda Baraza, Principal of Eldoret High School encourages all education managers (head teachers) to acquire further education (MBA skills) to succeed as managers. Many parents are highly concerned about how various strategic plans involving students’ discipline, financial management, academic excellence and infrastructural development are implemented. The Chairman of The Kenya Parents’ Association (K.P.T.A.), Musau Ndunda, expressed his concern with strategy and change implementation practice cases noted in the country in recent years (Daily Nation, August 2008).

After the rampant school unrest in 2008 Capt. (rtd) Collins Wanderi (2008) noted that secondary schools continued to employ archaic techniques in school administration and management. He further noted that the tools for management and evaluation of public secondary schools had remained static for a long time despite the rapid technological, socio cultural and economic changes in the country. Wanderi was also emphatic that there is a dire need to change the training curriculum for teachers to include new subjects which will equip head teachers with knowledge on accounts, strategic planning, financial management and project management. He recommends that schools managers should review the current system of managing public secondary school to allow for professionalism in management and equitable participation by all the stakeholders.

Griffins (1993) notes that the Sagini report on education has not been made public, but the committee is said to have been appalled by the bad methods of human management that it encountered during visit to boarding secondary schools in Kenya. He further notes that it is possible to run a school by methods contrary to those generally accepted and practiced in most Kenya schools which make all stakeholders i.e. students, teachers and non teaching staff orderly, yet happy and free from undue
stressed. He notes that a head teacher who concentrates on creating a happy and harmonious school will find that academic success is added into him or her. According to Daily Nation (12th April 2010), during his address in Bondo Teachers College the Prime Minister the Right Hon. Raila Odinga noted that the Kenyan Education System had not prepared students to compete effectively with global standards (Daily Nation 12th April 2010). Mr. Odinga proposed that radical changes (which involve strategic planning) be made to enable the school systems to handle challenges.

1.2 STATEMENT OF THE PROBLEM
Mugambi (2007) notes that in spite of the key roles played by the head teachers in strategy implementation, most head teachers are not fully acquainted with strategy implementation skills Njeru (2004) is emphatic that a consultancy on improvement in school analysis, which took place in April, 1994, recommended that school head teachers require skills in development, planning, management of people, curriculum and resources. Mugambi (2007) further notes that the high expectations by education stakeholders on good performance by students have prompted many head teachers to develop strategies to achieve these objectives. Strickland (2006) notes that strategy implementation entails converting the organizations plan into action and then to results. Strickland (2006) further notes that school strategy implementation is among the toughest head teacher’s tasks – easier said than done. It is against this background that this research looked at the current situation with regard to the challenges facing the head teachers in school strategy implementation.

1.3 OBJECTIVES OF THE STUDY
1.3.1 General Objective
The broad objective of this study was to investigate challenges that head teachers face in school strategy implementation.

1.3.2 Specific Objectives
The study was guided by the following objectives:

i) To establish strategy implementation practices of head teachers in public schools in Meru South District

ii) To find out challenges facing head teachers in strategy implementation

iii) To look at the training needs for head teachers in strategy implementation.
1.3.3. **Policy objective**

The policy objective of this study was to provide valuable information to help head teachers to function more effectively in school management.

1.4 **RESEARCH QUESTIONS**

The study addressed the following questions:

i) What are the strategy implementation practices practiced by head teachers in public secondary schools in Meru South District?

ii) What are the challenges facing head teachers in school strategy implementation?

iii) What skills do head teachers need in strategy implementation?

1.5 **SIGNIFICANCE OF THE STUDY**

It is hoped that the study will contribute valuable information to the importance of adequate formal preparation of head teachers upon appointment. The study may help the Kenya Education Staff Institute (KESI) to prepare and avail workshops for head teachers. It will also hopefully enhance abilities of head teachers to function more effectively to improve on schools management and at the same time encourage them to seek strategy implementation related courses to improve their management skills.

1.6 **LIMITATIONS OF THE STUDY**

i) The population of the study were head teachers of public secondary schools in Meru South District and the results, therefore, may apply to some schools in the country due to social, economic and geographical differences in the schools’ setting.

ii) Variation in the capacity of the head teacher due to experience and training. Some have more work experience and can handle the challenges better than others and therefore the generalization of findings to all schools needs to be considered based on this possible diversity.

iii) Lack of enough data on strategy implementation by head teachers related literature. This is because it is a recent programme in Kenya.

1.7 **SCOPE OF THE STUDY**

The study was conducted in secondary schools in Meru South District. There are 41 public secondary schools distributed within the 3 divisions namely: Magumoni Division, Igambang’ombe Division and Chuka Division. Each division was be proportionately represented in the sample by a percentage of 70.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

The literature review in this chapter closely examines what other writers have written on secondary school management, task area in school strategy implementation, significant role of head teachers in school management, strategic implementation practices in secondary schools and training needs for head teachers of secondary schools.

2.2 SECONDARY SCHOOL MANAGEMENT

Schermerhorn (2002) defines management as the process of setting and achieving goals through planning, organizing, controlling, staffing, communicating and directing an organization or institution.

Eshiwani (1993) notes that all government secondary schools are administered and managed by head teachers who are employees of teachers' service commission.

Griffin (1994) notes that school management encompasses planning and being in control of both human and physical resources to achieve education goals.

Eshiwani (1993) further notes that education is a major investment in Kenya, accounting for nearly half the gross domestic product (G.D.P). The Education Sector Adjustment Credit (ESAC) report (1992) indicates that, of the total education budget, a huge chunk goes toward secondary education. In Kenya, such funds are managed by the school boards with the head teacher as the executive officer. The school strategies that are formulated and implemented, determine whether these funds are used effectively and efficiently to achieve the schools objectives. Eshiwani (1993) notes that, for education to achieve it stated goals for the benefit of a nation, the management and supervisory functions and operations must be clear and practical. He further notes that the role of education management generally is direction, control and management of matters on education. All these revolves around implementation of the school strategies and plans.

Beular (1973) contends that the education and school administration is the art and science of management applied to education. This is because it includes: Participation in school policy making, its interpretation and programming; setting long term and
short term goals and planning to achieve these goals. Structuring and adjusting school administrative machinery to achieve these goals, managing school personnel and resources and appraising results.

2.3 TASK AREA IN SCHOOL STRATEGY IMPLEMENTATION.

The school management guide (1999) identifies these tasks as: First ensuring the strategic development plan is workable, marketing the plan, Putting measures into place that will enable effective strategy implementation, Monitoring and evaluation, reporting progress and celebrating success and compiling a progress report that also pinpoints priorities for the next planning period.

Strickland (2006) attempt to give some measures that can be put into place to enable effective strategy implementation. He is emphatic that converting a strategic plan into actions and results, tests a managers ability to direct organizational change, motivate people, build and strengthen the organizations competencies and capabilities, create a strategy supportive work climate and meet or beat performance targets.

Hamermesh (1999) notes that the major tasks of implementing strategy is to crate a fit between the organizations strategy goals and its other activities. He asserts that the two fits that need to be created are; Fits between the strategy and functional policies and fits between the strategy and the organization structure, organization process, information systems, incentives systems and development and leadership styles.

From the above contributions, among the tasks identified in which management tools can be used in guiding the school strategy implementation process are; ensuring the school strategic plan is workable and meets the required specifications, making sure that the strategic plan is owned, supported and approved by all stakeholders involved in implementation, putting into place measures that will enable stakeholders involved in strategy implementation, monitoring, evaluation and control, reporting progress and celebrating success and compiling progress report that also pinpoints priorities for the next planning period.

2.3.1 Ensuring The School Strategic Plan Is Workable And Meets The Required Specifications

Strickland (2006) notes that strategic plans may take the form of oral understandings and commitments among the manager and key employees about where to head, what to accomplish and how to proceed. In advanced cases, organizations develop explicit
strategic plans which may take the form of a written document that is circulated to the managers of the organization, employee and other stakeholders.

In either case they note that a good strategic plan should address a series of how to grow the organization (school), how to satisfy customers (students), how to compete (do better than other public schools), how to respond to changing conditions, how to manage each functional piece or the organization (various schools departments), how to develop the needed organizational capabilities, and how to achieve strategic and financial objectives.

Strickland (2006) elaborate on questions that a school strategic plan should respond to. These are; where is the school now? What changes should be made? How shall these changes be managed overtime? And how will it be known if the management of change has been successful?

Strickland (2006) further notes that for a strategic plan to be effective all those who have an interest in the school should be involved at various stages of its preparation and process. The interested groups (stakeholders) include; Head teacher, Deputy Head teacher, Teachers, education quality assurance and standards officers, on teaching staff, Board of governors, Parents and teachers association, Sponsors of the school, the students and other groups and N.G.O.s

Hamermesh (1999) further gives important clues on the content of the plan. He notes that consultations must be held at various levels with all interest groups to create a sense of ownership of the strategic plan and to ensure sustainability. The plan should contain all important information about the school i.e.

School aims, school mission, vision, and motto, a description of the school community it serves, school priorities arrived at through discussions with stakeholders, an action plan for the next three years obtained as a result of a whole school’s review, information about the school, such as the number of students by gender, age and enrolment.

Many writers and researchers on strategy implementation agree that if the strategic plan is well developed, it can be effectively implemented. Good strategy formulation and implementation will in turn lead to good management of the school, its resources and achievement of its objectives.
2.3.2 Making Sure That The Strategic Plan Is Owned, Supported And Approved By All Stakeholders Involved In Its Implementation.

