AN INVESTIGATION INTO THE FACTORS INFLUENCING IMPLEMENTATION OF STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN IGEMBE SOUTH DISTRICT

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ABSTRACT

The study sought to establish the factors influencing implementation of strategic plans in public secondary schools   in Kenya. Specifically, the study sought to establish the effects of management commitment, communication, culture and structure on strategy implementation. This study furthered literature by investigating the level of implementation of the strategic plans in public secondary schools. The study adopted a cross sectional survey but a mixed method design. A survey of 25 public secondary schools in Igembe south district was done. The survey achieved a response rate of 96% among schools. The subjects of the study were the BOG members, principals and teachers. Data was collected by use of structured questionnaires as well as retrieval of secondary information. Pilot study was carried out on three respondents to test the validity and reliability of the research instrument. Data collected was analyzed through descriptive statistics and frequencies. The Pearson's correlation coefficient was computed. In addition, the logit regression was used to predict failure or success of implementation of strategic plans given the factors involved. Data presentation was done using tables, pie charts and bar graphs. The study found that majority (90%) of the schools had started on the strategic plans process but were struggling to finance such processes. While there was widespread knowledge of the plans, very little has been achieved with over 95% of the schools rated 4 out of 10, on the implementation scale. The study further established that, the biggest challenges to strategy implementation were the inflexible school structure that hampered empowerment and communication across the entire organizations. The study recommends an overhaul in the management structure and leadership to allow new ideas and a new culture that is responsive to change.

Key Words: Strategy, Strategic Plan, Implementation, Public Secondary Schools

Introduction

Strategic planning is not a new concept. It can be traced back to the industrialists of the early 1900s with the contributions of management theorists like Fredrick W. Taylor, who wrote on Principles of Scientific Management and later the advent of the Havard Policy Model which outlined the basic strengths, weaknesses, opportunities and threat (SWOT) analysis which is in use today. According to Michael (2004), broad based strategic planning became common practice in the 1950s, driven by the demands of mass reindustrialization following World War II. Also, Ansoff who is considered by many to be the father of strategic management and planning developed a very sophisticated and detailed process model. Many more followed and refined strategic planning and include the likes of A. Steiner, Porter and Henry among others.

Strategic plan is an organization's process of defining its strategy or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. It is the formal consideration of an organizations future course. It deals with what do we do, for who do we do it and how do we excel? In many organizations, strategic planning is reviewed as a process for determining where an organization is going over the next year or more typically 3 to 5 years, although some extend their vision to 20 years. In order for the organization to determine where it is going, the organization needs to know exactly where it stands, then determine where it wants to go and how it will get there. The resulting document is called strategic plan (Wikipedia, 2009).

The aim of Strategic plan has been to help organizations to gain competitive advantages in their spheres of operations, and models have been developed for profit and nonprofit entities (Michael, 2004). Susan M. Healthfield (2009) lists keys to strategic plan implementation for a business as relating to: active executive support, effective communication, employee involvement, organizational planning and competitive analysis and widespread perceived need for strategic planning. In addition, successful strategic plan implementation requires a large commitment from executives and senior managers

Koontz and Weihrich (2008) argue that the enterprise profile is shaped by people, especially executives and their orientation and values are important for formulating the strategy. They set the organizational climate, and they determine the direction of the firm through their vision. Consequently, their values, their preferences, and their attitudes towards risks have to be carefully examined because they have an impact on the strategy implementation.

According to Ministry of Education (MOE) Strategic Plan (2006-2011), strategic planning in Kenya has been on the practice but became spectacular in the year 2003, when the Government implemented several reforms in the public organizations in order to address both the overall goals of the National Economic Recovery Strategy and international commitments which include Millennium Development Goals (MDGs) and Education for all. Therefore, it is a statutory requirement that public organizations in Kenya including Government ministries adopt it as a

means of enhancing result-based management and efficiency in their operations. It is also meant to provide direction for the sectors with regard to resource targeting and programme implementation

According to the Sessional Paper No.1 of 2005 on 'A Policy Framework for Education, Training and Research,' the vision of the education sector is also to have a globally competitive quality education, training and research for Kenya's sustainable development. It was hypothesized that this vision would be achieved through the provision of an all inclusive quality education that is accessible and relevant. Also, it was premised on the understanding that quality education and training contributes significantly to economic growth and expansion of employment opportunities.

According to MOE (2006-2011) Strategic Plan, successful implementation of strategic plans was expected to improve efficiency in resource allocation, improve the quality of education provided to Kenyans, while also addressing equity and gender imbalance, improve the learning environment for boys and girls, including those with disabilities and special needs, consequently improving the human capital for Kenya's economy.

In order for the Government to achieve this, it was a ministerial requirement that public organizations like secondary schools implement strategic plans. However, schools (the centers of action plans) are faced with the challenges of implementation. Subsequently, hardly any school implements strategic plan. It is upon this background that this study aimed at analyzing the factors which influence the implementation of strategic plans in government secondary schools of Igembe South district.

Igembe south district is made up of Akachiu division, Kangeta Division, Maua and Kiengu Division. Akachiu division has 6 public secondary schools, Kangeta division has 8 public secondary schools, Maua division has 7 public secondary schools and 1 private schools. Kiengu Division has 4 public secondary schools. {Source: Ministry of Education, Science and Technology (MOEST), Igembe south district, 2009}.

Statement of the Problem

According to MOE Strategic Plan (2006-2011, p.6), it is a statutory requirement that public organizations in Kenya including government ministries develop strategic plans as a means of enhancing result based management and efficiency in their operations. The development of strategic plan is a natural progression from the sessional paper No.1 of 2005. However, public schools are faced with the challenges of implementation. According to a survey on Kenya Education Management on Capacity Assessment which was carried out by Research Transparency International (RTI) and East African Education Consultant in the year 2007, strategic plans in public schools are not fully implemented.

Woolridge and Floyd (1990) emphasized that the strategy implementation could be more difficult than thinking up a good strategy. According to Mintzberg (1987), a strategy has little effect on an organization's performance until it is implemented and as Susan Healthfield (2008) claims; a strategic plan unimplemented but kept in a cabinet is a great source of employee negativity. For successful implementation of strategic plans, organizations need to effectively handle the key sets of relationships that generally do affect the successful implementations (Horton, 1986). The emphasis here need be on the nature of these relationships and how to handle them. There needs to be some emphasis on connecting these observations with the performance of the public secondary schools.

General Objective

The general objective of this study was to investigate into the factors influencing implementation of strategic plans in public secondary schools (PSS) with a specific reference to Igembe South District in Kenya.

Specific Objectives

1. To establish the level of strategic plans implementation in public secondary schools

2. To assess the influence of commitment of school leadership in the implementation of strategic plans in public secondary schools
3. To evaluate the influence of communication in the implementation of strategic plans in public secondary schools
4. To assess the influence of school culture in the implementation of strategic plans in public secondary schools.

5. To identify influence of School structure on implementation of strategic plans in public   secondary schools.

Literature Review

Strategic Planning

According to Amstrong (2009), strategic planning is a method for positioning an organization to take advantage of its future by capitalizing on opportunities, addressing its challenge and providing the kind of leadership that masters change. It is an organization's process of defining its strategy or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. It is the formal consideration of an organizations future course. Strategic planning refers to a systematic, formally documented process for deciding the handful of key decisions that an organization, viewed as a corporate whole must get right in order to thrive over the next few years (Pearson, 1988). The process results in the production of a corporate strategic plan. Strategic planning is therefore an organization's process of defining its

strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. In many organizations, strategic planning is reviewed as a process for determining where an organization is going over the next year or more typically 3 to 5 years, although some extend their vision to 20 years.

According to Ansoff (1999), in order for the organization to determine where it is going, the organization needs to know exactly where it stands, then determine where it wants to go and how it will get there. The resulting document is called strategic plan. Strategic planning determines where an organization is going over the next year or more, how it's going to get there and how it will know if it got there or not. The focus of a strategic plan is usually on the entire organization, while the focus of a business plan is usually on a particular product, service or program.

