TEACHERS' PERCEPTIONS OF THE EFFECTS OF PRINCIPALS' MANAGERIAL COMPETENCIES ON THE ADOPTION OF STRATEGIC MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN BARINGO COUNTY, KENYA

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DECLARATION AND RECOMMENDATIONS

Declaration

This is my original work and has not been presented in part or as whole for any academic award or conferment of a degree in this or in any other University.

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Recommendations

This work has been submitted for award of degree with our approval as University Supervisors

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DEDICATION

I dedicate this work to the Lord Almighty God who gave me strength and inspiration to start and complete my Doctoral studies.

I further dedicate this work to my parents, my wife Jeniffer and our sons Daniel and Joshua for their unwavering support and inspiration in my formative studies and to the completion of this work.

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ABSTRACT

Strategic management is a critical factor in strengthening organizational performance through effective decision making, systematic strategy formulation and implementation of strategic goals for the effective performance of an organization. Many successful organizations have consistently performed better than their competitors mainly because they have implemented strategic management. The Ministry of Education, Science and Technology (MOES&T) in the Republic of Kenya expects that all secondary schools put in place strategic management for performance improvement. At the time of this study only 10 out of 113 public secondary schools in Baringo County had adopted strategic management. The failure by 103 schools to adopt strategic management in the County implied that they would not benefit from the advantages associated with it and hence they would not achieve the performance standards set by MOES&T. The purpose of this study was to establish and clarify teachers' perceptions of the effects of Principals' managerial competencies on the adoption of strategic management in public secondary schools in Baringo County of Kenya. Cross-sectional survey design was used in the study. The target population for the study was constituted by all teachers of public secondary schools in Kenya while the accessible population was constituted by all the 985 teachers in the 113 public secondary schools in the County. Purposive sampling was applied in the selection of 26 schools and 340 teachers for this study. A questionnaire for teachers and an interview schedule to elicit information from Principals were used in the study. The two instruments were validated by ensuring that all items were related to strategic management. Prior to the data collection, the study instruments were piloted in six schools. The Likert-type questions were tested for internal item consistency by use Cronbach's alpha, which yielded a coefficient of 0.9335; this was above the acceptable threshold of 0.70. The research hypotheses were tested by Analysis of Variance (ANOVA) at the 0.05 level of significance. The study found out that there was a significant difference in teachers' perceptions of the effect of Principals' managerial competencies on the adoption of strategic management. The study concluded that the Principals' managerial competencies had a significant effect on the adoption of strategic management in public secondary schools. The findings of this study are important for the Teachers Service Commission (TSC) and MOES&T in the deployment of Principals to secondary schools. The research findings are invaluable for teacher training in Universities so that their graduates fully integrate the strategic management approach for effective performance of secondary schools in Kenya.

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LIST OF ABBREVIATIONS AND ACRONYMS

AGM - Annual General Meeting

ANOVA - Analysis of Variance

BOM - Board of Management

BSC - Balanced Score Card

CEO - Chief Executive Officer

CDE - County Director of Education

CDF - Constituency Development Fund

DEO - District Education Officer

df - degree of freedom

EFA - Education For All

HOD - Head of Department

ICT - Information Communication Technology

IGP - Income Generating Project

KCSE - Kenya Certificate of Secondary Education

KEMI - Kenya Education Management Institute

KESI - Kenya Education Staff Institute

KESSP - Kenya Education Sector Support Programme

KESSHA - Kenya Secondary Schools Heads Association

KPI - Key Performance Indicators

LFA - Logical Framework Approach

LFM - Logical Framework Matrix

MDGs - Millennium Development Goals

MOES&T - Ministry of Education, Science and Technology

NACOSTI - National Commission for Science, Technology and Innovation

NGO - Non-Governmental Organization

PA - Performance Appraisal

PC - Performance Contracting

PEST - Political, Economic, Social and Technological perspectives in situational analysis

PESTEL - Political, Economic, Social, Technological, Environmental, and Legal perspectives in situational analysis