Hamermesh (1999) notes that this is first achieved by involving the various stakeholders at various steps of its preparation. This is also achieved by marketing the strategic plan. To ensure involvement, ownership and support is solicited from stakeholders and is maintained, it is essential that the plan is presented and approved by the schools B.O.G and the PTA especially if the PTA is to be mobilized to raise funds. (S.M.G 1999)

It is suggested that the presentation be made jointly by the head teacher and the chairperson of the B.O.G to emphasize the partnership approach in producing the strategic plan. When marketing the agreed plan, it is necessary to:

- Involve as many members of the school community as possible e.g. Pupils’ teachers, BOG, PTA etc, explain to the stakeholders how the objectives and targets will improve the students’ performance and general school outlook and explain to the stakeholders how the activities in the plan will be sustained.

Mugambi (2007) noted that for the plan to gain ownership and sustain commitment during the implementation period, the head teacher will be expected to mobilize support from teachers, the school B.O.G and community. This will require; the head teacher to be accessible to give and receive advice, participation in joint meetings to discuss progress and constraints and assessing expenditure on finances set aside for the intended changes.

2.3.3 Putting Into Place Measures That Will Enable Effective Strategy Implementation

Strickland (2006) notes that the first step in implementing strategic change is for management to communicate the case for organizational change so clearly and persuasively to organization members so that a determined commitment takes hold throughout the ranks to find ways to put the strategy into place, make it work and meet performance targets. Strickland (2006) further notes eight principal managerial components of strategy implementation process as; Building an organization (school) capable of carrying out strategy successfully, developing budgets to steer ample resources into activities critical to strategic success, establishing strategically appropriate policies and procedures, instituting best practices and mechanism for continuous improvement, installing the systems that enable the school’s teaching and
non-teaching staff to carry out their strategic roles successfully day in and day out, tying rewards and incentives to the achievement of performance objectives and good strategy implementation creating strategy – supportive work environment and school culture and exerting the internal leadership needed to drive implementation forward and to keep improving on how the strategy is being implemented. Hamermesh (1999) notes that these managerial tasks crop up repeatedly in strategy implementation process, no matter what the specifics of the situation, and drive the priorities on the strategy – implementer’s agenda.

2.3.3.1. Building A Capable School

Cole (1997) notes that proficiency organizations (schools) Strategy execution depends heavily on competent personnel i.e. teaching and non teaching staff, better-than-adequate skills and competitive capabilities and effective internal organizations. Strickland (2006) gives three types of organization-building actions that are paramount: First, able people must be selected for key positions. The head teachers must determine the kinds of heads of department teams they need to execute the strategy successfully, and then find the right people to fill each slot. Sometimes the existing management team is suitable; sometimes it needs to be strengthened and/or expanded by promoting qualified people from within or by bringing in outsiders whose background, way of thinking and leadership styles suit the situation. Until key slots are filled with people, it is hard for strategy implementation to proceed at full speed.

Strickland (2006) notes that second it should be certain that the school personnel have skills, core competencies, managerial talents and technical know how. These core competences can relate to any strategically relevant factors; greater proficiency in service delivery i.e. teaching and evaluating, faster response to changing students requirements, superior performance in minimizing the cost of running the school, superior inventory management, maintaining good discipline, capacity to reengineer and redesign the school systems and procedures, greater effectiveness in promoting parents’, teachers’ and community’s cooperation, and strong marketing of the school. Strickland (2006) notes that the third action is organizing the school’s processes and decision making in a manner that is conducive to successful strategy implementation. There is need to match the school organization design and structure to the particular
needs of strategy. A study done by Alfred Chandler (1962) reveals that the structure tends to follow the growth strategy of the firm – but often until inefficiency and internal operating problems provoke a structure adjustment. A new strategy is likely to entail new or different skills and key activities, if these go unrecognized, the resulting mismatch between strategy and structure can open the door to implementation and performance problems.

2.3.3.2 Develop Budgets To Steer Ample Resources Into Those Value-Chain Activities Critical To Strategic Success

Strickland (2006) notes that implementing a school strategy plan forces a manager (head teacher) into the budget-making process. School organizational units require enough resources to carry out their parts of the strategic plan. This includes having the right kinds of people and having the sufficient operating funds for the organizational units to do their works successfully. Head teachers must screen requests for new capital projects and bigger operating budgets, distinguish between what would be nice and what can make a cost justified contribution to strategy implementation.

Mugambi (2007) notes that how well a head teacher links budget allocations to the needs of the strategy can either promote or impede the implementation process. Too little funding slows progress and impedes the ability of the school organizational units to execute their pieces of strategic plan proficiently. Too much funding wastes the school resources and reduces the financial performance. Both outcomes argue for the strategy implementer to be deeply involved in the programs and budget proposals of strategy – critical school organization units.

Strickland (2006) further notes that head teachers must also be willing to shift resources from one area to another to support new strategies, initiatives and priorities. A change in strategy nearly always calls for budget reallocations. Units important in the old strategy may now be oversized and over funded. Units that now have a bigger and more critical strategic role may need more people, new equipment, additional facilities and above average increase in their operating budgets. Head teachers need to be active and forceful in shifting resources, downsizing some areas, upsizing other and amply funding activities with critical role in the new strategy. They have to exercise their power to allocate resources to make things happen and make the tough decisions to kill projects and activities that are no longer justified.
2.3.3.3 Establishing Strategically Appropriate Policies And Procedures

Strickland (2006) notes that changes in strategy generally call for some changes in work practices and how some internal operations of a school are conducted. Asking people to alter established procedures and behaviors always upset the internal order of things. It is normal for pockets of resistance to develop and for people to exhibit some degree of stress and anxiety about how change will affect them, especially when changes may eliminate jobs. The head teachers thus need to be inventive in devising policies and practices that can provide vital support to effective strategy implementation. Hamermesh (1999) is emphatic that wisely constructed policies and practices help enforce strategy implementation by channeling actions, behaviors, decisions and practices in directions that improve strategy execution.

Cole (1997) notes that often people opposed to certain elements of the strategy will hide behind and vigorously long-standing policies and operating procedures in an effort to stall implementation along a different route. Anytime a school alters its strategy, the head teacher should review existing policies and practices, proactively revise or discard those that are out of sync and facilitate new ones to allow execution of new strategic initiatives.

Balogun (2008) notes that on the other hand, too many policies can be as stifling as wrong policies or as chaotic as no policy. Sometimes the best policy for implementing strategy is a willingness to empower teachers and the non teaching staff and let them do it any way they want if it makes sense and works.

2.3.3.4 Instituting Best Practices And Mechanisms For Continuous Improvement.

Strickland (2006) notes that if value chain activities are to be performed as effectively and efficiently as possible, each school organizational unit and department needs to benchmark how it performs specific tasks and activities against the laid standards. A strong commitment to searching out and adopting the best practices is integral to effective school strategy implementation. Best practices and continuous improvement efforts aim at efficiency, reduced cost, better service delivery and good academic excellence at school. Hamermesh (1999) notes that if the targeted performance measures are appropriate to the strategy and if all the school personnel buy into the process of continuous improvement, the work climate will be conducive to proficient strategy execution and good bottom-line school performance.
2.3.3.5 Installing Support Systems That Will Enable The School’s Teaching And Non-Teaching Staff To Carry Out Their Strategic Roles Successfully Day In Day Out.

Strickland (2006) notes that school strategic plans cannot be implemented or executed without a number of support system for school’s operations. Well conceived, states of art school operation not only facilitate better strategy implementation, they also can strengthen the school capability enough to provide a competitive edge over the other schools. In a school setting they may include; computerized school system of timetabling, revision materials production, report forms, accounting and finance system etc.

2.3.3.6 Tying Rewards And Incentives To The Achievement Of Performance Objectives And Good Strategy Execution.

Strickland (2006) notes that the view is that a head teacher’s push for strategy implementation should incorporate more positive than negative motivational elements because when cooperation is positively enlisted and rewarded, rather than strong armed by the boss’s orders, people tend to respond with enthusiasm and more effort. Nevertheless, how much of which incentives to use depends on how hard the task of strategy implementation will be. A head teacher must do more than just talking to everyone about how important new strategic practices and performance targets are to the organization’s future well-being. Hamermesh (1999) is emphatic that no matter how inspiring, talk seldom commands people’s best efforts for long. To get both the teaching and non teaching staff sustained and energetic commitment, the head teacher has to be resourceful in design and using motivational incentives – both monetary and non monetary.

Strickland (2006) is emphatic that the more the head teacher understands what motivates subordinates and the more he or she relies on motivational incentives as a tool for implementing strategy, then the greater the staff commitment to good day in day out execution of their roles in the school strategic plan.

Cole (1999) notes that the use of incentives and rewards is one of the most powerful tools the head teacher has to win strong staff commitment to carry out the strategic plan. Failure to use this tool wisely and powerfully will weaken the entire implementation process. In secondary schools, the head teachers recommend the
teachers for promotion, which comes with salary increments. How a school’s incentives are structured signals what sort of behavior and performance the head teacher wants. This matter seldom escapes the closest employee scrutiny. A school’s system of incentives and rewards thus ends up being the vehicle by which its strategy is emotionally ratified in the form of real commitment. Incentives make it in employee’s self interest to do what is needed to achieve the performance targets spelt out in the strategic plan.

2.3.3.7 Creating a Strategy – Supportive Work Environment And School Culture

Cole (1997) is emphatic that every institution has a unique organizational culture. Each has its own operations philosophy and principles, its own ways of approaching problems and making decisions, its own embedded patterns of “how we do things around here”, its own love stories told over and over again to illustrate the institution’s values and what they mean to the members of the institution, its own taboos and political do’s and don’ts – in other words its own ingrained beliefs, behaviour and thought patterns, practices and personality.