There are a variety of perspectives, models and approaches used in strategic planning. The way that a strategic plan is developed depends on the nature of the organization's leadership, culture of the organization, complexity of the organization's environment, size of the organization, expertise of planners, etc. For example, there are a variety of strategic planning models, including goals-based, issues-based, organic, scenario (some would assert that scenario planning is more a technique than model), etc. Goals-based planning is probably the most common and starts with focus on the organization's mission (and vision and/or values), goals to work toward the mission, strategies to achieve the goals, and action planning (who will do what and by when). Issues-based strategic planning often starts by examining issues facing the organization, strategies to address those issues, and action plans (Pearson, 1988).

Scott (2008) clarifies on the rationale of strategic planning and claims that planning strategically is time consuming process that requires time, effort and energy of the leadership team with input from the management and employees. He notes that SP is sometimes viewed as a cost center in organizations and many choose to forgo it. He argues that organizations that plan strategically are able to be proactive and have better communication and can more easily adapt to change. He contends that organizations that do not plan strategically are often forced to stop the implementation process, analyze situations as they occur as opposed to being proactive. Finally, he claims, slows down implementation process and reduces productivity, which often results in low revenue generation. He contends that over time, organizations which plan strategically will usually earn and retain a competitive advantage over reactionary competitor.

According to Scott (2008), strategic planning is a process of where the leader of an organization reviews the values and vision of the organization and designs a strategic path in order to achieve certain objectives while mitigating risks. It is a process and an exercise in what 'if' analysis and requires the leadership team to evaluate the past, understand the present and predict the future. He adds that strategic plans should often begin with a vision as set forth by the leader of an organization.

According to Scott (2008), a vision has little to do with what is taking place in the organization because it only describes the state or condition representative of the organization at the conclusion of a successful strategic implementation. He clarifies the difference between the leadership role and that of management in strategic planning. He notes that while leaders envision and design the strategy, it is manager's job to successfully implement the strategy. He states that this is the most difficult part of the process. He clarifies that there is a difference between strategic planning and strategic implementation. He claims that SP is designed by leadership team while implementation by management team. He insists that leadership is concerned with organizational values driven by vision while management is concerned with performance and are driven by mission statements. Moreover, he adds, leadership concentrates on controlling, monitoring behavior and root cause of problems whereas management concentrates on task completion, implementation and deals with issues.

Effective Strategic Plan Implementation

Organizations seem to have difficulties in implementing their strategies, however, researchers have revealed a number of problems in strategy implementation (Beer and Eisenstat, 2000) which include: weak management roles in implementation, lack of communication, lack of commitment to the strategy, unawareness or misunderstanding of the strategy, unaligned organizational systems and resources, poor coordination and sharing of responsibilities, inadequate capabilities, competing activities, and uncontrollable environmental factors (Lares-Mankki, 1994).

According to Alexander (1985), the ten most frequently occurring strategy implementation problems include underestimating the time needed for implementation, major problems that had not been anticipated, in addition to uncontrollable factors in the external environment. With regard to people, the capabilities of employees involved were often not sufficient, leadership, direction, training and instruction given to lower level employees were also not adequate (Galpin, 1998). Strategic decisions determine the organizational relations to its external environment, encompass the entire organization, depend on input from all of functional areas in the organization, have a direct influence on the administrative and operational activities, and are vitally important to long-term health of an organization (Grant, 2000). Strategies must be well formulated and implemented in order to attain organizational objectives.

Thompson (1993) determined that the strategy implementation process included the many components of management and had to be successfully acted upon to achieve the desired results. Here, the critical point is that effective and successful strategy implementation depends on the achievement of good "fits" between the strategies and their means of implementation.

Chakravarthy and White (2001) have taken into consideration that no matter how effectively a company has planned its strategies, it could not succeed if the strategies were not implemented properly. Hendry and Kiel (2004) also clarified that the more ineffective the top management

decisions, the more ineffective are the choices made at lower levels of management. Similarly, if top management's strategic choices tend to be successful, it reflects favorably on choices made in other parts of the organization.

Simons (1994) refer to three categories of factors that affected strategic decision-making process: environmental factors; organizational factors; and decision-specific factors. Here, environmental factors mean external agents such as national culture, national economic conditions, and industry conditions. Organizational factors refer to organizational structure, organizational culture, structure of decision making bodies, impact of upward influence, and employee involvement.

Woolridge and Floyd (1990) emphasized that the strategy implementation could be more difficult than thinking up a good strategy. Hendry and Kiel (2004) explained that the real value of a decision surfaced only after the implementation of a decision. In other words, it will not be enough to select a good decision and effective results will not be attained unless the decision is adequately implemented.

Hitt et al (1998) argued that it was essential that strategic level manager's demographic characteristics should have been examined for the formulation and implementation of strategic decisions. Westphal and Fredrickson (2001) stated that there were mostly individual barriers to strategy implementation such as too many and conflicting priorities, insufficient top team functions, a top down management style, inter-functional conflicts, poor vertical communication, and inadequate management development. Most companies trying to develop new organization capacities failed to get over these organizational hurdles: competence, co-ordination, and commitment. Sandelands (1994) indicated that there were difficulties to conjecture the commitment, time, emotion, and energy needed to translate plans into action.

McGrath et al. (1994) explained that the political turbulence might be the most important issue facing any implementation process. Market, people, finance, operation, adaptability, and environmental factors play a vital role to long-term successful strategy implementation. Intended strategies would be implemented as they have been envisioned if three conditions were met. First, those in the organization must understand each important detail in management's intended strategy. Second, if the organization is to take collective action, the strategy needs to make as much sense to each of the members in the organization as they view the world from their own context, as it does to top management. Finally, the collective intentions must be realized with little unanticipated influence from outside political, technological, or market forces.

Petersen and Welch (2000) noted two dimensions of strategy implementation: structural arrangements, and the selection and development of key roles. According to Govindarajan (1989), effective strategy implementation is affected by the quality of people involved in the process. The quality of people as skills, attitudes, capabilities, experiences and other characteristics required by a specific task or position. Structure refers to the way in which tasks and people are specialized and divided, and authority is distributed; how activities and reporting

relationships are grouped; the mechanisms by which activities in the organization are coordinated (Kaplan and Norton, 2004).

Failure in strategic management almost always happens during the implementation of the strategic plan, yet, strategy formulation hogs most of the attention of management and strategy thinkers while strategy implementation is sidelined. For instance, Okumus and Roper (1998) note that despite the importance of the strategy execution process, far more research has been carried out into strategy formulation while very few have been done into strategy implementation.

Alexander (1985) observes that literature is dominated by a focus on long range planning and strategy content rather than the actual implementation of strategies, on which "little is written or researched. The apathy to strategy implementation can be ascribed to several reasons, among them: greater likelihood of failures in implementing strategies; higher complexity in the process of strategy implementation; strategy implementation being considered to be less glamorous than formulation; and practical difficulties in research involving middle-level managers (Alexander, 1985).

Despite the neglect by academicians and consultants more challenges are experienced in practice in the course of strategy implementation. In their research, Bartlett and Ghoshal (1987) found that in all the companies they studied "the issue was not a poor understanding of environmental forces or inappropriate strategic intent. Without exception, they knew what they had to do; their difficulties lay in how to achieve the necessary changes". Strikingly, organizations fail to implement about 70 per cent of their new strategies (Miller et al, 2004). Another recent study is a bit less alarming; it says 40 per cent of the value anticipated in strategic plan is never realized. Several studies have been done on the strategies that the banks have employed over time (Aaltonen and Ikåvalko, 2002).

Theories of strategy implementation

This section focuses on theoretical models which have been developed for strategy implementation. Several theories have been developed by researchers. In this study various theories and theoretical models will be used to investigate the strategic implementations. These include the 7S's model, co-evolutionary, the Jungian theory and the theory of Strategic balancing.