PDE - Provincial Director of Education

LIST OF ABBREVIATIONS AND ACRONYMS

PTA - Parents Teachers Association

POYA - Principal of the Year Award

RBM - Results Based Management

SME - Small and Medium Enterprises

SMT - Senior Management Team

SP - Strategic Plan

SPSS - Statistical Package for the Social Sciences

SRC - Strategy Resource Centre

SWOT - Strengths, Weaknesses, Opportunities and Threats in situational analysis

TNA - Training Needs Assessment

TOYA - Teacher of the Year Award

TSC - Teachers Service Commission

TTC - Teacher Training College

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Strategic management has been touted as one of the most effective tools in strengthening organizational performance through effective decision making, systematic strategy formulation and implementation of strategic goals (Guillot, 2003; Mansour et al., 2013). According to Osborne and Gaebler (1992) strategic management is considered part of a package management innovation design to 'reinvent', or 'modernize' the public sector. This is done by improving and combining plans, budgets, human and physical resources for the success of the organization (Kahihu, 2014). Cole (1995) defines strategic management as a process designed to sustain, invigorate and direct an organization's human and other resources in the profitable fulfillment of the needs of the customers and principal stakeholders. Many successful organizations have consistently performed better than their competitors, mainly because they have integrated strategic management in their daily operations, with a view to realizing their targets. Pearce and Robinson (1999) and Strickland (1993) identified the benefits of strategic management as enhancement of the organization's ability to prevent problems and facilitation of the adaptation of the organization to environmental change by providing group-based decisions which are drawn from the best available alternatives.

Pearce and Robinson assert that strategic management makes managers more alert to the forces of change and that the involvement of most managers in strategy formulation improves their understanding of the productivity-reward relationship in every strategic plan and thus heighten their motivation and that of the junior staff. In a study on organizational performance, it was found out that those organizations which engaged in strategic planning outperformed those that did not (Ansoff, 1988). Sababu (2001) showed further that formal strategic management systems significantly influenced organizational performance. Mansour et al. (2013) observe that strategic management has been found to be an effective management tool in transforming a bureaucratic public sector to a more responsive and innovative administration.

In September the year 2000, Kenya adopted the Millennium Declaration (Republic of Kenya, 2008). The main objective of the Millennium Declaration was to define a common global vision for development by 2015. In response to the Millennium Declaration, Kenya launched the Kenya Vision 2030 (Republic of Kenya 2007). The aim of Kenya Vision 2030 is to create a globally competitive and prosperous country with a high quality of life by the year 2030. Specifically, it aims at transforming Kenya into a newly-industrialized, middle-income country providing high quality of life to all its citizens in a clean and secure environment. The Kenya Vision 2030 marked the introduction of strategic management into the management of the public sector in Kenya. This introduction of strategic management in the management of public affairs was a move away from the hitherto entrenched government bureaucracy in the Republic of Kenya. This move by Kenya was consistent with an observation by Smith (1994) that although strategic management was more prevalent in the private sector since the concept was first developed, the interest of using strategic management in the public sector had increased since 1980s.

The Kenya Vision 2030 blue-print recognizes that the education and training of all Kenyans is fundamental for its successful operationalization. In this Vision the education sector is expected to create a knowledge-based society that upholds justice, democracy, accountability and encourages issue-based and results-oriented political engagements. It is further envisaged that the education sector will be reformed in order to respond adequately to the challenges arising from its widened mandate with respect to the new long-term development blue-print. According to Birgen (2008) reform in the education sector called for the adoption of Results-based Management (RBM) approach for performance improvement through strategic management and performance appraisal systems. RBM helps managers of organizations to be better informed about the delivery of key organizational goals, so that they can use the information to drive interventions that would ultimately lead to improved organizational performance (Kahihu, 2014). RBM is a management approach focused on strategic planning, systematic implementation of strategies, performance measurement, monitoring and reporting, as well as efficient utilization of performance information to inform and improve policy decision-making in an organization (Ortiz, et al., 2004; Rasappan, 2010). Saldanha (2002) Pazvakavambwa and Steyn (2014) observe that RBM is popular in public sector management because it emphasizes performance

reporting, links budget allocation to output delivery, promotes continuous reporting and assumes meritocracy in managing human resources. The adoption of strategic management in public schools is therefore a key aspect of RBM as it is geared towards the improvement of performance of public secondary schools.