Griffins (1994) notes that a tradition is very important to a school. Indeed, because it helps to provide a strong, secure framework within which education of the person becomes possible. It’s among the main factors which differentiate a real school from a mere ‘teaching factory’. He further says that a new head teacher should resist the temptation to set an immediate personal mark upon the institution to which he is posted. Instead, he should take time to study its history, customs and tradition consulting with former students, long serving members of staff both teaching and non teaching. By so doing he will come to understand the good tradition that must at all cost be preserved and perhaps identify a bad custom or two, needing careful alteration or uprooting.

Strickland (2006) notes that it is the head teacher’s responsibility to select a strategy compatible with the “sacred” or unchanged parts of prevailing school culture. It is also his/her task, once strategy has been chosen, to change whatever facets of school culture that may hinder effective implementation. Bolagun (2008) is emphatic that changing a school’s culture and aligning it with strategy are among the toughest head teacher’s tasks – easier to talk than do. Strickland (2006) notes that the first step is to diagnose which facets of the present culture are strategy supportive and which are not. Then the head teachers have to talk openly and forthrightly to all concerned about
those aspects of the culture that have to be changed. The talk has to be followed swiftly by visible forceful actions to modify the culture – actions that everybody will understand and are intended to establish a new culture more in tune with strategy.

2.3.3.8 Exerting The Internal Leadership Needed To Drive Implementation Forward And Keep Improving on How The Strategy Is Being Executed.

Strickland (2006) notes that exerting take-charge leadership, being a “spark plug”, ram-rodding things through, and getting things done by training people how to do them, are difficult tasks. Sometimes it is useful to be authoritarian and hardnosed, sometimes it is best to be perceptive listener and compromising decision – maker and sometimes a strongly participative, and times when being a coach is the proper role. Many occasions call for a highly visible role and expansive time commitment while others entail a brief ceremonial performance with the details delegated to subordinates.

Cole (1997) notes that in general, the problem of strategic leadership is one of diagnosing the situation and choosing from any of the several ways to handle it. Six leadership roles dominate the head teacher’s action agenda as the strategic implementer: i.e. staying on top of what is happening and how well things are going, promoting a culture in which the school is ‘energized’ to accomplish strategy and perform at a high level, keeping the school responsive to changing conditions, alert for new opportunities, and bubbling with new ideas, building consensus, containing “power struggles” and dealing with the politics of crafting and implementing strategy and pushing corrective actions to improve strategy execution and overall strategic performance.

2.3.4 Monitoring, Evaluation And Control

2.3.4.1 Monitoring

Meredith (2003) defines monitoring as the process of collecting, recording and reporting information concerning any and all aspects of project performance that a manager or others in an organization needs to know.

The school management plan (1999) notes that monitoring is a continuous process which is built into the implementation of the school development plan in order to identify constraints and devise strategies to overcome them.

Success checks are a means of establishing whether the targets are being met as expected or not. Success checks involve: assigning responsibility for collecting
evidence about each target, collecting evidence by observing the tasks in progress, using the quality assessment instrument on self assessment basis, noting changes in practice as a result of the plan, writing brief reports on whether targets are being met and identifying hindrances and assessing implications for future development.

2.3.4.2 Evaluation
Meredith (2003) notes that evaluation is a process through which judgments are made about the quality and effectiveness of project performance. The school management guide further explains that evaluation takes place along with monitoring. Progress on each priority can be analyzed as information and evidence becomes available. The purpose of evaluating is to; examine the success and drawbacks of implementation of the plan, assess the extent to which the aims of the school have been realized, assess the impact of the plan on students learning and achievements and determine successful practices in the school to make the process of reporting easier.

2.3.4.3 Control
Meredith (2003) notes that the control process uses the data supplied by monitoring and evaluating to bring actual performance into approximately congruence with planned performance. He further notes that the two fundamental purposes of the control process is regulation of results through the alteration of activities and stewardship (guarding) of the organizations assets. During school strategy implementation, the head teacher must focus on three elements of control. These are; performance cost and time. He should answer the following questions; is the strategy delivering what it promised to deliver or more? Is it making delivery at or below the promised cost? Is it making delivery at or before the promised time?
Meredith (2003) further notes that a manager (head teacher) must decide at what point in project (strategy implementation) he will need to exert control, what is to be controlled, how will it be measured, how much deviations from plan will be tolerated before action is taken, what kinds of interventions should be used and how to spot and correct potential deviations before they occur. The school management guide has not addressed the issue of control.
2.3.5 Reporting Progress And Celebrating Success
Strickland (2006) notes that the report of monitoring and evaluation helps in getting a report on progress and success. The school management guide notes that taking stock enables the head teacher to share success, practice and take note of drawbacks. It also enables him or her to make reports to stakeholders to keep them informed and involved.

Students, as important stakeholders should inevitably be informed of the plan and be involved appropriately to help them achieve more. The same should be done to teachers and non teaching staff. Every effort should be made to celebrate success in a modest way with stakeholders to motivate them to plan for the next period. This could also involve a school party for teaching, non teaching staff and B.O.G members. Dereck Bbanga (2009) notes that an organizations party is one time for thanking employees for job well done. It is also a good opportunity for networking, cementing existing relationships and forging new ones. It is at such point that the head teacher can report the progress of the strategy implementation process. Success is also celebrated and stakeholders will be motivated and energized to plan and implement the plans for the next period.

2.3.6 Compiling a Progress Report That Also Pinpoints Priorities For The Next Planning Period.
Strickland (2006) is emphatic that strategic management is a continuous process with beginning but without an end. The end of one planning period of a school should culminate to a beginning of another planning period.

The school management guide notes that the following items should be included in the progress report; information on aim, mission, vision and motto, progress of the action plan focusing on success and constraints and intervention measures that have been put in place.

The progress report helps to prepare the ground for the following years’ plan. There will be need to consider: the original plan of priorities, lessons learned from the previous year, changes in national policies that affect the resources., changing needs and circumstances of the school.

2.4 SIGNIFICANT ROLE OF HEAD TEACHERS IN SCHOOL MANAGEMENT
School head teachers are faced with very challenging responsibilities. Eshiwani (1993) summarizes the principal duties of the head teachers as; management of school
development planning. This is in terms of school plants, equipment, supplies and other physical facilities. He is also in charge of management of the curriculum. This involves supervision of instruction and curriculum development and improvement of co-curricular programme. In addition he performs the role of managing people. The people in a school include the students, teachers and non teaching staff. He is also involved in management of resources i.e. finances and other physical resources. The head teacher is also involved in stewardship of the school. Under this, he’s accountable for the growth and well being of the school.

The head teacher is also the first rate teacher who must lead by example on teaching. He is also the secretary and chief executive of the school board of governors and P.T.A. The head teacher liases with the education offices on behalf of the school i.e. D.E.O, T.S.C. He is the channel through whom teachers should communicate with higher authority. He acts as the public relations officer for school with the local community and other external stakeholders. The head teacher also works with head teachers support groups (H.T.S.GS) .These are made up of clusters of schools at district or higher levels. They give the head teachers and community stakeholders an opportunity to meet with their peers and develop a network of self help which is both motivating and sustainable.

In addition the above roles Eshiwani (1993) notes that the head teacher is responsible for overall running and control of the school for maintenance of the tone and all rounds standards.

Wango (2009) adds that the head teacher appoints competent and experienced teachers among the teaching staff to be heads of departments where the T.S.C. has not appointed H.O.Ds .

Sushila (2004) further notes the head teacher is a leader, innovator and manager. Sushila further stresses that the head teacher;

Plans and implements curriculum strategies with teachers and also plans and implements growth strategies with the school board of governors.

Sushila (2004) further notes that the head teachers are also charged with the responsibility of preparing the school calendar, purchasing the necessary equipments, books and supplies and distribute teaching works. This is an indication of the complex role of head teachers in a school environment, which requires total commitment, sacrifice and dedication. Although school management is largely the responsibility of
the Board of Governors (B.O.G), the head teacher is the board executive and recognized as the school legal officer who has the power of position and designated leader who cannot forsake his obligation.

The head teacher plays a leadership role of steering the school community towards realization of education objectives. Legally, the head teacher is responsible for the over all management control and standard maintenance in school as specified in the Education Act (1968). Many secondary school head teachers, upon appointment are faced with the challenging task of managing the school which strategy implementation is part of. As Eshiwani (1993) notes, people appointed as head teachers are those that are perceived to have considerable experience as teachers.

It is possible to have experience as a teacher but lack important management skills that are vital in school strategy implementation. According to standard (4th March 2003) this has exposed the head teachers to risks of losing their jobs and others are charged in courts of law for embezzlement of funds, mismanagement or misappropriate decisions or actions, and school unrests (Standard, 4th March 2003).

KSSHA report (2004) notes that during the Kenya Secondary School heads meeting in 2004, the Education Permanent Secretary directed the head teachers to clear all their accounts backlog and develop measures to resolve conflicts in their schools, failure to which, this could lead to their exit from leadership.

Such threats are clear indications of risks involved for school managers, many of whom are lacking skills in strategy implementation and management.

Griffins (1994), notes that nowadays, the head teacher must be both a fundraiser and a public relations managers. He further emphasizes that it is difficult to think of any other institution, be it a hospital, a hotel, a regiment or whatever that depend so greatly on its leader as does a secondary school. This is because the head teacher remains the pivot of the school system and the ultimate responsibility for all of it rests upon his shoulders. Griffins is emphatic that no man should accept headship, particularly of a boarding school unless there is a genuine vocation for such work and willingness to give time and talent without stint.