The 7-S's Framework

Micknsey and Company (1980) developed a model known as 'the Seven elements of strategic Fit or the "7-S's". These include: 1) Strategy i.e. the coherent set of actions selected as a course of action ,the plans for the allocation of a firm scarce resources, over time, to reach identified goals.; 2) Structure i.e. the division of tasks as shown on the organization chart, the way the organization's unit relate to each other .The centralized functional divisions(Top

down),decentralized ,the matrix, the network, holding ,etc; 3) systems i.e. the processes and flows that show how an organization get things done, the procedures and routines that characterize how important work is to be done, the financial systems, hiring, promotion and performance appraisal systems, information systems, etc; 4) style i.e. cultural styles of the organization and how managers behave in achieving the organization goals; 5) staff, that is, the people in the organization, number and type; 6) shared-values i.e. values shared by all in the organization; and 7) skills i.e. capabilities possessed by the organization, distinctive capabilities of personnel or of the organization as a whole i.e. its core competences.

The 7s framework is a Value Based Management (VBM) model that describes how one can holistically and effectively organize a company. The underlying concept of the model is that all the seven of these variables must fit with one another in order for strategy to be successfully implemented. According to Micknsey (1980), shared values are the central core of the framework because they are the heart and soul themes around which an organization rallies.

Co-Evolutionary Theory

Co-evolutionary theory (Lewin and Volberda, 1999) indicates that as firms grow and evolve from small to larger and multi-divisional organizations, the strategy implementation methods also evolve simultaneously. The various strategy implementation models described by Bourgeois and Brodwin (1984) are meant to meet the changing needs of firms as they evolve through various stages of the organisational life cycle (Parsa, 1999). In contrast to the earlier descriptive models, this model is more prescriptive with an, albeit limited, empirical basis. Our research highlights three of Bourgeois and Brodwin's (1984) classifications of strategy implementation styles: change, collaborative, and cultural. Not all firms implement their strategies in the same manner; nevertheless, research investigating the differing styles of implementation is scarce.

Jungian Theory

Nutt (1995) utilises Jungian theory (Jung, 1923) for his framework of implementation style, however, this is very much an analysis of the psychological style of individuals within the firm. More recently, Parsa (1999) utilised Bourgeois and Brodwin's (1984) classification of strategy implementation types.

The majority of extant taxonomy models in strategy implementation tend to be normative in nature (Parsa, 1999). Alternatively, they are developed from organisational observation, and as such, become context specific and frequently lack any broader theoretical grounding (Hooley et al., 1992). In contrast, Bourgeois and Brodwin's (1984) model is comprehensive, is based on specific theoretical assumptions and has been used by authors such as Parsa (1999). Bourgeois and Brodwin (1984) to refute the traditional approach to strategy implementation as simply an adjunct to the strategy formulation phase of the strategy process. Rather, they contend that strategy implementation evolves either from a process of winning group commitment through a

coalitional form of decision-making, or as a result of complete coalitional involvement of implementation staff through a strong corporate culture.

Theory of Strategic Balancing

Strategic balancing is based on the principle that the strategy of a company is partly equivalent to the strategy of an individual. Indeed, the performance of companies is influenced by the actors' behavior, including the system of leaders' values (Calori et al., 1989). Further to an empirical study on technological alliances, Aliouat deduced the principle of the strategic balancing according to which a technological alliance generates paradoxes and lives by its paradoxes. An alliance wavers between multiple antagonistic poles that represent cooperation and competition. This gives room to various configurations of alliances, which disappear only if the alliance swings towards a majority of poles of confrontation.

The strategic balancing gathers three models, namely the relational, symbiotic and deployment models. Competition proves to be part of the relational model and the model of deployment. It can be subject to alternation between the two antagonistic strategies, the one being predominantly cooperative as described by the relational model and the other being predominantly competing as characterized by the model of deployment. The company can then take turns at adopting the two strategies in order to keep their alliance balanced. This idea is very close to that of Bengtsson & Kock (2000), according to whom there are three types of competitive relationships: competition-dominated, cooperation-dominated, and equal relationships. The latter is similar to the alternation between the relational model and the model of deployment described by Aliouat, (2006).

Owing to the fact that specific developments in the business environment need to be closely monitored, it is imperative that senior corporate intelligence professionals think in terms of integrating competitive intelligence work with marketing intelligence work.

It is useful to reflect on the various contributions a number of competitive intelligence experts have made to the subject matter. For example, Prescott and Bhardwaj (1995, p. 5) make reference to the fact that a competitive intelligence programme is composed of four interrelated components: administration, personnel, core project tasks, and outcomes. A key point to emerge from the work of Prescott and Bhardwaj (1995) is that senior managers need to think in terms of developing an organizational structure that meets the unique needs of the organization.

Other important points to emerge from the literature are that strategic planning programmes need to provide an understanding of the industry itself and the type of competitors operating in the industry; areas of vulnerability need to be identified; and the possible moves of competitors need to be evaluated in order to understand how industry dynamics might change (Prescott, 1995, pp. 5-6). The relevance of a competitive intelligence industry specific approach has been highlighted by Marceau and Sawka (2001).

Herring (1999) applied the key intelligence topics (KIT) process in order to identify and prioritize the key intelligence needs of senior management and the organization itself. This ensured that intelligence operations were effective and appropriate intelligence was produced. Herring's (1999) approach is useful because it allows corporate intelligence staff to identify strategic issues and as a result senior management can ensure that actionable intelligence results. The other advantages are that an early warning system can be put in place and this will allow potential threats to be identified; and further, key players can be identified and monitored (Herring, 1999).This type of approach can be regarded as both logical and necessary with respect to the international marketplace.

Conceptualization

Management Commitment

The most important factor when implementing a strategy is the top level management's commitment to the strategic direction itself. This is undoubtedly a prerequisite for strategy implementation. Therefore, top managers must demonstrate their willingness to give energy and loyalty to the implementation process. This demonstrable commitment becomes, at the same time, a positive signal for all the affected organizational members (Rapa and Kauffman, 2005).

Aaltonen and Ikåvalko recognize the role of middle managers, arguing they are the "key actors" "who have a pivotal role in strategic communication". Meanwhile, Bartlett and Goshal (1996) talk about middle managers as threatened silent resistors whose role needs to change more towards that of a "coach", building capabilities, providing support and guidance through the encouragement of entrepreneurial attributes. So, if they are not committed to performing their roles the lower ranks employees will not be provided support and guidance through encouragement of entrepreneurial attributes. In addition to the above, another inhibitor to successful strategy implementation that has been receiving a considerable amount of attention is the impact of an organization's existing management controls (Langfield-Smith, 1997) and particularly its budgeting systems (Marginson, 2002).

Chakravarthy and White, (2001) suggest that education and training policies depend on a firm's management culture and forms of management-led organizational change. While such policies are affected by a firm's market, production technologies and strategic goals, managers have the discretion to pursue varied strategies regarding three issues: entry-level education and training, employee development, and company-school relations. The author's survey of 406 firms in 1991 indicated that there are two management characteristics; innovation commitment and resistance to change. Two forms of management-led organizational change; firm downsizing and work redesign, shape education and training strategies. He also finds that training; development and school relations are a focal point for redesigning management, while downsizing focuses on entry-level training.

Kamanda (2006) suggests that employee performance, absenteeism, innovation, turnover and satisfaction may be gauged by the degree of workers' commitment to the company. Corporate loyalty, as affected by corporate restructuring, cultural differences and labor-management relations, is analyzed. It is concluded that these three factors are changing the nature of the employee-company relationship. Organizational commitment is being eroded while the "Me Inc." relationship, which puts employee interests ahead of the corporate welfare, is emerging. They also conclude that business executives should accept the reality that the structure of US business is changing.

Successful   strategic plan implementation requires a large commitment from executives and senior managers. Therefore, planning requirement which may be done even at departmental levels requires executive support. Executives must lead, support, follow-up and live the results of strategic planning implementation process. According to Susan M. Healthfield (2009), without commitment of senior executives, participants feel fooled and mislead. Accordingly, a vision or mission statement along with a year's goals not implemented but kept in a cabinet or computer is a serious source of negativity and poor employee morale.

These findings complement what Rap (2004) claims; that the commitment to the strategic direction is a prerequisite for strategy implementation, so top managers have to show their dedication to the effort. To implement strategy successfully, senior executives must not assume that lower level managers have the same perceptions of the strategic plan and its implementation, its underlying rationale, and its urgency. Instead, they must assume they don't, so executives must persuade employees of the validity of their ideas. This not withstanding what Chris Ahoy (1998) argues; that upfront commitment by leaders include an adherence to the full and thorough process of strategic planning which must culminate in implementing programs and services and commit allocations to meet the objectives of the strategic plan at a level that is doable for the organization and the level of activity.