In response to the need for the adoption of strategic management, the MOES&T unveiled its Strategic Plan (2006-2011). The Strategic Plan (Republic of Kenya, 2006), which was anchored on the Kenya Vision 2030 offered a framework for addressing the challenges facing the sector, taking cognizance of the recommendations of the various Education Committees, Commissions, Presidential Working Parties and Task Forces formed as education policies evolved since Kenya's independence in 1963. The plan focused on the acquisition of knowledge and skills, as well as the provision of life-long learning. It places emphasis on the provision of holistic, quality education and training that promotes the cognitive, psychomotor and affective domains of learning. As a thrust, the MOES&T strategic plan aimed at instilling values such as patriotism, equality of all human beings, peace, security, honesty, humility, mutual respect, tolerance, co-operation, and democracy through education for a prosperous Kenya (Republic of Kenya, 2005).

The MOES&T Strategic Plan was informed by the Sessional Paper No.1 of 2005 (Republic of Kenya, 2005) which is the official blue-print which gives direction to education in Kenya. It follows that any school strategic plan should similarly be informed by the same Sessional paper. That being the rational flow of issues, Principals of secondary schools were expected to be conversant with Sessional Paper No.1 of 2005 in order to develop the most informed Strategic Plans (SPs) for the schools they head. The government's philosophy and vision for education as indicated in the Sessional paper is to have quality education and training for development. The Sessional Paper clarifies that this philosophy and vision for education is in turn guided by the following goals of education: national unity, unity of purpose, social responsibility, moral and ethical values, life-long learning, science and technology, equity, and environmental conservation (Republic of Kenya, 2005). This philosophy of education in Kenya is crystallized in the MOES&T mission statement which is to provide, promote, and coordinate quality education, training and research for the empowerment of individuals to become caring, competent and responsible citizens, who value education as a life-long process (Republic of Kenya, 2006)

Principals in secondary schools, by virtue of their roles as school Chief Executive Officers (CEOs), are expected to interpret and integrate the philosophy of education in their strategic plans. Okwayo (2010) reports that while addressing an annual Principals' conference, the Provincial Director of Education (PDE) Western Province challenged secondary school heads to formulate SPs aimed at improving performance in national examinations. The PDE added that the strategic plans should be in line with the government's Vision 2030 aspirations. This expectation only becomes meaningful when Principals have the managerial competencies to carry out the technical task of strategic management. According to the Sessional paper No. 1 of 2005, majority of education managers lacked adequate competencies to utilize available information for management purposes. The Sessional Paper indicates that this lack of competence can be traced to inadequate funding to the Kenya Education Staff Institute (KESI) and lack of full time training facilities. The Sessional paper recommended that in order to implement these policies, the Government will build the necessary capacities for strategic planning for all bodies and institutions (Republic of Kenya, 2005).

The adoption of strategic management is beneficial to a school in many ways, academic success included. Messages and Media (2005), a performance management consulting firm, emphasizes that strategic management is the best option for effective performance in schools because it provides a tool for the engagement of every stakeholder in the organization. It articulates the school vision and identifies its strategic goals and finally provides the overall framework within which resources are utilized on the basis of priorities. According to Alliance for Non Profit Management (2006) the advantages of strategic management for the effectiveness of schools are that: it is an inclusive, participatory process in which the board and staff take on a shared ownership of the school. It builds a shared vision that is value-based; it is extremely focused and sensitive to the organization's environment; and it is based on quality data and brings in openness to questioning of the status quo in the school. In a nutshell, the adoption of strategic management has an upper place than other theories, because it transforms business theory into performance and provides the desired results in an uncertain environment for the success of an organization (Boal & Hoorjberg, 2000).