2.5 STRATEGY IMPLEMENTATION PRACTICES IN SECONDARY SCHOOLS

Strickland (2006) note that strategy implementation is concerned with converting the organizations strategy into action and then into results. In a school’s setting it has five
functions; i.e. achievement of school objectives, efficient use of resources, enhance stability enhance growth and enhance sustainability.

Eshiwani (1993) notes that since education is one of the key beneficiaries of government spending, efficient management of resources through proper strategy implementation is very important. The schools head teacher is charged with the responsibility of ensuring that strategies that have been formulated are well implemented for the purpose of attainment of schools objectives.

Eshiwani (1993) further notes that the head teacher is responsible for the overall running and control of the tone and all round standards. As the school chief executive officers, the head teacher must ensure that workable strategies have been implemented in order to maintain a high tone and high standards of school.

Griffins (1994) notes that the success of a school depends so greatly on management practices of the head teacher. These management practices have greatly to do with the heads ability to implement the strategies successfully.

The school management guide provides a schedule of the basic plans in school strategy implementation namely;

School development plan. The development plan can be perceived as a strategic plan even though it has not sufficiently injected the aspect of strategy in it. As school development plan must be unique to individual school because of the different circumstances under which schools operate. It is a line of action designed by the school to achieve the desired objectives within a given time frame using the available resources.

Marketing the plan. A marketing plan helps to ensure involvement, ownership and support are solicited from all stakeholders and is maintained. It is important that the plan is presented to B.O.G., and P.T.A (Parents Teachers Association) who will be mobilized to raise funds. This is done jointly by the head teacher and B.O.G chairperson to emphasize the partnership approach in implementing the plan.

Implementing the plan. Once the plan has been marketed the head teacher is expected to lead the implementation process.

Monitoring and evaluation. Monitoring is a continuous process which is built into implementation of the school development plan in order to identify constraints and devise strategies to overcome them. Evaluation involves analyzing progress on each priority.
Griffins (1994) is emphatic that much of the trouble with Kenya schools comes because head teachers lack commitment. He notes that partly, it can not be blamed on them because they are transferred too frequently and they are unable to fully build on their reforms. The common statement they make is “what’s the use of starting reforms or development projects, when almost certainly I won’t be left long enough in my school to see them through”? 

Iravo (2002) and Wachira (1994) advocate that schools need responsibility in the area of management which strategy implementation is part. This is because they are fully comparable to fairly large enterprises in industry or commerce. Then it can be rightly argued that modern techniques of strategic planning and implementation can be applied to schools. Although schools are not specifically profit making organizations, good strategy implementation will ensure the stability of school and sustainability

2.6 TRAINING NEEDS FOR HEAD TEACHERS OF SECONDARY SCHOOLS.

Griffin (1994) notes that all head teachers are charged with responsibility of managing schools on a day-to-day basis for the purpose of attaining the educational goals. Harmermesh (1999) notes that strategy implementation skills are very crucial and a manager may not be able to implement strategy without the appropriate skills. Eshiwani (1993) notes that school teachers who have barely taught less than seven years after university may be appointed head teachers without any induction whatsoever. Many of these heads continue administering schools without any systematic initiation into their new positions. These head teachers may pick bits and pieces here and there from heads association meetings and emergency surgery seminars organized by provincial education officers usually on school book keeping – may not be enough for the requirements of their positions.

Eshiwani (1993) notes that the Education Staff Institute was inaugurated in 1981 but given legal status in 1988 through legal notice 565/1988. According to the ministry of education, KESI may be described as an in-service training institute for officers of the ministry holding administrative and management positions in the entire nation. The greatest concern when KESI was established was the heads of schools in the republic. Eshiwani (1993) adds that the content of courses given by KESI depends on perceived needs of the particular group being trained. As heads of schools comprise the majority of the trainees, in broad terms, head teachers content falls into three
areas; i.e. practical, day-to-day school administration/ organization matters, finances and stores and managerial aspects of school administration. 

Eshiwani (1993) further notes that in terms of topics which appear in the programmes, the following are typical core areas in KESI courses; curriculum supervision and implementation, guidance, counseling and discipline, office administration and record keeping, book keeping and financial control, stores and store-keeping, management and education, Legal provisions in education, physical planning and development, communication and delegation and human/ public relations.

In addition to topics which deal closely with school management and administration, others which are often included because of their relevance to the position and work of head teachers are; roles of provincial administration in development (with special reference to education), public family life Education programme health requirement (with reference to the school), decision making and delegation and the TSC staffing, appointment and discipline of teachers.

From the above topics, vital areas of management e.g. Quality standards and continuous improvement, change management, strategic planning and implementation are not facilitated.

Eshiwani (1993) further notes that most head teachers are recruited from among trained teachers. Pre-service training for teachers concentrate mainly teaching and learning yet head teachers require additional knowledge, skills and attitudes in management, administrative and planning, educational policies and activities.

Siringi (2000) observed that the incompetence’s of some head teachers can be for the fact that some of them are promoted because they are well connected to the appointment authorities.

Eshiwani (1993) is emphatic that newly appointed schools heads face new challenges that span all the areas of school management, a situation compounded by the fact that that induction workshops for the new principals are conducted several moths later after they assume their new duties.

Siringi (2000) notes that according to the Annual Audit of schools report, newly recruited head teachers have marked difficulties in school management. The major difficulties according to the report, included lack of effective internal checks, and controls in accounts, lack of well prioritized development planning, poor financial
management, poor public relations, poor co-ordination of departments, poor skills on change management and poor human resource management.

Okumbe (2001) points out that training should enable education organs to increase productivity, quality and quantity of its outputs, enhance human resources planning which buffer drastic manpower changes that are likely to occur, improve workers morale, satisfaction and motivation.

Wachira (1996) noted that the majority of head teachers faced problems in performing the major tasks of school administration. She noted that the problems faced by head teachers cut across all categories of schools. She recommended that a lot of preparation process should be done through pre-service, in-service and on-the-job-training.

Mugambi (2007) notes that the Koech report stated that it is paramount to identify and train the right people to head schools. The report recommended that in-service training programmes be provided regularly to managers and administrators and teachers of curriculum implementation. It is further observed that the appointment of head teachers was made from serving teachers most of whom had no prior training in institutional management.

Eshiwani (1993) asserts that one of the reasons cited for poor performance of education systems in Kenya is the weak managerial capabilities in those system.

It is perhaps with this realization that the Kenyan government established Kenya Education Staff Institute (KESI).

Wachira (1994) is emphatic that although KESI offers the in-service training to practicing head teachers with the current number over four thousand, compared with its limited training staff, lack of funds and time make the training given to head teachers inadequate. The head teachers are required to pay the upkeep money and are trained for a period of two weeks during school holidays. The training may not be adequate and this does not fully satisfy training needs on the complex areas of headship.

Mugambi (2007) notes that major concerns have been expressed over the need to have head teachers trained on management. A report released by the Kisii Head Teachers Association noted poor management, poor planning and financial management as causes of school unrests. Lack of skills on the part of the head teacher causes administration problems.
Njeru (2004) noted that the training of head teachers is very important. She asserts that an assumption is made that head teachers possess the knowledge and skills required to help with the many and varied educational and personal problems with which they are met.

Iravo (2002) as far back as 1988, the then Minister of Education, Mr. Oloo Aringo, had emphasized the need to train the head teachers and proposed that teachers will have to pass Accounts and Management courses before they are promoted to headship. He also stresses the need for serving school heads to sit exams (Account and Management) if they want to retain their jobs. The minister was worried that lack of technical skills in Financial Management of the head teachers left bursars running school accounts. This had landed some head teachers into problems when bursars fiddled with the school accounts; hence they need head teachers training.

Wachira (1994) suggests that there is need for giving pre-service training and seminars to head teachers as service providers. The head teacher in his leadership role steers a team of teachers, non teaching staff, pupils, parents and the community towards accomplishment of education goals. For effectiveness and efficiency, he requires systematic formal training in technical, human and conceptual skills.

According to standard (13th December 2006) in his Jamhuri Day speech to the nation, president Kibaki directed all the teachers to undergo special training on School Management and Administration (The standard, 13th Dec, 2006). This shows the concern and need for the head teachers to undergo training for effective management. Mugambi (2007) notes that a principal of a leading school, Eldoret High School, Ms. Imelda Baraza, encourages all education managers to acquire MBA skills if they are to succeed in administrative roles and manage change in education institutions.

2.7 GAPS TO BE FILLED BY THE STUDY

Some areas in this study have been researched on, however, no research to the best of my knowledge has been done on challenges that head teachers face in school strategy implementation especially in Meru South District. A lot of pressure has been mounted on the head teachers in terms of expectations by various stake holders in the education sector on good performance, stability, growth and well being of the school. This has necessitated crafting and implementation of various strategies aimed at achieving the schools objectives. The task of implementing strategy poses a big challenge on the side of the head teacher. There seems to be a gap between the current strategy
implementation practices of head teachers in public schools in Meru South District and how it is supposed to be done in terms of skills needed. The study will be conducted to address these issues.