In addition, Ronald Lindahl (2010) argues that leaders can adopt appropriate strategies to bring about cultural change in order to prompt school improvement. This he claims, can be brought about through selective telling of stories, emphasizing heroes, and heroines whose actions exemplify beliefs, values, and assumptions fundamental to the desired changes. Positive stories of heroes and heroines are generally regarded as more effective than negative stories about organizational members or stakeholders who have acted in ways that are contrary to the desired cultural mores and norms. According to Ronald (2010), among the organizational subsystems which might be affected by and affect, the cultural changes are: (a) rewards, (b) information and communication systems (c) training (d) recruitment, selection and orientation, (e) organizational structure and design, and (f) formal statements of philosophy, values, creed, goals, or vision.

On the other hand, Mark Graham Brown (1996) argues that management spends a lot of time developing mission statement but often gets diverted from the details of developing a set of

performance measures. This is because opening a set of performance measures is difficult and often boring work. Thus, executives like to do the big macro thinking but characterized by such work as developing vision statements. They don't like to get down in the trenches and work on the mundane tasks like developing measures and data collection methods. They make speeches about mission and vision and how important they are, and then go out and ask for short term results.

Communication

Communication aspects should be emphasized in the implementation process. Even though studies point out that communication is a key success factor within strategy implementation (Miniace and Falter, 1996), communicating with employees concerning issues related to the strategy implementation is frequently delayed until the changes have already crystallized. In this context, many organizations are faced with the challenge of lack of institution of a two-way-communication program that permits and solicits questions from employees about issues regarding the formulated strategy. In addition to inability to solicit questions and feedback, lack of communications cause more harm as the employees are not told about the new requirements, tasks and activities to be performed by the affected employees, and, furthermore, cover the reason ("the why") behind changed circumstances (Alexander, 1985).

It is essential both during and after an organizational change to communicate information about organizational developments to all levels in a timely fashion. However, one may misunderstand communication, or the sharing of information, as engagement the direct dialogue that produces lack of active participants in the process. The way in which a strategy is presented to employees is of great influence to their acceptance of it. To deal with this critical situation, an integrated communications plan must be developed. Such a plan is an effective vehicle for focusing the employees' attention on the value of the selected strategy to be implemented (Rapa and Kauffman, 2005).

According to RTI International and East African Development Consultants(2007) report most secondary schools lack computers and computer skills, communicating skills with parent and did not have key administrative records implying lack of planning skills. The ability of school Board of Governors (BOG) to deal with pedagogical issues according to this report is questionable. However, according to this survey there is no correlation between staff intensity and performance of some key services. This means that staff may not be optimally utilized or their skills are insufficient. Financial skills are singled out as key constraint in this survey. Also lack of proper job descriptions and allocations and evaluation of staff against job descriptions or performance standards was a significant hindrance to implementation of KESSP program.

According to Paul Bennel (2004), high proportion of teachers remains untrained in developing countries with teachers thrown at the deep end with little or no induction. According to him teachers need a continuous professional development as well as support from peers and

supervisors. Bennel (2004) therefore supports the need for improving the resource capacity of schools in order to enhance delivery of teaching services the core business of every school.

School Culture

One of the major challenges in strategy implementation appears to be more cultural and behavioral in nature, including the impact of poor integration of activities and diminished feelings of ownership and commitment (Aaltonen and Ikåvalko, 2002). Corboy and O'Corrbui (1999), meanwhile, identify the deadly sins of strategy implementation which involve: a lack of understanding of how the strategy should be implemented; customers and staff not fully appreciating the strategy; difficulties and obstacles not acknowledged, recognized or acted upon; and ignoring the day-to-day business imperatives. Marginson, (2002) contend that strategy implementation evolves either from a process of winning group commitment through a coalitional form of decision-making, or as a result of complete coalition involvement of implementation staff through a strong corporate culture.

According to Boyd (1992), ecology and culture are the two elements whose interrelatedness and interaction creates the context in which school improvements efforts are undertaken. Thus, the culture of the school-attitudes and beliefs, school norms, relationships may either impend or facilitate improvement efforts. Attitude and beliefs, he argues, influence how teachers behave. School norms that facilitate school improvement include continuous critical inquiry and improvement, shared sense of purpose and shared decision-making. Accordingly, different relationships that must be taken into account in school improvement efforts include teacher peer relationships, student-teacher relationships and relationships with parents and the community.

In addition, Rap (2004) argues that each organization possesses its own culture i.e. a system of belief and values. The corporate culture creates and in turn, is created by the quality of the internal environment. Consequently, culture determines the extent of cooperation, degree of dedication, and depth of strategic thinking within an organization. An important element in this context is the motivation of employees, which determines the potential and force for a significant change within the corporation's system. Before change can occur, According to Rap, the organization and its cultural values have to be unfrozen to understand why dramatic change is even necessary.

According to Schein (1985), culture is the basic assumptions and beliefs shared by the member of an organization regarding the nature of reality, truth, time, space, human nature, human activity and human relationships. It also consists of philosophies, ideologies, concepts, ceremonies, rituals, values, and norms shared by members of an organization that help shape their behavior. Among the norms it includes are; task support norms, task innovation norms, social relationship norms, and personal freedom norms. Among the ritual are issues such as passage, degradation, enhancement, renewal, conflict resolution, and integration.

Accordingly, organization culture embraces such organizational needs as common language, shared concepts, defined organizational boundaries, methods for selecting members of an organization, methods of allocating authority, power, status, and resources, norms for handling intimacy and interpersonal relationships, criteria for rewards and punishments and ways of coping with unpredictable and stressful event. According to Deal (1985), this shared culture helps to create solidarity and meaning and inspire commitment and productivity.

Alongside this, Rosseau (1990) contends that culture operates consciously or subs consciously. At the surface level, it may be observed through examination of behaviors and artifacts including such things as physical setting, rituals, languages, and stories. At a less conscious level, it is defined by the unwritten rules and norms of behavior, often conveyed by stories, rituals, language and symbols. At the deepest level , sub conscious, lies such things as the fundamental assumptions, and core values of individual, groups, and the organization and it is at this level (according to Wilkins and Peterson, 1985) that it is powerful.

Subcultures may arise within an organization as small groups share values, perceptions, norms, or even ceremonies that differ from those of the wider organization (Cooper, 1988). Thompson and Lutheran (1990) reveal that culture can be influenced by such physical surroundings variables such as noise, heat, and light. Open classroom designs promote sharing and contact among teachers.

In addition, Ronald (2010) claims that for implementation to be successful, the organization and its culture must move from this sense of loss to one of commitment to the new behaviors, attitudes, values, and beliefs. He insists that at this stage motivation may assume an important role especially staff development. He underscores that the more deeply rooted and widespread the values, assumptions, and beliefs, the more resistant they are for the next stage (consensus) to be reached and finally to the final stage, institutionalization and this constitutes a new culture.

Though culture becomes institutionalized, it is not appropriate to leave it at that. According to French and Bell (1998) changes in one aspect of an organization may necessitate modification of other aspects of the organization before those changes can be institutionalized successfully. Such changes may require changes in the organizational structure, reward systems, technology or tasks.

Deal (1985) refers to organization culture as the epicenter of change. Deal and Peterson (1994) illustrates how dysfunctional school culture e.g. inward focus, short-term focus, low morale, fragmentation, inconsistency, emotional outbursts, and subcultures values that supersede shared organizational values, can impend organizational improvement.

Ravlin (1995) defines values as a person's internalized belief about how he or she should behave. They are internalized normative beliefs that guide behavior (Krishnan, 2005) and are relied on as a means to justify behavior. Value systems Krishan,(2008) states that they are enduring and it is

important to understand value systems because they make a difference in terms of how people feel about their work.

Meglino and Ravlin (1998) maintain that value systems affect personal and organizational effectiveness while Judge and Bretz (1992) point out that values influence job choice decisions, job satisfaction and commitment.