Karagu (1992) notes that the MOES&T has been making deliberate steps towards the implementation of the strategic management in schools, because the process is rational and systematic in the provision of more effective and efficient educational services for meeting the aspirations of society. The Final Report of the Workshop on Education and Training Objectives, Policies and Strategies (Republic of Kenya, 1996) was aimed at addressing strategic management as a key emerging component in educational management in the 21st Century. However, a perusal of the report indicated that the strategic management component of the workshop was only captured at the title of the workshop; its discussion as a workshop imperative missed out conspicuously. This gap was an indication that, whereas the MOES&T had resolved to implement strategic management at the secondary school level, the Principals' managerial competencies would not effectively support its implementation in the public secondary schools they headed. In April and May 2012, several Education Officers from Baringo County joined their colleagues from other Counties for a senior management course in Meru. The course was aimed at empowering them on strategic management skills (Kagenyi, 2012). This was an effort made by MOES&T with a view to ensuring that the adoption of strategic management was rolled out successfully at the secondary school level.

Several experts in the field of educational management have attempted to fill this perceived knowledge gap through the development of guides on strategic management. Birgen(2007) and Were (2008) developed such guides in the understanding that many educational institutions were experiencing challenges in the development and implementation of SPs due to the apparent lack of reference material. According to Were (2008), the rationale for the development of the SP guide was to provide a framework for educational managers, because the adoption of strategic management was a requirement by the MOES&T. This apparent uncoordinated development of guides on strategic management was an indication that there was a knowledge gap to fill in order to come up with a coordinated approach in order to reap the maximum benefits of strategic management in the public secondary schools in Kenya. This directive that schools should be managed in line with strategic plans was expected to lead to the adoption of strategic management in public secondary schools. The adoption of strategic management in the Baringo County schools had been very slow. The District Education Officers' (DEOs') Reports indicated that only 10 out of 113 schools in the County had adopted strategic management by the year

2012 and that 5 of the schools were in Baringo Central Sub-County (H.Nyangau, Personal Communication, 30th August, 2012). At the time of the study, academic performance in secondary schools in Baringo County was below average as indicated in Table 1.

Table 1

Baringo County KCSE Grades Distribution for the Year 2010

District	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Entry	Index
Baringo North	0	2	15	34	54	88	128	173	231	200	82	1	1014	4.810
Marigat	0	2	8	3	16	24	38	59	95	66	26	1	341	4.672
Baringo Central	26	67	108	157	222	253	230	236	217	208	75	2	1790	6.220
East Pokot	0	1	4	5	12	12	17	17	17	6	2	-	93	5.840
Mogotio	0	10	18	38	44	70	87	127	127	115	38	1	677	5.269
Koibatek	1	8	32	62	85	137	183	192	234	193	105	1	1233	5.191
Total	27	90	185	299	433	584	683	804	921	788	328	6	5148	

Source: Data by the Baringo County Educational Improvement Committee (2011, March). *The Lasting Impact of Education in Baringo: Improving Quality Grades in the County.* Paper Presented at the Baringo County Secondary Schools Heads Association (KESSHA) Conference in Meru, Kenya, p.1.

Table 1 indicates that in the KCSE results for the year 2010, there were only three hundred and two candidates who attained grades A, A-, and B+ out of 5,148. These are quality grades and candidates attaining them pursue competitive careers after their high school education. They constituted just 5.866% of the total candidature. Majority of the candidates in the same year, that is, 3, 524, attained grade C (Plain) and below. They represented 68.45% of the KCSE candidates. Most of the students who attained grades below C (plain) had D+ (921, 17.8%) and D (328, 15.3%). These candidates hardly proceed to middle level colleges or to universities. These results led to a very low transition rate from the secondary schools to tertiary colleges and universities.

Table 2 also shows that there was below average performance in Baringo County in the KCSE for the year 2011.