2.8 CONCEPTUAL FRAMEWORK

According to Strickland (2006), effective strategy implementation is dependent on the manager’s (Head teachers) skills on implementation. Mugambi (2007) identifies five challenges that impede effective strategy implementation as first poor fees payment which may affect the ability of a school to finance the implementation of the new strategy. Second, new government policies on education may regulate changes that a head teacher may want to initiate in the school. Third, any attempts to bring change in the way things are done in a school system, will be faced with a lot of resistance from students, parents and teachers. Fourth, schools may have some sacred cultures that may impede strategy implementation, which may also be difficult to change. Fifth, frequent transfer of head teachers may be a big stumbling block in effective strategy implementation.

Eshiwani (1993) enumerates indicators of a successful school that is well managed as; achievement in academic performance, good physical facilities, delighted education stakeholders, stability and sustainability of the school system and fewer or no school unrests.

In the study, the researcher proposes effective strategy implementation as the independent variable. The researcher further proposed that, for skills in strategy implementation to contribute to effective strategy implementation, other factors must be kept constant. These factors are: fees payment, new government education policies, resistance to change, culture that impedes strategy implementation, and frequent transfer of head teachers.

This in turn is expected to lead to: excellent achievements in academic performance, good physical facilities, delighted education stakeholders, stability and sustainability of the school systems and fewer or no school unrests.
Figure 1. Conceptual Frame Work

(Independent Variables)
Skills in strategy implementation

(Intermediary Variables)
- Poor fee payment.
- New government education policies.
- Resistance to change.
- Culture that impedes strategy implementation.
- Frequent transfers of head teachers.

(Independent Variables)
Strategy implementation

(Indicators)
- Excellent achievements in academic performance.
- Good physical facilities.
- Delighted education stakeholders i.e. students, parents and teachers.
- Stability and sustainability of the school performance, financial management and infrastructure.
- Fewer or no school unrests

Source: The Researcher 2011
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research procedure that was followed in conducting the study. This will include research design, location of the study, study population, instruments, validity, reliability and data analysis procedure.

3.2 RESEARCH DESIGN

The research was descriptive survey and aimed to establish the role of the head teacher in strategy implementation. According to Mugenda and Mugenda (1999), this type of research attempts to describe such things as possible behaviour, attitudes, values and characteristics. Descriptive research gives an accurate account of a particular phenomenon, situation, community or person. The *expost facto* research design will be used in this study. According to Cooper D R (2006) in *expost facto* design investigators have no control over the variables in the sense of being able to manipulate them. They can only report what happened or what is happening. The researcher did not develop new treatment but will examine the effects of naturally existing treatment after the occurrence of the treatments. This design is perceived to bring out the important data that will be required in the study.

3.3 TARGET POPULATION

The study was conducted in secondary schools in Meru South District of Eastern Province. The district borders Embu on the South, Tharaka on the East and Mara District on the North. The district is suitable for this study since the schools are of diverse nature with 12 being boys' schools, 5 girls' schools while the remaining 34 are mixed. Out of these, 16 are boarding 16 are day while 9 offer both day and boarding facilities. They are distributed in three divisions namely:

Table 1: Distribution of Meru South Public Secondary Schools per Division

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>NUMBER OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magumoni</td>
<td>17</td>
</tr>
<tr>
<td>Chuka</td>
<td>17</td>
</tr>
<tr>
<td>Igambang’ombe</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>
The researcher has worked in the district for five (5) years and is a resident of the district, he is therefore familiar with the schools, their location and sourcing for important information required will be easy.

The target population included all the head teachers in Meru South District public secondary schools totaling to forty one (41) according to DEO Meru South. The target population is basically homogenous with 8 female head teachers and 33 male head teachers.

3.4 SAMPLE AND SAMPLING TECHNIQUES

The sample used in this study were outlined below:

3.4.1 Sample Size

According to Airy (1972) in descriptive studies, a sample of 10 – 12 % is acceptable but the researcher will work with a sample size of over 20% to avoid the danger of under-representation based on Mugenda and Mugenda (1999). This implies a sample of over 8 head teachers of public secondary schools could be used, however, according to Mulusa (1990), many researchers suggest thirty (30) cases as the minimum numbers to work with to enable each case an equal chance to be included in the sample. Hence the study included thirty head teachers.

Table 2: Summary of Sample size

<table>
<thead>
<tr>
<th>S/NO</th>
<th>DIVISION</th>
<th>POPULATION</th>
<th>70% (SAMPLE SIZE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Magumoni</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>2.</td>
<td>Chuka</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>3.</td>
<td>Igambang’ombe</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

3.4.2 Sample Procedure

Simple random sampling techniques using balloting method was used to select some schools in each division. A list of all the schools from the three divisions was made to form a sampling frame. A table of random numbers was then used to draw a sample size of 30 head teachers.

3.5 DATA COLLECTION TOOLS

This section indicates the type of instruments used for data collection.
3.5.1 The Instrument
The instrument used in the study is structured items. Bell (1993) suggests that whatever procedure for collecting data is selected, it should always be examined critically to see its reliability.

3.5.2 Questionnaire
According to Mugambi (2007) the questionnaire was seen as suitable in this study due to the following:
(i) Its ability to cover a large population within a short time and use of fewer personnel.
(ii) It avoids bias due to personal characteristics as in interviews.
(iii) Anonymity of the respondent filling the questionnaire may help them to be honest in their answer.
(iv) It allows respondents time on questions that would require reflective or consultation before answering the questions to avoid hasty response.

The questionnaire was used because it allowed the researcher to reach a large sample within a short time and with no extra personnel. Items on the questionnaire were based on the information on the role of the head teacher in general management of the school with specific section on strategy implementation task. The instruments were designed to address the issues that form the basis of this study. The questionnaire consisted of both open-ended and closed-ended questions to provide responses, which facilitate ease of tabulation and analysis.

3.6 DATA COLLECTION PROCEDURE
Legal permission was sought from the office of the District Education Officer (DEO). The researcher visited the sampled schools to deliver the questionnaires which were collected later. The data was collected from the selected head teachers of the secondary schools through the administration of questionnaires. Strict confidentiality was assured to each respondent.
3.7 DATA ANALYSIS

The data collected was scored, coded and entered into the computer. It was summarized using simple descriptive statistics i.e. frequencies and percentages. For closed ended questions a comparative analysis was done using distribution tables, bar graphs, and pie charts. The responses from the open ended question was coded. Content analysis was used in the analysis of some of the open ended questions.
CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1. Introduction

This chapter seeks to present a discussion on research results. The discussion addresses the following areas of study:

i.) Existing strategy implementation practices in public schools in Meru South District.

ii.) Challenges faced by head teachers in school strategy implementation.

iii.) Training needs for head teachers in strategy implementation.

4.2. Demographic characteristics of respondents.

The respondents were 30 head teachers of public secondary schools from Meru South District, of the 30 respondents 6 were from provincial Schools while 24 were from district schools. Of the 30 heads teachers 12 were from boarding schools, 12 from day schools while the remaining 6 were from schools offering both day and boarding services.

Table 3

Schools in the sample

<table>
<thead>
<tr>
<th>S/No</th>
<th>Division</th>
<th>Schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Magumoni</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>2</td>
<td>Chuka</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>Igamba Ng’ombe</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>
4.2.2. Academic qualifications of the respondent

Table 4 Academic qualifications of head teachers in the sample.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA/MSC/MED/MBA</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>BA/BSC/BED</td>
<td>25</td>
<td>83%</td>
</tr>
<tr>
<td>UT GRAUATE</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>ATS</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>S1</td>
<td>2</td>
<td>7%</td>
</tr>
</tbody>
</table>

The responses are shown in the table above, of the thirty head teachers in the sample. 3 have a masters degree in education, two are S1 while the remaining 25 have bachelors degree in education.

4.3 Existing strategy implementation practices.

One of the objectives of this study was to find out the strategy implementation practices in public secondary schools in Meru South District. The main areas looked at were; the workability of the strategic plan, ownership of the strategic plan, measures put into place to enable effective strategy implementation, and monitoring and evaluation of the implementation process. Strategy implementation is schools in an area of concern to both education policy makers and other education stakeholders. Strickland (2006) is emphatic that it is one of the most difficult tasks of a manager (head teacher), easier said than done. Head teachers involved in this study expressed different responses and suggestions on the challenges involved in school strategy implementation.
4.3.1 Design format used in developing the strategic plan.

Strickland (2006) notes that strategic plans may take the form of oral understandings and commitments between the manager and key employees about where to head, what to do accomplish and how to proceed. In advanced cases, organizations develop explicit strategic plans which may take the form of a written document that is circulated to the managers of the organization, employees and other stakeholders. To find out which format was used, respondents were required to indicate appropriately. The responses obtained are shown in the table below:

Table 5
Design format used in developing the strategic plan.

<table>
<thead>
<tr>
<th>Format</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral understanding</td>
<td>28</td>
<td>93%</td>
</tr>
<tr>
<td>And communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explicit strategic plan</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig. 3 Design Format
The data shows that only two schools had explicit strategic plans with features of formulation and implementation. This is 7% of schools. 28 schools used the format of
oral understandings and commitments between the head teachers and various stakeholders. This is 93% of the head teachers.

4.3.2 Staff competence during strategy implementation

Cole (1997) notes that proficiency organizations (schools) strategy implementation depends heavily on competent personnel i.e. teaching and non teaching staff. Better than adequate skills and competitive capabilities are required for successful strategy implementation. Strickland (2006) further notes that able people must be selected for key positions. The head teacher must determine heads of department teams they need to execute the strategy successfully, and then find the right people to fill each slot. Respondents were required to indicate whether their staff competence was enough to implement the strategic plan. The responses obtained are presented in table 6.