Meglino and Ravlin (1998) outline the importance of value systems in the culture of an organization reminding us that values in organization have similar purposes to their functions in society. Schein(1985) explains that values enable internal and external adaptations. Shared values enable efficient interactions within the workplace and assist in establishing internal integration of practices while externally, the values that contribute to an organization's culture can affect its external survival. He emphasizes that while the importance of values in the survival and functioning of the organization cannot be dismissed, for many it is the relationship between the individual's value system and those that are enabled in the culture of the workplace that is of most importance.

School Structure

Litterer (1999) provides a conceptual framework to link firms' organizational structure (architecture) to ethical behavior, as reflected in product quality. In particular, they argue that when quality is expensive for customers to evaluate, as is clearly the case with the quality (integrity) of financial information, managers will have incentives to cheat. The association between inter-divisional relatedness and the structure of employee compensation has been the subject of previous research.

According to Rap (2004), two aspects of an organization must be considered-its structure and its decision flow processes. Structure deploys accountabilities so the organization can achieve its goals and objectives and ultimately, its mission. The enterprise's mission and goals are the general and specific accountabilities of top management. The goals then are subdivided into objectives that are delegated to the next level of executive management. In effect, a strategy defines both the firm's direction and top management's job. Decision-flow processes, however, are the vehicles organization use to integrate results into coherent patterns for developing, implanting and controlling decision-making. Rap claims that without understanding the general course of strategy, employees can't contribute to an effective implementation. He adds that, one reason strategy implementation processes frequently result in problems or even fails is that the assignment of responsibilities is unclear. In addition, responsibilities are diffused through numerous organizational units that tend to think in only their own departmental structures. Furthermore, bureaucracy makes this situation even more challenging and can make the whole implementation a disaster.

According to management theorists and conceptualists, resources influence implementation of strategies. For instance, Micknsey (1980) and Okumus (2001), support that resources forms an important variable in strategy implementation frameworks. However, this may not always be the case with schools. According to Richard Ingersoll (2001) teacher turnover drives demand for teachers and in turn creates school staffing problems. Although the demand for student enrollment is increasing, the demand for new teachers is primarily due to teachers' moving from or leaving their jobs at relatively high rates.

According to Ingersoll (2001), staffing problems are not associated with retirement or increases in student enrollment but due to excessive demand resulting from revolving door i.e. where teachers depart their jobs for reasons other than retirement. This has a bearing on education policy and in turn affects strategic decisions in schools. Supply and demand theory hold that where the quantity of teachers demanded is greater than the quantity of teachers supplied, two basic remedies are applicable: increase the quantity supplied or decrease the quantity demanded. Rather than increase the quantity of teacher supply, an alternative solution to school staffing problems is to decrease the demand for new teachers by decreasing turnover.

Ingersoll (2001), further points that improvement in organizational conditions, such as increased support from the school administration, reduction of student discipline problems, and enhanced faculty input into school decision-making and increased salaries would all contribute to lower rates of turnover, thus, diminishing school staffing problems and ultimately aid performance of schools. Ingersoll (2001) adds that teachers' choice to stay or exit from school are shaped by particular occupational and organizational conditions in schools.

Ingersoll (2001) study finding corroborates with that of National Commission of Teaching and America's Future (NCTAF) (2002) those salaries, working conditions, mentoring and teacher preparation affects staffing in schools. According to this study, higher salaries attract better prepared and high quality teachers and the student achievement may be associated with increases in teacher salaries as well (along with teacher experience and education, which are rewarded in teacher salary schedules. Prepared teachers stay in teaching at higher rates. Teachers who have access to intensive mentoring by expert colleagues are much less likely to leave teaching in the early years. Effective teacher induction programs pair new teachers with a more experienced mentor who provides support and assistance to help novices navigate the difficult early years of teaching as they perfect their teaching skills.

Conceptual Framework

A conceptual framework can be defined as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reichel and Ramey (1987). In this model, it posits that the four independent variables (management commitment, communication, culture and structure) influence the dependent variable (implementation of strategic plans) in government secondary schools.

Figure 1: Conceptual Framework

Management
Commitment

Communication

School culture

School structure

Implementation of
strategic plans
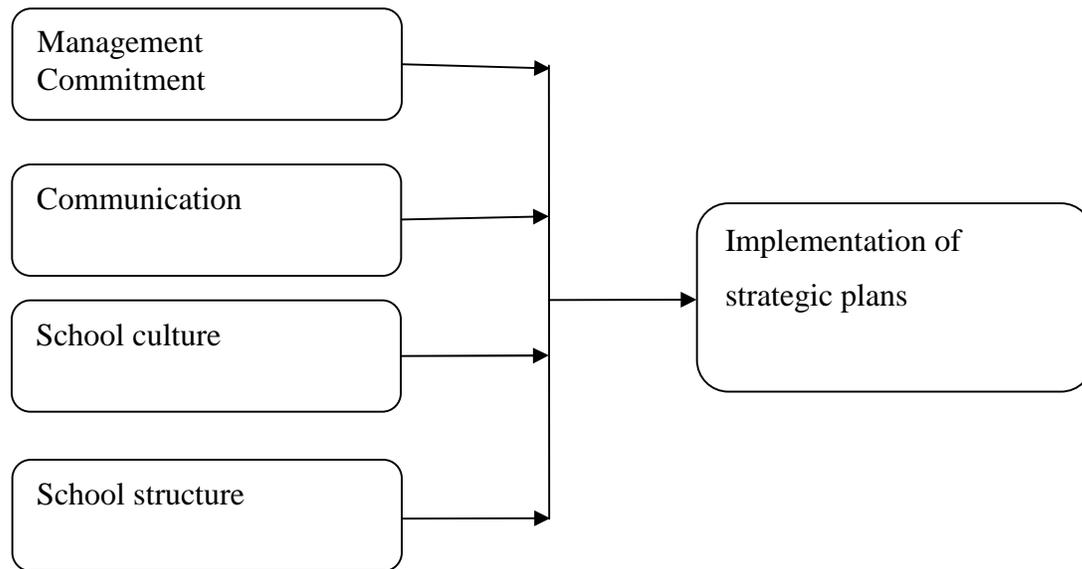
Independent Variables   *Dependent Variable*
Source: Author (2010)

Empirical Literature Review

Woodridge and Floyd (1990) conducted a study to investigate on the strategic involvement of middle managers in 20 organizations. The results were that involvement of middle managers in the formation of strategy is associated with improved organization performance. And that strategic understanding and commitment of middle managers is related to involvement in the strategic process.

Kinyingi (2010) who conducted a study on factors affecting implementation of Quality Assurance Programmes in Kenya found that there is a very strong positive relationship between management commitment and Quality Assurance implementation in private universities in Kenya. She recommended that private universities make it mandatory for all staffing including top management to spend at least 2 hours per week in Quality Programme awareness and training.

Eisenstat (1993) conducted a study among 3,044 white-collar employees of the Western Australian Public Service to study the correlation of employee attitudes towards functional flexibility. It was hypothesized that employees would favor functional flexibility if they have lower levels of perceived job characteristics, perceived reward equity, organizational commitment and affective wellbeing as well as a higher degree of educational attainment. In contrast, negative attitude towards functional flexibility is expected among older and long-tenured employees. Standard multiple linear regression analysis shows that age was the most

predictive variable for functional flexibility whereas commitment, equity, extrinsic job satisfaction and aspiration were only modestly predictive.

RTI International and East Africa Development Consultants (2007) conducted a study on Kenya Education Management and capacity Assessment, in order to ascertain the execution of KESSP, record that skills are critical resource for program implementation. Lack of skills in dealing with special needs areas, managing large classes and multi-grade situations affect implementation of strategies. According to this study, in areas where skills or capacity is lacking, some 27% of schools do not have an action plan at all and those who claim to have it only 49% are able to produce it. Moreover, action plans do not focus on pedagogical skills such as materials acquisition, peer teaching, assessment among others, but on generic issues and infrastructure. Furthermore, most schools cannot attract parental participation due to lack of necessary skills.