Table 2

Baringo County KCSE Grades Distribution for the Year 2011

District	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Entry	Index
Baringo North	0	7	22	31	62	92	161	189	216	218	92	1	1091	4.552
Marigat	0	0	4	18	16	41	64	89	95	51	12	2	392	5.194
Baringo Central	14	85	125	220	231	244	277	209	203	84	66	6	1764	6.200
East Pokot	0	5	3	11	15	10	24	15	19	2	0	0	104	6.240
Mogotio	1	15	38	54	74	74	91	124	142	147	107	4	871	5.650
Koibatek	0	8	44	69	119	162	218	252	236	215	87	4	1414	5.360
Total	15	120	236	403	560	623	835	878	911	717	364	17	5636	

Table 2 indicates that there were 371 candidates, constituting 6.58% who attained grade B+ and above, while 3,712, who represented 65.86% of the total 5,636 candidates attained grade C (Plain) and below. The two tables indicate that schools in Baringo Central Sub-County attained a total of 413 out 673 B+ and above grades in the two years, which constituted 63.15%, while the remaining 36.85% quality grades were shared by the schools in the other five Sub- Counties. This occurrence was consistent with the finding that out of 10 schools which had adopted strategic management 5 public schools were in Baringo Central Sub-County. This was a strong indication that strategic management led to improved performance in the schools which had adopted it in the Baringo Central Sub-County. The cause for the delay in the adoption of strategic management in the 103 schools in Baringo County was worth establishing, because this was likely to have long term negative effects on the County even beyond the secondary school education subsector.

1.2 Statement of the Problem

The foregoing background information confirmed that strategic management has led to improved organizational performance globally. Through the Kenya Vision 2030, the Government of Kenya had considered the adoption of strategic management as a critical component for making her a newly industrialized country by the year 2030. One of the aspects recognized as a pillar to support this Vision was a reformed education sector which would produce the critical human resource for the realization of the Kenya Vision 2030. This led to the adoption of a policy where all public secondary schools, among other public sector service providers, were asked by government to embrace strategic management for improved performance in their institutions. While this policy was being adopted, education experts observed with concern that education managers, especially the Principals were not adequately trained for the adoption of strategic management in the schools they headed. County education reports specifically in Baringo indicated that although adoption of strategic management was a requirement, few schools had adopted the reform programme as directed by the MOES&T. By the year 2012 only 10 out of 113 public secondary schools had adopted strategic management on in Baringo County. Baringo Central Sub-County in which five out of the 10 schools which had adopted strategic management posted better KCSE results. The schools in the Sub-County attained 63.15% of all grades A, A- and B+. The remaining 34.85% of the A, A- and B+ quality grades were shared among the remaining five Sub-Counties.

Principals play a pivotal role in the adoption of strategic management in schools by providing the requisite leadership. The management literature reviewed in this section revealed that, whereas Principals play a key role in the adoption of strategic management, many education experts contended that Principals were not well prepared for the adoption of strategic management. This study, therefore, sought to find out whether Principals' managerial competencies had an effect on the adoption of strategic management in public secondary schools. At the time of the study there was no empirical evidence indicating that studies had been conducted on the adoption of strategic management in the education sector in Kenya. Specifically, this study sought to establish and clarify teachers' perceptions of the effects of Principals' managerial competencies on the adoption of strategic management in public secondary schools in Baringo County of

Kenya. In this study, teachers' perceptions were considered as an important source of information because they constantly make objective observations of the effects of Principals' managerial competencies on the adoption of strategic management in their respective schools.

1.3 Purpose of the Study

The purpose of this study was to establish and clarify teachers' perceptions of the effects of Principals' managerial competencies on the adoption of strategic management in public secondary schools in Baringo County of Kenya.

1.4 Objectives of the Study

The following were the objectives of this study.

(i) To establish teachers' perceptions of the effect of Principals' communication abilities on the formulation of the school vision and mission statements for Public Secondary Schools.