Table 6 Staffs competence in strategy implementation

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were competent</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Were not competent</td>
<td>27</td>
<td>90%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig. 4: Staff Competence

The data shows that 10% of respondents had staff that was competent to implement strategy. 90% had staff that was not competent to implement strategy. It clearly shows that majority of the schools didn’t have competent staffs to implement strategy. This poses a challenge to the head teacher.
4.3.3 Improving staff competence for successful strategy implementation.

Strickland (2006) is emphatic that sometimes the existing management team needs to be strengthened and or expanded by promoting qualified people from within or by bringing in outsiders whose background, way of thinking and leadership styles suit the situation. Until this is done it is hard for strategy implementation to proceed at speed. Strickland (2006) further notes that it should be certain that the school personnel have skills, core competencies, managerial talents and technical knowhow. To find out how schools deal with the situation of their staff not being competent to implement strategy the options given were; sourced for all new employees, expanded their skills, brought a few outsiders who suited the situation and worked with them as they were. The responses obtained are presented in table 7.

Table 7

Methods used to improve staff competence.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sourced for all new employees</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Expanded their skills</td>
<td>5</td>
<td>19%</td>
</tr>
<tr>
<td>Brought a few outsiders whose skills suited the situation</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>worked with them as they were</td>
<td>19</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

![Graph showing methods used to improve staff competence](image-url)

Fig 5. Improving staff competence

From these findings there was no school that sourced for all new employees. 5 schools expanded the skills of their employees. This represents 19%. 3 schools brought a few outsiders whose skills suited the situation. This represents 11%. 19
schools which represent 70% worked with their employees as they were. This indicates a major challenge for head teachers because effective strategy implementation requires employees with skills that suit the situation.

4.3.4. Training to increase skills and core competencies.
Cole (1997) notes that sometimes the existing management team may need to be strengthened and their skills expanded. Respondents were required to indicate whether training was done to improve competencies of employees during implementation. The responses obtained are shown in table 8

Table 8
Training to increase skills and core competencies

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training was done</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>Training was not done</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Fig. 6: Training Staff
The responses indicate that only one school i.e. 33% conducted training 67% i.e. 2 schools did not conduct any training to expand the skills and core competencies of their employees. This also indicates a weakness that may impede smooth strategy implementation.

4.3.5 Organization of school processes and procedures
Strickland (2006) notes that for effective strategy implementation, it is important to organize the schools processes and decision making in a manner that is conducive to successful strategy implementation. There is need to match the school organization design and structure to the particular needs of the strategy. The options given for responses were whether the school processes were organized to match the needs of the strategy or not. The responses obtained are shown in Table 9.

Table 9

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures were organized</td>
<td>8</td>
<td>27%</td>
</tr>
<tr>
<td>Procedures were not organized</td>
<td>22</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Majority of schools i.e. 73% did not organize their processes and procedures to match the needs of strategy. Only 27% organized their processes and procedures to the needs of strategy.

4.4 Strategy implementation and resource utilization

One of the objectives of this study was to establish strategy implementation practices by head teachers in Meru South District. Strickland (2006) notes that the process of strategy implementation calls for proper scrutinizing of the way resources are allocated in the organization.
4.4.1 Strategy implementation and budgeting

Cole (1997) notes that implementing a school strategic plan, forces a manager (head teacher) into the budget making process. This is because the school organizational units require enough resources to carry out their part of the strategic plan implementation process. To find out the extent which strategy implementation affected the school budget the respondents were required to indicate this appropriately. The responses obtained are shown in table 10.

Table 10
Strategy implementation and budgeting

<table>
<thead>
<tr>
<th>The extent the school budget was affected</th>
<th>Percentage</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 percent</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>5-10 percent</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>10-20 percent</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>20-30 percent</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>More than 30 percent</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Fig. 8: Budgeting for strategy

The data shows that 60% of the schools had their budget affected by less than 5%. This shows that in the majority of schools, the process of strategy implementation did not affect the schools budget significantly. 17% of schools were affected by a proportion and between 5 and 10 percent. 7% of the schools had their budget affected...
by between 10 and 20 percent. 9% of the schools had their budget affected by 20 and 30 percent. Only 7% of the schools had their budget affected by more than 30%.

4.4.2 Resource shifting

Strickland (2006) notes that managers must be willing to shift resources from one area to another to support new strategies, initiatives and priorities. A change in strategy nearly always calls for budget reallocation. This is because units that now have a bigger and more critical strategic role may need more people, new equipment, additional facilities, and above average increase in their operating budgets. Respondents were required to indicate whether there were any resources shifted from any area to another. The responses obtained are represented in table 11.

Table 11
Resource shifting

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources were shifted</td>
<td>11</td>
<td>37%</td>
</tr>
<tr>
<td>Resources were not shifted</td>
<td>19</td>
<td>63%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig. 9: Resource shifting

The data shows that 37% of the schools shifted some resources from one area to another. 63% who were the majority did not shift any resources.

4.4.3 Termination of some projects.

Strickland (2006) notes that head teachers need to exercise their power to allocate resources to various projects in order to make things happen and make the tough decisions to kill projects and activities that are no longer justified. To find out whether
there were some projects terminated, the respondents were required to indicate whether termination of any projects was done or not. The responses obtained are shown in table 12

Table 12
Termination of some projects

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were some projects terminated</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>No projects terminated</td>
<td>25</td>
<td>83%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig. 10: Termination of projects

The data shows that 17% of schools had some of the projects terminated. 83% of the schools which are the majority did not have any of their projects terminated.

4.5 Work organization

Strickland (2006) notes that work practices should be organized to support strategy implementation.

4.5.1 Strategy and Work practices.

Cole (1997) notes that strategy implementation call for some changes in work practices and how internal operations of a school are conducted. To find out whether there were changes in work practices the respondents were supposed to indicate appropriately. The responses obtained are shown in table 13
Table 13
Strategy and work practices

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were changes in work practices</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>There were no changes in work practices</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Fig. 11: Changes in work place
The data shows that 40% of schools had some changes in their work practices. 60% who were the majority did not have any changes in their work practices.

4.5.2 Resistance to change in work practices.
Cole (1997) notes that asking people to alter established procedures and behaviors always upsets the internal order of things. He further notes that it is normal for people to exhibit some degree of stress and anxiety about how change will affect them especially when changes may eliminate jobs. To find out whether there was resistance to change, the respondents were needed to indicate appropriately. The responses obtained are shown in table 14.

Table 14
Resistance to change in work practices

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>There was resistance to change</td>
<td>26</td>
<td>87%</td>
</tr>
<tr>
<td>There was no resistance to change</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Fig. 12: Resistance to change

The data shows that in 87% of schools there was resistance to change in work practices. This was the majority number. In 13% of the schools, there was no resistance to change.

4.5.3 Implementation practices and efforts for continuous improvement.

Strickland (2006) notes that best practices and continuous improvements efforts aim at efficiency, reduced cost, better serves delivery and good academic excellence at school. Hamermesh (1999) notes that if the targeted performance measures are appropriate to the strategy and if all the schools personnel buy into the process of continuous improvement, the work climate will be conducive to proficient strategy execution. Respondents were required to indicate whether practices and efforts for continuous improvement were put into place. The responses obtained are presented in table 15.

Table 15

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practices and effort were put into place</td>
<td>13</td>
<td>43%</td>
</tr>
<tr>
<td>Practices and efforts were not put into place</td>
<td>17</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>
The data collected shows that in 43% of the schools, practices and efforts were put into place. In 57% of the schools, no efforts and practices were put into place for continuous improvements.

**4.5.4. Instituting support systems for a competitive edge.**

Strickland (2006) notes that schools' strategic plans cannot be implemented without a number of support systems for school operations. Well conceived, state-of-art school operation not only facilitate better strategy implementation but also can strengthen the school's competitive position. These may include; computerized school system of: timetabling, revision materials production, report forms, finance system etc. Respondents were required to indicate whether these support systems were put into place. The responses obtained are presented in the table 16.

**Table 16**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support system were instituted</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Support systems were not instituted</td>
<td>24</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The data shows that only 20% of the schools instituted support systems for schools operation. 80% of the schools did not institute support systems and form the majority of the respondents.

4.6 Strategy implementation and rewards.

Cole (1997) notes the view that a head teacher’s push for strategy implementation should incorporate more positive than negative motivational elements because when co-operation is positively enlisted and rewarded, rather than strong armed boss orders, people tend to respond with enthusiasm and more efforts.

4.6.1 Tying rewards to strategy implementation

Strickland (2006) notes that the rewards should be appropriately tied to various tasks of successful strategy implementation. Respondents were required to indicate whether the rewards were tied to successful strategy implementation. The responses obtained are presented in table 17.

Table 17

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rewards were tied to successful</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Strategy implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards were not tied to successful</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td>Strategy implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig. 15: Rewards and strategy
The data collected shows that 30% of the school had their rewards tied to successful strategy implementation. 70% of schools did not tie their rewards to successful strategy implementation.

4.6.2 The nature of the rewards.

Strickland (2006) notes that the rewards may take the form of monetary and nonmonetary or both monetary and non monetary. Non monetary may be in form of recommendation for promotions, certificates of appreciation etc. The respondents were required to indicate appropriately the nature of rewards used. The responses obtained are presented in table 18.

Table 18 The nature of the rewards used.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monetary</td>
<td>6</td>
<td>67%</td>
</tr>
<tr>
<td>Non monetary</td>
<td>2</td>
<td>22%</td>
</tr>
<tr>
<td>Both monetary and nonmonetary</td>
<td>1</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>99%</strong></td>
</tr>
</tbody>
</table>

Fig. 16: Rewards used

The data collected shows that 67% of schools used a monetary system of rewards. 22% used non monetary methods. The remaining 11% combined both monetary and non monetary methods.