Ingersoll and Thomas (2003), who conducted a study on whether increasing teacher salaries influenced teacher retention, found that raising the teachers' salaries would not solve staffing problem given the sheer size of teacher population. Instead, the working conditions, administrative support, student discipline and motivation and participation of teachers in decision-making are critical. The study also found that management and organization of teaching play an important role in the genesis of the schools staffing problems. Thus, by improving working conditions would contribute to lower rates of new teacher turnover thereby diminishing staffing problems and improving performance in schools.

Duflo, Dupas, and Kremer (2009) conducted a study on education quality revealed that increase in resources such as personnel may not be sufficient to improve school quality. According to Duflo et al (2009), without changes in incentives or the organization of teaching, extra resources lead to less effort by teachers. Contract teachers tend to be present and in class more than tenured civil service teachers in the same type of school. Their students learn more and perform better on cumulative achievement tests. Also, where teachers are monitored by parents, results tend to be better than schools which have no empowered school committees. This signifies that instead of increasing resources, monitoring of commitment may be the better option in schools.

A study by Ronald (2010) on creating a learning centered school culture and climate, contends that improving school culture is a must than an option or strategy in that schools perceived as being positive, safe, and nurturing environment focused on student learning do better than those that lack this climate, regardless of available technology, available teaching and other obvious factors.

Lares-Mankki (1994) examined effects of top management's practices on employee commitment, job satisfaction, and role uncertainty by surveying 862 insurance company workers. Five management practices were analyzed: creating and sharing an organizational goal, acting as a role model, encouraging creativeness, providing support for employees, and allowing employee participation in making job-related decisions. The results indicated that there was a strong

relationship between top management's actions and employees' attitudes and perceptions.

Operational framework

Figure 2: Operational framework
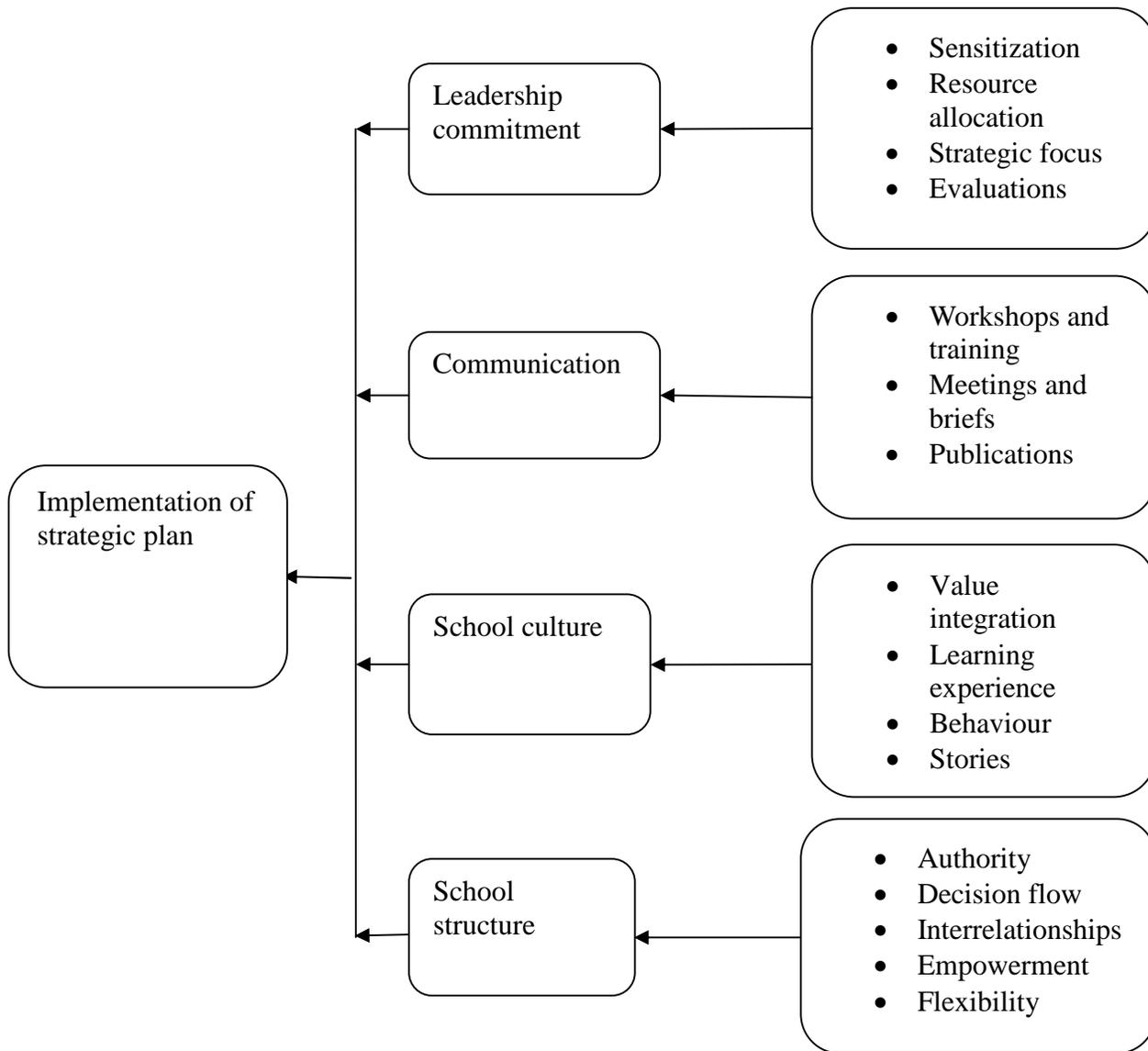
| *Variable* | *Parameter* | *Statistics* |

Source: Author (2010)

Research Methodology

Research Design

The study adopted a cross section survey which used a mixed method design. For example it used expost facto design in which the researcher studied the situation as it was without manipulation of the variables. Moreover, the study involved survey of large populations in the target scope, a characteristic of survey. The study used both nominal and ordinal data because they are appropriate data for variables which are categorical in nature.

Scope/Location

The study was based in Igembe South district in eastern province of Kenya. Igembe South district comprised 25 public secondary schools, 11 of which were boarding and 14 day schools. Given the suspicion with which schools were expected to attach to the research problem, the researcher felt it best to carry out this research in a familiar location.

Gall Borg and Gall (1996) observe that carrying out a research in a setting where one is known as a friend and colleague makes it easier than if one is regarded as an outsider with unknown motives. The researcher hailed from and worked in this locality. The researcher had full confidence that this study area would provide information upon which ample generalization could be made. Moreover, the investigation of the study problem in this area was justified given that the area hosted all categories of secondary schools which were also found in every other district in Kenya.

Target Population

This study targeted the BOG chairpersons, principals and teachers of 25 public secondary schools in Igembe south district. They were distributed as follows: BOG chairpersons 25, principals 25 and Teachers 199, a total of 249 members. These were believed to be key stakeholders who were involved in implementation of strategic plans in schools.

Sample and Sampling Techniques

The total sample was comprised of 110 respondents. The sample chosen in this study was large enough because according to Mugenda and Mugenda (1999), a small sample comprises less than 30 members whereas a large sample comprises over 30 cases. Simple random sampling method was used in order to select the sample from the teachers in the population. This means that from each school in the district only, 30% of teachers were administered with a questionnaire. Census method was applied to select the schools BOG chairpersons and Principals who in this case became automatic respondents. Census method was prompted by the fact that the respondents in the category affected were less than 30.

Research Instruments

In this study, questionnaire was used to get information from the BOG chairpersons, principals and teachers. The respondents filled the questionnaires themselves. Both structured and unstructured questions in the questionnaire were used. Structured items were set in such a way so as to capture all the likely answers from the respondents. The unstructured answers gave the respondent complete freedom of response which enriched the data. In order to further enrich the data, Likert type questions were applied in some items.

Data Collection Procedures

First, the researcher sought a research permit from relevant authorities before conducting the study. Preliminary visits were made to the target schools from which the subjects and informants were drawn. The data was collected by the researcher himself. He visited all the schools in the district from which he administered the questionnaire to the target respondents. In some cases, the researcher was forced by circumstances to leave the questionnaires .This was necessitated by unforeseen circumstances in some schools and amongst some respondents. Such questionnaires were later collected by the researcher.