(ii) To find out teachers' perceptions of the effect of Principals' team work capabilities on the development of strategic plans for Public Secondary Schools.

(iii) To establish teachers' perceptions of the effect of Principals' interpersonal skills on organizational restructuring for the adoption of strategic management for Public Secondary Schools.

(iv) To determine teachers' perceptions of the effect of Principals' budgeting capabilities on the implementation of strategic goals for public Secondary Schools.

(v) To find out teachers' perceptions of the effect of Principals' networking abilities on the adoption of school performance management systems for Public Secondary Schools.

1.5 Hypotheses of the Study

The following were the null hypotheses of the study.

H_o1: There is no statistically significant difference in teachers' perceptions of the effect of Principals' communication abilities on the formulation of the school vision and mission statements for Public Secondary Schools.

H_o2: There is no statistically significant difference in teachers' perceptions of the effect of Principals' team work capabilities on the development of strategic plans for Public Secondary Schools.

H_o3: There is no statistically significant difference in teachers' perceptions of the effect of Principals' interpersonal skills on organizational restructuring for the adoption of strategic management for Public Secondary Schools.

H_o4: There is no statistically significant difference in teachers' perceptions of the effect of the Principals' budgeting capabilities on the implementation of strategic goals for Public Secondary Schools.

H_o5: There is no statistically significant difference in teachers' perceptions of the effect of Principals' networking abilities on the adoption of school performance management systems for Public Secondary Schools.

1.6 Significance of the Study

This study established and clarified teachers' perceptions on the effects of Principals' managerial competencies on the adoption of strategic management in public secondary schools. The study findings are useful to the MOES&T especially the DEOs and County Directors of Education (CDEs) in the implementation of strategic management for the effectiveness of the secondary schools in Kenya. The research findings are useful for the Kenya Education Management Institute (KEMI) in the mounting of tailor-made programmes to entrench strategic management as a basic area for the training of Principals to manage secondary schools effectively in the 21st Century. The research findings are invaluable for the Kenya Secondary Schools Heads Association (KESSHA) in sensitizing their members countrywide on the competencies necessary for the adoption of strategic management for the effective performance of schools. Further, the

findings of this research are important for the Teachers Service Commission (TSC) in the deployment of Principals to secondary schools while taking into account their competencies in the adoption of the strategic management. Finally, the research findings are also useful for Teacher Training Colleges (TTCs) and Universities because they will integrate strategic management in their training so that their graduates will fully adopt the strategic management approach for effective management and performance of public secondary schools in Kenya.

1.7 Scope of the Study

This study focused on teachers' perceptions of the effects of Principals' managerial competencies on the adoption of strategic management in public secondary schools in Baringo County of Kenya. The study examined the extent to which Principals' competencies, namely: communication abilities, team working capabilities, interpersonal skills, budgeting capabilities, and networking abilities affected the adoption of strategic management. In this study, the selected strategic management principles which were dependent on Principals' managerial competencies were: formulation of the school vision and mission statements, development of strategic plans, organizational restructuring, implementation of strategic goals, and adoption of school performance management systems. The pertinent information in this study was solicited from teachers in the sampled schools. The schools were purposively selected from the six Sub-Counties in Baringo County of Kenya.

The Principals' managerial competencies were assessed by teachers through their response to Likert- type questions. The responses were subjected to statistical analysis with a view to making inferences on the extent to which teachers thought Principals' managerial competencies affected the adoption of strategic management. The study also sought responses from Principals by use of an interview schedule. The schedule was aimed at seeking clarifications on the adoption of strategic management in schools which the Principals headed. The responses were analyzed by use of descriptive statistics such as percentages which were clarified by narratives given by the same Principals during interview sessions. These two sources of statistical data and information gave insights into teachers' perceptions on effects Principals' of managerial competencies on the adoption of strategic management in public secondary schools.