4.6.3 Dependence of the reward to the difficulty of the task.

Strickland (2006) notes that incentives makes it in employees self interest to do what is needed to achieve the performance target spelt out in the strategic plan. He further notes that the reward given should depend with difficulty of the strategy
implementation task. Respondents were required to indicate appropriately whether the rewards given were tied to how hard the strategy implementation task was. The responses obtained are presented in table 19.

Table 19

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>7</td>
<td>78%</td>
</tr>
<tr>
<td>Dependent on the task</td>
<td>2</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Fig. 17: Dependence of rewards

The data collected shows that 78% of schools gave general rewards that were not dependent to the task. 22% gave rewards that were dependent to difficulty of the strategy implementation task.

4.6.4. Recipients of the reward

Hamermesh (1999) is emphatic that to get the teaching and non teaching staff sustained and energetic commitment, the head teacher has to be resourceful in designing and using motivational incentives. All the groups of employees should be put on board in the reward system of an organization. The respondents were required to indicate to whom the reward was given. The responses obtained are presented in table 20.
Table 20
Recipients of the reward

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff only</td>
<td>8</td>
<td>89%</td>
</tr>
<tr>
<td>Non teaching staff only</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Both</td>
<td>1</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Fig. 18: Recipients of Rewards

The data collected shows that 89% of schools gave rewards only to the teaching staffs. None gave rewards to nonteaching staffs only. 11% gave to both teaching and non teaching.

4.7 Strategy implementation and culture.

Cole (1997) is emphatic that every institution has a unique organizational culture. Strickland (2006) notes that it is the head teacher’s responsibility to select a strategy compatible with the “sacred” or unchanged parts of prevailing school culture.

4.7.1. Existence of some “sacred” or unchangeable parts prevailing school culture.

Bolagun (2008) is emphatic that changing a school’s culture and aligning it with strategy are among the toughest head teacher’s tasks- easier said than done. Griffins (1994) notes that a new head teacher should resist the temptation to set an immediate personal mark upon the institution to which he is posted. Instead, he should take time to study its history, customs and traditions consulting with former students, long serving members of staff both teaching and non teaching. Respondents were required to indicate appropriately on whether there were some “sacred” or unchangeable parts...
of school prevailing culture that hindered strategy implementation. The responses obtained are presented in table 21.

Table 21
Existence of unchangeable culture

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were unchangeable parts</td>
<td>27</td>
<td>90%</td>
</tr>
<tr>
<td>There were no unchangeable parts</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig. 19: Existence of unchangeable culture

The data collected shows that 90% of the schools there were some sacred and unchangeable parts of the school culture. 10% of the school did not have sacred and unchangeable parts of the school culture.

4.7.2 Response to unchangeable parts of the culture

Strickland (2006) gives three responses of a head teacher to parts of the unchangeable school culture. These are; changing the cultural aspects, withdrawing the strategy and establishing a middle ground. The respondents were required to indicate their response in any of the above option. The responses obtained are presented in table 22
Table 22
Response to unchangeable parts of the culture

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed the culture aspect</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>Withdrew strategy</td>
<td>20</td>
<td>74%</td>
</tr>
<tr>
<td>Established a middle ground</td>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The data collected shows that 74% of the respondent withdrew the strategy. 11% changed the aspect while the remaining 4% established a middle ground.

4.7.3 Talk about the changeable part of the culture that needed change.

Strickland (2006) notes that the head teacher needs to talk openly and forthrightly to all concerned about those aspects of the culture that have to be changed. The respondents were required to indicate whether they talked openly and forthrightly to all concerned about aspects of culture to be changed. The responses obtained are presented in table 23.
Table 23
Talk about the changeable part of the culture that needed change.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The head teacher talked openly and forthrightly</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>The head teacher did not talk openly and forthrightly</td>
<td>22</td>
<td>83%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig. 21: Talk about culture
The data collected shows that only 17% of the respondents talked openly and 83% did not talk about the cultural aspects that needed to be changed.

4.7.4 Actions to modify the culture
Strickland (2006) notes that the talk of the cultural aspects that need change should be followed swiftly by visible forceful actions to modify the culture- actions that everybody will understand and are intended to establish a new culture more in tune with strategy. The respondents were required to indicate whether actions were taken to modify the cultural aspects. The responses obtained are presented in table 24.
Table 24
Actions to modify the culture

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action taken to modify the culture</td>
<td>6</td>
<td>22%</td>
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<tr>
<td>no actions were taken to modify the culture</td>
<td>21</td>
<td>83%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Fig. 22: Actions about culture

The data collected shows that 22% or respondents took action to modify the culture. 78% did not take any action to modify the culture.

4.8 Strategy implementation and leadership

Strickland (2006) notes that exerting take-charge leadership, being a “sparkplug”, ram-rod ding things through, and getting things done by training people how to do them are difficult tasks.

4.8.1 Leadership style

Hamermesh (1999) notes that sometimes during strategy implementation it is useful to be authoritarian and hardnosed, sometimes it is best to be perceptive listener and compromising decision-maker and sometimes a strongly participative, and times when being a coach is proper role. He emphasizes combining styles during implementation. The respondents were required to indicate their leadership styles during implementation. The responses obtained are presented in table 25.
Table 25
Leadership style during implementation

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic</td>
<td>20</td>
<td>67%</td>
</tr>
<tr>
<td>Democratic</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Leizasfaire</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>A combination of all</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Fig. 23: Leadership style

The data collected shows that 67% of respondents used autocratic leadership style. 7% were democratic, 13% used laizasfaire while the remaining 13% used a combination of all leadership styles.

4.8.2 Time commitment during implementation

Strickland (2006) notes that many strategy implementation occasions call for a higher visible role and expensive time commitment. The respondents were required to indicate whether the implementation process required more commitment of their time. The responses are presented in table 26.

Table 26
Time commitment during implementation

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation called for more</td>
<td>8</td>
<td>27%</td>
</tr>
<tr>
<td>commitment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation did not call for more time commitment</td>
<td>22</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The data collected shows that 27% of respondents had to commit more of their time to the implementation process. 73% did not commit more of their time to the implementation process.

4.8.3 Strategy implementation and the extent of delegation of duties

Strickland (2006) notes that many occasion of strategy implementation call for a brief ceremonial performance with the details delegated to subordinates. This is because of the many strategy implementation issues that the manager has to attend to. The respondents were required to indicate whether they increased their extent of delegation of duties. The responses are presented in table 27.

Table 27

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent of delegation of duties increased</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>The extent of delegation of duties was not increased</td>
<td>27</td>
<td>90%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>
The data collected shows that only 10% of respondents increased their extent of delegation of duties. 90% did not increase their extent of delegation of duties.

4.9 Success of strategy implementation process in secondary school.

Cole (1997) notes six roles of a manager (head teacher) that dominate the head teacher action agenda as the strategy implementer. First staying at the top of what is happening and how well things are going on. Second is promoting a culture in which the school is "energized" to accomplish strategy and perform at a high level. Third is keeping the school responsive to changing conditions. Fourth is noting alerts for new opportunities and babbling with new ideas. Fifth is building consensus, containing "power struggles" and dealing with the politics of crafting and implementing strategy. Last and not the least is pushing corrective actions to improve strategy implementation and overall strategic performance.

4.9.1 Extent of success of strategy implementation on process

Eshiwani (1993) gives various indicators of successful strategy implementation process as; achievement of performance targets, good physical facilities, delighted stakeholders, stability and sustainability of performance and fewer or no school unrests. The respondents were required to rate success of strategy implementation in their school. The responses are presented in table 28.
Fig. 26: Success of strategy

The data collected shows that only 7% of respondents rate their strategy implementation process as being successful, 13% rate it as being fairly successful. 10% rate theirs to be successful. 40% rate as being unsuccessful while 30% was a total failure.

4.10. Suggestions on improving strategy implementation.

Views were sought from head teachers on ways in which school strategy implementation could be improved. Mugambi (2007) notes that the high expectations by education stakeholders on good performance by students have prompted many head teachers to develop strategies to achieve these objectives. Strickland (2006) notes that school strategy implementation is among the toughest head teachers task –
easier said than done. In this study, head teachers were asked to give suggestions on how school strategy implementation may be improved. Majority of them comprising 84% suggested that head teachers need enough skills on crafting a workable strategic plan. Another 78% suggest that head teachers should be equipped with skills on change management and dealing with culture that impedes strategy implementation. All the head teachers suggested that head teachers should be trained on strategy implementation adequately upon appointment.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1. Introduction
This chapter presents the summary, conclusions and recommendation that have been made in this study to address the challenges that head teachers face in school strategy implementation.

5.2. Summary of the findings.
The study investigated the challenges head teacher of public secondary schools in Meru South District face in School Strategy implementation. The study was based on the premise that school strategy implementation is major challenge in secondary schools. Based on the study objectives, the following findings were established:

i.) Although public secondary schools are committed to strategy implementation, the implementation practices they use do not allow for success in strategy implementation.

ii.) Head teachers who are managers of public Secondary schools do not have the necessary skills for effective strategy implementation.

iii.) Skills needed for successful strategy implementation include; knowledge in designing an explicit strategic plan, equipping staff with the required skills and knowledge for successful strategy implementation, skills on budgeting for the strategy implementation process, skills on organizing work practices to suit strategy implementation, skills on culture change and skills on leadership.