Data Analysis

In this study both descriptive and inferential data analyses techniques were used. Descriptive data was analyzed by use of frequencies and was presented in form of frequency tables, bar graphs and pie charts. Descriptive data analyses started during data collection. According to Mugenda and Mugenda (1999), the first step in data analysis is to describe or summarize the data using descriptive statistics. Data was edited, coded, classified and summarized into categories.

Logistic regression was used in this study to correlate the four independent variables (Leadership commitment, communication, culture and structure) and the dependent variable (Implementation of strategic plans in government schools of Igembe south district, Kenya). In this study, the factors which influenced implementation of strategic plans in public secondary schools of Igembe south district were denoted β (independent variables) and the dependent variable was denoted Ux.

The regression equation which was adopted:

$$Ux = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where, **Ux** is the dependent variable (implementation of strategic plan).

β_0 is the regression coefficient(Intercept), **β_1, β_2, β_3,** and **β_4** are the slopes of the regression equation.

X denotes an independent variable.

Therefore, X_1 is the Commitment of school leadership, X_2 is the Communication, X_3 is School culture, and X4 is School structure.

Research Findings

General Information

81% of the respondents were teachers, followed by principals (11%) and BOG (8%). This may be attributed to population of teachers in the schools whereby the bulk of the staff are teachers and therefore based on proportionate sampling ,more teachers had to be included in the survey to make the sample more representative. It may also be attributed to the sampling method applied to the teachers which increased the probability of realizing the target.

47% of the respondents had been working in their schools for between 6 and 10 years. In addition, another 33% had worked for over 10 years. This indicated that they had the knowledge and experience of their respective schools and therefore offered credible information towards the study.

53% of the respondents are bachelor degree holders and none had a doctorate degree. Those having master degrees accounted for 27% and the least were those having technical qualifications (9%). This indicated that the respondents were qualified to offer credible information and their different academic and work experience was valuable towards the study.

Findings Relevant to the Study Objectives

From the findings it is clear that 60% of the schools studied had a clearly stated core values, vision statements and mission statements. In addition, close to 100% of the respondents schools understood the contents of their strategic plans, indicating a high level awareness campaign on strategy or a government stress over the same provoking need for awareness. Additionally, 81% indicated that they understood the meaning of strategic-planning. This may be attributed to the education qualification of teaching staff and members of the board. However, only 62% said they were involved in the drafting of their school's strategic planning indicating less employee involvement in the strategic-planning process. This may be attributed to the kind of management styles and the administrative structure of schools.

62% of the schools reviewed their strategic plans every three years, meaning that they do have short-term strategic-planning. In addition, a third reviews their strategies either after every 5 years (21%) or after 10 years (17%). The need for short-term and medium term review of strategies is good for every organization owing to the dynamic nature of the environment.

Strategic Plan Implementation

The first objective sought to establish the level or the success of strategy implementation among public secondary schools. The implementation process is a typical process but do not necessarily follow each other in that order. It is clear that majority (over 90%) of the schools studied have made a management commitment , had a defined mission and vision statements, had undertaken SWOT analysis and had also started a strategy awareness campaign among the staff and the stakeholders .

Findings indicated that while strategy is not a new phenomenon in public secondary schools, very little has been achieved in allocating both human and physical resources, they had not developed strategy supportive policies, best practices and had also failed to establish reliable information systems. The biggest draw back in the strategic plan implementation being that none (100%) of the schools had established a performance management system and none had completed implementation of strategic plans and therefore were still in the rudimentary stages.

35/74 indicated 'no' to the fact that management' had created a strategic focus throughout the whole organization. However, more than two thirds (50/74) indicated 'yes” that the management had set clear and measurable objectives at all functional levels. Similarly, majority (48/74) indicated 'yes' that the management had set clear objectives in the strategic plans. This indicates high level awareness and knowledge of the strategic plans by the respondents.

Opinions on Management Commitment towards Strategy plan implementation

The second objective sought to establish how management commitment affects strategic plan implementation in public secondary schools. Findings illustrated that the management scored very poorly on the aspect of commitment to strategy. This is because majority (36 to 50) respondents 'disagreed' that management ensured personnel understanding of the organization objectives. They further disagreed ' with issues on management assignment of responsibilities, resources allocations, manpower needs analysis and finally 'disagreed' that management had measured, tested and or recorded key processes in the execution of strategies.

However, majority (46/74) of the respondents agreed that the management had successfully carried out a sensitization programmes in their schools. This implies that while management had done elaborate strategic plans, there is a very high level campaign to sensitize the staff member which is a crucial step towards successful strategy implementation.

To establish how management commitment affects strategy implementation, a bi-variate analysis was done and Pearson Correlation Coefficient computed and tested at 5% significance level. The results as tabulated in Table 1, indicates that there is a strong positive relationship (R=0.582) between management commitment and strategy implementation in public secondary schools in Kenya. In addition, the relationship was found to be statistically significant at 5% level (p =

0.0401, equal to 0.05).

In order to determine the influence of management commitment on strategy implementation, a coefficient of determination ($R^2 = 0.3387$) was computed and indicated that, 33.87 % of the variations in strategy implementation can be attributed to management commitment, while holding other factors constant.

Table 1: Relationship between management commitment and strategy implementation

	Regression factor :strategy implementation	Regression factor : management commitment
Regression factor :strategy implementation	1.000	**.582 .0401

** Correlation is statistically significant at 5% level

82% of public secondary schools used the top-down approach to communicating strategy, meaning that strategies are decided by top management and passed down to juniors . This is the chain of command approach and usually has very little involvement or empowerment of front-line managers in decision making. Only 14% of the schools had adopted the bottom-up approach to communication, meaning that strategies are 'born' by the lower departments and managers and communicated to top management for integration and articulation in the grand strategies.

Majority (close to 50%), felt that regular meetings and management briefings , memos and letters to employees, internet and Intranet forums for communicating strategic plans to staff members are ineffective. However, 50% indicated that notice boards and school publications as well as conferences and internal workshops are effective for communicating strategic intents.

Assessment of Communication Effectiveness on the Personnel

The third objective sought to establish the effects of communication on strategy implementation in public secondary schools. The results indicate either 'low' or 'moderate rating on the following ;- understanding of specific objectives, personnel ability to execute strategies, personnel appreciation of their roles in the strategic-planning, training towards empowerment of personnel , orientation, training needs analysis and personnel knowledge of personal objectives towards execution of the strategic plans. The findings imply that communication of strategic objectives, ownership and empowerment is very low among the staff members and this was likely to impede successful strategy execution in public secondary schools.

To establish influence of communication on strategy implementation, a bi-variate analysis was done and Pearson Correlation Coefficient computed and tested at 5% significance level. The results as tabulated in Table 2, indicates that there is a moderate positive relationship (R=0.363).

The relationship was also found to be statistically significant at 5% level (p = 0.0109, < than 0.05).

In order to determine the influence of communication on strategic plans implementation, a coefficient of determination (R^2 = 0.1317) was computed and indicated that, 13.17 % of the variations in successful strategy execution can be attributed to communication of that strategy, while holding other factors constant.

Table 2: Relationship between Communication and Strategy Implementation

		Regression factor :strategic implementation	Regression factor: communication
Regression factor ;strategic plans implementation	Pearson Correlation	1.000	.363
	Sig. (2-tailed)		.0109

** Correlation is statistically significant at 5% level

40/74 of the respondents indicated 'yes' that the cultural attributes of the school are well integrated and articulated in their strategic plans. However, fewer (close to 25%) indicated either 'no' or were not sure about the cultural integration. The findings imply that public schools cultures have been well articulated in strategic plans of majority of the schools studied.

Findings illustrated that ,generally the respondents rated either 'poor' or moderate the cultural fit to strategy indicating that what leaders pay attention to measure and control on a regular basis is poorly done. The leaders' reaction to critical incidents and organizational crises was also rated poor. In addition, respondents further rated as poor the observed criteria for rewards and for status the criteria for recruitment, and the organizational procedures and systems. However, rating was good for school buildings, organizational rites and rituals, stories and legends about people and events and to a lesser extent the organizational structure. The findings imply that there is general mismatch between organizational culture to strategic plans and this is likely to impede successful strategy implementation in government secondary schools.