1.8 Limitations of the Study

The first limitation of the study was that it was based on teachers' perceptions which were elicited by a cross sectional survey conducted at one point in time. Hence, the study findings were interpreted only on the basis of the teachers' perceptions at the time of data collection. The second limitation of the study was that there was no evidence of studies which had been conducted on the effect of managerial competencies on the adoption of strategic management in secondary schools or in any other educational institutions. Therefore, the conclusions of the study were made mainly on the basis of its findings and in reference to some few related studies in fields other than educational management.

1.9 Assumptions of the Study

The study was carried out with two assumptions in mind. The study assumed that the teachers' responses were an honest and a fair assessment of the effects of Principals' managerial competencies on the adoption of strategic management in the public secondary schools. This was achieved by asking teachers to fill out questionnaires with the assurance that the information they gave would remain anonymous and confidential. The study also assumed that the teachers sampled for the study were representative of the accessible population. Purposive sampling was applied in order to sustain this assumption of the study. With the application of purposive sampling, teachers in various categories of schools participated in the study. Hence, the resultant responses were a fair representation of teachers' perceptions of the effects of Principals' managerial competencies on the adoption of strategic management.

1.10 Definition of Terms

The following are the operational definitions of this study.

Adoption: The Macmillan English Dictionary defines adoption as the decision to use or accept a particular idea, method, law or attitude (2007, 2nd Ed). In this study the term is used to indicate the extent to which Principals had implemented strategic management in the schools they headed.

Managerial Competence: Managerial competence is a mix of knowledge and skills that are needed for effective performance (Bhardwaj, 2013). In this study, managerial competence referred to the Principals' level of application of management skills in the adoption of strategic management.

Networking. Networking is a continuous process of keeping abreast with the products, services and practices of major competitors (Daft & Marcic, 2006). In this study, networking referred to the Principals' initiatives of being constantly in touch with other schools in order to keep track of the latest management strategies for effective school performance.

Organizational Restructuring: Weihrich and Koontz (1993) define to organizational restructuring as reorganization which is majorly caused by new approaches to management, or the redefinition of roles to fit new strategy. In this study, organizational restructuring was used to refer to the change of the school organizational structures and staff roles in order to facilitate the smooth adoption of strategic management.

Perception: Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977). In this study, perception refers to observations made by teachers on the effects of Principals' managerial competencies on the adoption of strategic management in public secondary schools.

Performance Management: According to Kahihu (2011) performance management involves performance planning, individual development, leadership or coaching, the development of performance management tools, performance assessment, and the reward and recognition of performance. In this study, performance management referred to the operationalization of policy frameworks aimed at enhancing school core functions for the realization of strategic goals.

Principal: Is the head of a school. In this study, a Principal is defined basically as a teacher who has school headship responsibility in a public secondary school.

Strategic management: : According to Cole (1995) strategic management is an organizational process designed to sustain, invigorate and direct the organization's human and other resources in the profitable fulfillment of the needs of the customers and other principal stakeholders. In this study, strategic management refers to the implementation of strategic plans and performance management systems in public secondary schools in order to realize the most competitive academic and non-academic outcomes in line with the national goals of education in Kenya.

Teacher: In this study, teachers refer to Principals, Deputy Principals, Heads of Departments, Heads of Subjects and Subject Teachers in public secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature relevant to the variables of the study. Specifically, it focuses on the concepts of strategy and strategic planning, the strategic management process and the adoption of strategic management in Kenya's education sector. Further, it covers the role of managerial competencies in the adoption of strategic management. The interactions of these variables are summarized in the Conceptual Framework showing the interplay among independent, dependent and intervening variables in the study.

2.2 Meaning of Strategy

The term strategy derives from the Greek word 'strategia', which refers to generalship. The word entered the English vocabulary in 1688 as 'strategie', something done out of the sight of the enemy (Stoner, 2002). Strategy refers to the determination of the purpose or the mission and the basic long-term objectives of an enterprise, and the development of courses of action and allocation of resources necessary to achieve these aims (Weihrich & Koontz, 1993). Cliff and David (1992) define strategy as the firm's posture, which is consciously constructed in the mind of the outside observer with regard to its customers, competitors, employees, production process and structure. Strategy can also be defined as the specific pattern of decisions and actions that managers take as they use core competencies to achieve a competitive advantage and outperform competitors (Jones, 2010).