5.3. Conclusions
The following conclusions were drawn from the findings.

i.) Most of the head teachers do not use an effective format in designing the school strategic plan. Majority of them use just oral understandings and commitment between them and other stakeholders.

ii.) The preparation of the head teachers prior to appointment does not cater for enough skills on strategy implementation.

iii.) The in service training provided by Kenya education Staff institute does not adequately prepare head teachers for the task of school strategy implementation.
iv.) The strategy implementation practices by head teachers do not sufficiently allow for success of the process.

5.4. Implications of the findings

School strategy implementation is a major challenge for head teachers due to the pressure that has been mounted on them in terms of expectations by various stakeholders in the education sector on good performance, stability, growth and well being of the school. This has necessitated crafting and implementation of various strategies aimed at achieving the schools objectives. The task of implementation of strategy poses a big challenge on the side of the head teacher.

Whereas majority of schools are committed to seeing results that come from effective strategy implementation many of them don’t effectively design their strategy implementation aspects. This brings many problems during implementation because the strategic plan is unworkable.

Most of the schools in this study, did not work on competence of their staff during implementation. 90% of the schools in the study are noted to have worked with staff whose competence was not up to the task of implementation. This can be indentified as one of the reasons why the implementation process was not effective.

Majority of schools in the study did not organize their process and procedures to cater for strategy implementation. This may be argued as the cause of failure of the process of implementation. From the study, it is also noted that many schools did not adjust their budgets to the needs of the strategy. Work practices in majority of schools were also not sufficiently changed to suit the strategy implementation process. The rewarding methods and the implementation system used in various schools also did not support the process of strategy implementation. The head teachers in the study were also noted to have had a problem of matching strategy and culture change. The leadership styles used by majority of heads also did not allow for effective strategy implementation.
The study advocates that head teachers should be sufficiently trained on these aspects prior to appointment. The Kenya Education Staff Institute (KESI) should avail workshops for in service training to head teachers having incorporated these aspects in its training materials. The district quality assurance and standard officers should also be inducted on these aspects of strategy implementation. After induction, these officers should frequently visit schools to confirm their adherence to these standards in the course of their strategy implementation.

5.5 Recommendation

The research whishes to offer the following recommendations:

i.) For effective schools strategy implementation, schools should adopt the format of an explicit strategic plan with all features and aspects of formulation and implementation.

ii.) During the strategy implementation process, schools should ensure that their staff is well equipped with knowledge and skills on strategy implementation.

iii.) Schools should organize their procedures and process to match the needs of strategy during implementation.

iv.) Head teachers should allocate enough resources to various success areas of strategy implementation.

v.) Schools should adjust their work practices to support strategy implementation.

vi.) Appropriate rewards should be tied to various tasks of successful strategy implementation.

vii.) Strategies chosen should be compatible with the “sacred” or unchangeable parts of the prevailing school culture.

viii.) Head teachers should show appropriate leadership practices in order to get things properly done during strategy implementation.
5.6. Suggestions for further research.

The researcher suggests that;

i.) The study focused on challenges that head teachers face in school strategy implementation. The questionnaire targeted head teachers who are the chief executive officers is schools. However, the head teachers are not the only people on board in school strategy implementation. Further study can be done to include other personnel like members of the board of governors, deputy head teachers, and head of departments.

ii.) The study focused on Meru South district only. The same study can be extended to other districts in Kenya.

There is need to investigate the degree in which the aspects of strategy implementation are incorporated in designing training materials for head teachers prior to appointment and during the in-service training provided by Kenya education staff institute.
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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR HEAD TEACHERS

The purpose of this questionnaire is to obtain sincere information on the role of head teachers in strategy implementation in public secondary schools in Meru South District.

Read the instruction for each question carefully and give the appropriate responses. Do not write your name anywhere in this questionnaire. (Information provided will be treated confidentially).

Please indicate your answer by ticking or filling in the correct answer in the given places.

1. In what category is your school? (Tick one)
   Provincial ( ) District ( )

2. What are your academic qualifications?
   i. MA/MSC/MED/MBA ( )
   ii. BA/BSC/BED ( )
   iii. UT Graduate ( )
   iv. ATS ( )
   v. SI ( )

3. In which category is your school?
   i. Day ( )
   ii. Boarding ( )
   iii. Mixed Day and Boarding ( )

4. Which format did you use to design your strategic plan?
   a) Oral understandings and commitments between you and other stakeholders
   b) An explicit strategic plan with all features and aspects of formulation and implementation

5. Was your staff’s competence enough to implement the strategic plan?
   Yes ( ) No ( )

6. If, in question 5 was a No, what did you do to ensure that there was competence to implement the strategic plan?
   i. Sourced for all new employees
   ii. Expanded their skills
iii. Brought a few outsiders whose skills suited the situation
iv. Worked with them as they were

7. If, in question 5 was a Yes, did you conduct any training to increase their skills and core competencies of your staff during implementation?
   Yes ☐  No ☐

8. Did you organize the school processes and procedures to match the needs of the strategy?
   Yes ☐  No ☐

9. To what extent did the strategic plan implementation process affect your school budget? (Tick appropriately)
   i. Less than 5 per cent ( )
   ii. 5 – 10 per cent ( )
   iii. 10 – 20 per cent ( )
   iv. 20 – 30 per cent ( )
   v. More than 30 per cent ( )

10. Did you shift resources from any area to another?
    Yes ☐  No ☐

11. Were there any projects or activities that were no longer found justified and hence killed?
    Yes ☐  No ☐

12. Were there changes in work practices in your school? (Tick one)
    Yes ☐  No ☐

13. If yes, was there any resistance due to the changes? (Tick one)
    Yes ☐  No ☐

14. Were practices and efforts for continuous improvement put into place to improve efficiency and service delivery? (Tick one)
    Yes ☐  No ☐

15. Were support systems for school operation put into place to provide the school's competitive edge over other schools? (Tick one)
    Yes ☐  No ☐

16. Were there any rewards tied to successful strategy implementation? (Tick one)
    Yes ☐  No ☐
17. If yes in question 16 how were they: (Tick one)
   i. Monetary? ( )
   ii. Non-monetary? ( )
   iii. Both monetary and non monetary? ( )

18. Did the reward depend on how hard the strategy implementation task was or was it general? (Tick appropriately).
   i. General ( )
   ii. Dependent on task ( )

19. To whom was the reward given?
   i. Teaching staff only ( )
   ii. Non-teaching staff only ( )
   iii. All ( )

20. Were there some ‘sacred’ or unchangeable parts of prevailing school culture that hindered strategy implementation?

21. If yes in the above, what was your response? (Tick appropriately)
   i. Changed the culture aspect ( )
   ii. Withdrew the strategy ( )
   iii. Established a middle ground ( )

22. If yes in the above, did you talk openly and forthrightly to all concerned about these aspects of culture to be changed? (Tick one)

23. If yes in the above, was the talk followed swiftly by visible, forceful action to modify the culture?

24. Was there a change in your leadership style during strategy implementation?

25. If yes in the above, how was your new style? (Tick appropriately)
   i. Autocratic ( )
   ii. Democratic ( )
   iii. Leizasfaire ( )
   iv. A combination of all ( )

26. Did the implementation process call more of your time commitment? (Tick one)
27. Did you increase your extent of delegation of duties? (Tick one)
   Yes □ No □

28. How do you rate your success of strategy implementation in your school?
   i. Very Successful ( )
   ii. Fairly Successful ( )
   iii. Successful ( )
   iv. Unsuccessful ( )
   v. Total failure ( )

29. What in your opinion should be done to improve strategy implementation in secondary schools?

   ..............................................................................................................................
   ..............................................................................................................................
   ..............................................................................................................................
   ..............................................................................................................................

THANK YOU FOR YOUR COOPERATION.
# APPENDIX III

## WORK PLAN

<table>
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<th>Phase description</th>
<th>FEBRUARY</th>
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<th>APRIL</th>
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### APPENDIX IV

#### BUDGET

<table>
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<th>ACTIVITY</th>
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<tr>
<td>Stationary</td>
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<tr>
<td>a) Ball pens</td>
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<td>10/=</td>
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<tr>
<td>b) Spring files</td>
<td>10 pieces</td>
<td>50/=</td>
<td>500.00</td>
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<td>c) Foolscaps</td>
<td>5 reams</td>
<td>450/=</td>
<td>2250.00</td>
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<tr>
<td>d) Photocopy paper</td>
<td>8 reams</td>
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<td>3840.00</td>
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<td><strong>Subtotal</strong></td>
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<td><strong>6710.00</strong></td>
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<td>Subsistence and Accommodation</td>
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<td></td>
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<tr>
<td>a) Subsistence allowance 35 days</td>
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<td>35000.00</td>
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<td>b) Accommodation 10 days</td>
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<td>12000.00</td>
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<td>a) Typing proposal</td>
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<td>b) Typing of project</td>
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<td><strong>Grand Total</strong></td>
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</tbody>
</table>

### APPENDIX V

69
The District Education Officers,
Meru South District,
P.O Box 20
Chuka.

Dear Madam,

RE: REQUEST TO CARRY OUT PROJECT RESEARCH

I am a student at Kenyatta University pursuing a Master in Business Administration Degree (M.B.A). I am requesting to carry out my research project within the District. The title of my project is “challenges faced by head teachers in school strategy implementation in public secondary schools in Meru South District.”

The purpose of this letter is to request for approval to do the research project.

Yours faithfully,

Richard Mwenda Mate.