Association between School Culture and Strategy Implementation

The fourth objective sought to determine the effects of school culture on strategic plan implementation. A bi-variate analysis was done and Pearson Correlation Coefficient computed and tested at 5% significance level. The results as tabulated in Table 3, indicates that there is a moderate positive relationship (R=0.376). The relationship was found to be statistically significant at 5% level (p = 0.000, < than 0.05). In addition, based on the coefficient of determination (R^2 = 0.1413), then 14.13 % of the variations in strategy implementation is

explained by school culture   of a public school , while holding other factors constant.

Table 3: Relationship between School Culture and Strategy Implementation

		Regression factor: strategy implementation	Regression factor : culture
Regression factor :	Pearson Correlation	1.000	**.376
strategy implementation	Sig. (2-tailed)		.000

** Correlation is statistically significant at 5% level

Findings indicated that majority (95%) of the schools studied had a bureaucratic organisation structure. Only 4% had either matrix or functional based structure. Less bureaucratic structures are healthy for a successful strategy implementation.

35/74 felt that the existing organisation structure does not allow easy communication and access to information. In addition, they also indicated that the structure does not have permeable boundaries (55/74), it does not allow empowerment and self-drive to employees (60/74), and is almost everyone said that the structure is not at all decentralized but highly centralized .Additionally, majority felt that their school structure is not agile (68/74), is not responsive (73/74), not leaner (64/74) and finally, it is not flatter (65/74). as would be expected for successful strategic implementation.

The study findings imply that, while majority of schools had adopted a chain of command structure either by design or default, this kind of structure is bureaucratic and inhibits communication, sharing of information, agility, responsiveness, empowerment of front-line staff and this is likely to impede successful strategic plans implementations in public schools.

Association of school structure and Strategy Implementation

The fifth objective sought to determine the effects of school structure on strategic plans implementation in public secondary schools. A bi-variate Pearson Correlation Coefficient computed and tested at 5% significance level as tabulated in Table 4, indicates that there is a strong positive relationship (R=0.676).The association was found to be statistically significant at 5% level (p = 0.000, < than 0.05).

The influence of structure on strategy implementation as determined through a coefficient of determination (R^2 = 0.4569) was computed and indicated that 45.69 % of the variations in Strategic Plans implementation is explained by organization structure adopted, while holding other factors constant.

Table 4: Relationship between School Structure and Strategic Plans Implementation

		Regression factor :strategy implementation	Regression factor: school structure
Regression factor : strategic plans implementation	Pearson Correlation	1.000	**.676
	Sig. (2-tailed)		.000

** Correlation is statistically significant at 5% level

To predict the influence of the independent variables in predicting the failure or success of strategic plan implementation, logit regression model was used. Findings relating to the case processing summary indicated that it is clear that 34.5% of the government secondary schools studied will pass in strategic plans implementation, while majority 64.5% would fail.

The Pearson correlation is statistically significant at 5% level as the chi-square of 10.321 is less than critical value (X^2, d.f 20 = 13.205). It has the null hypothesis that the intercept and all the coefficients are zero. We can reject the null hypothesis and conclude that the association between the independent variables in predicting the dependent variable is statistically significant.

Findings indicated that Nagelkerke's R^2 is .462 which indicates that the model data on factors in consideration influence only 46.2 % while 53.8 % is explained by other factors outside the model. Cox & Snell's R^2 is the nth root (in our case the 24th of the -2log likelihood improvement). Thus the study concludes that this is a 31.5% probability of the schools passing in strategic plans implementation is explained by the logit model.

In order to determine the relative importance of each independent variable on the dependent variables, the beta coefficients were computed and tested at 5% level. The variables were measured using ordinary scale (categorical scale), whereby a scale of 1 to 5 was used for each statement describing the variable. However, for logit regression purposes, the data was reduced using the factor analysis method through Principal Component Analysis. The factor scores for each variable were therefore regressed to predict the independent variable as illustrated in Table 5.

The logit regression function can be described as; strategic plans Implementation (Ux) = 2.21 +1.329X1 +.856X2 + .237 X3 + 1.619X4.

Where X1= management commitment, X2= Communication, X3= school culture and X4= school structure. Table 16, illustrates that all the independent factors are positively correlated to strategic plans implementation i.e. as denoted by their positive beta coefficients. The size of each beta indicates the relative importance of each variable in influencing the response variable.

Table 5, illustrates the unit change in strategy implementation, when one of each of the factors is

enhanced as indicated by the resulting odds ratio. In this study the Management commitment Factor has the highest odds ratio (Exp(B) = 1.649), suggest that a public secondary school with a high management commitment towards strategy implementation are 1.6 times more likely to succeed than those whose management commitment is lacking. It is also true about the school structure which is the second most important factor in strategy implementation.

Table 5: Beta Coefficients

Variable	B	Std error	df	Sig	Exp(B)
Constant	2.21	6.42	1	.344	1.007
Management commitment	1.329	13.880	1	.0095	1.649
Communication	0.856	1.528	1	.560	0.924
School culture	0.237	3.104	1	.074	.751
School structure	1.619	2.452	1	.000	1.422

Conclusions

The study concludes that strategic plans in public secondary schools are well articulated with clear and precise mission and vision statements. The study further concludes that on a count of 1 to 10, public secondary schools are stuck in level 4, where they are struggling with resources allocations, both human and financial towards strategy implementation.

On management commitment, the public secondary schools had done quite well, having created and sensitized the staff across all functions on strategy implementation. The study further concludes that in case of management commitment variable, a public secondary school having management commitment is 1.649 times more likely to succeed in strategic plans implementation than those lacking such management commitment at 5% level of significance. In addition, organization structure that is inflexible stifles information flow, and dis-empowers front-line staff.

On communications, the public secondary schools continued use of poor modes of communicating the strategies to the front line staff, mainly through memos and notices, employees' letters which were found to be ineffective may hamper ownership and appreciation of the strategic intents. Furthermore, the general lack of involvement of the front-line staff in the drafting of the strategic plans is likely to dampen the employee enthusiasm and ownership for results in the implementation process. This is further complicated by a general lack of performance and rewards system based on results as opposed to the scheme of service in the teaching fraternity.

On school culture, the study concludes that in spite of articulate and integration of cultural values into the strategic plans, the leadership culture of handling important issues in the strategy

implementation, led to a cultural misfit to strategy.

Finally the school organization structure not only being bureaucratic, stifled communication flow, information sharing, empowerment of front-line staff and above all vested too much authority in the hands of few top managers who make strategic plans and communicate them downwards with due disregard to involvement of front-line staff .

Of the four factors studied, management commitment and organization structure are the most important to successful implementation of strategic plans in public secondary schools.

Recommendations

Based on the findings and conclusions, the study recommends the following:

In order to achieve more, beyond management commitment, strategy awareness and campaigns in strategic plans implementation, and then more resources should be allocated to strategic plans implementation. Such resources could be sourced from sponsors or government that would help fund key strategic plans in public secondary schools. The lack of human resources skills can be tackled to proper Training needs and manpower analysis and more training of front line managers for strategic plans implementation. More so, the schools should adopt the bottom up approach to strategy implementation in order to enhance ownership and appreciation of those strategies by lower level staff. Training can be undertaken through conferences and workshops and through other forums organized by the MOE or by the school Top management on a regular basis. The schools can also hire experts in strategy implementation to act as the change agents.

To achieve a cultural fit to strategy, this study recommends an overhaul of the leadership where management of public secondary schools is vested not in the hands of BOG, but consultants or professionals hired on contractual basis

Bottom up approach to communication be adopted and the organization structure to be made more permeable to allow easy flow of information and allow sharing of knowledge and information across the entire organization.

To address the inflexibility in the school structure, this study recommends an overhaul in the organismic structure from the chain of command to a flatter structure like the matrix structure. This is meant to reduce levels of bureaucracies and enhance responsiveness to environmental changes. Such a structure would empower the front-line managers who would make decisions about their departments and pass the information to the top management for review.

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