2.3 Conceptualization of Strategic Planning

The art of developing a strategy is referred to as strategic planning. Strategic planning is defined as a disciplined process to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it, with a focus on the future (Bryson, 1989; Alliance for Non Profit Management, 2006). Frankel (2008) defines strategic planning as a

process which clarifies an organization's values and mission, envisioning the future organization that it intends to be, and developing the goals and actions to move it toward the envisioned future. The strategic planning process is meant to capture strategic, that is, comprehensive, holistic, thoughtful or fundamental nature of planning in a dynamic, as opposed to a static environment assumed in long-range planning (Gwang, 2006). Strategic planning assumes that an organization must be responsive to a dynamic, changing environment (Messages and Media, 2005). Bryson (1998) adds that at its best, strategic planning requires broad-scale information gathering, an exploration of alternatives, and an emphasis on the future implications of future decisions, and it can facilitate communication and participation, accommodate divergent interests and values, and foster early decision-making and successful implementation of plans.

2.4 Strategic Management Process in Schools

The implementation of strategic plans leads to strategic management. Cole (1995) defines strategic management as a process designed to sustain, invigorate and direct an organization's human and other resources in the profitable fulfillment of the needs of the customers and principal stakeholders. Cole adds that the process is guided by the organization's value systems and culture, which are manifested not only in an organization's mission statement, policies and strategic goals, but also in the behaviour of its management. Strategic management stresses the importance of making decisions that will ensure an organization's ability to successfully respond to the changes in the environment. This school of thought is certainly common in the non-profit sector where the environment indeed changes, often in unpredictable ways (Alliance for Non Profit Management, 2006).

The school system falls within the non-profits category, where changes are rapid and somewhat unpredictable, calling for highly responsive management systems. Thus, the answer to possible organizational dysfunctions caused by rapid changes in the management environment lie with the anticipatory strategic management approach which is clearly adapted to a dynamic educational management environment.

Figure 1 is a representation of the strategic management process.

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                    ┌─────────────────────────┐
                    │  FORMULATION OF         │
          ┌────────→│  SCHOOL VISION AND      │←────────┐
          │         │  MISSION STATEMENTS     │         │
          │         └─────────────────────────┘         │
          │                     ↑                       │
  ┌───────────────┐   ┌─────────────────┐   ┌───────────────────┐
  │ ANALYSIS OF   │   │                 │   │ ANALYSIS OF       │
  │ THE EXTERNAL  │←─→│  SITUATIONAL    │←─→│ THE INTERNAL      │←──┐
  │ ENVIRONMENT   │   │  ANALYSIS       │   │ ENVIRONMMENT      │   │
  │ (PESTEL       │   │                 │   │ (SWOT Analysis)   │   │
  │  Analysis)    │   └─────────────────┘   └───────────────────┘   │
  └───────────────┘           ↕                     ↕               │
          ↕                                                         │
  ┌──────────────────────────────────────────────────────┐        │
  │ STRATEGIC ANALYSIS AND CHOICE                          │←───────┤
  │   • Strategy formulation to make the school more       │        │
  │     competitive in performance                         │        │
  │   • Adding value into the school management processes   │        │
  └──────────────────────────────────────────────────────┘        │
                          │                                         │
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  ┌────────┐   ┌──────────────────────────────┐   ┌────────┐       │
  │ Feed   │   │ IMPLEMENTATION;              │   │ Feed   │       │
  │ back   │   │ Restructuring, reengineering │   │ back   │       │
  │        │   │ and refocusing the           │   │        │       │
  │        │   │ organization                 │   │        │       │
  └────────┘   └──────────────────────────────┘   └────────┘       │
      ↑                   │                            ↑           │
      │                   ↓                            │           │
  ┌──────────────────────────────────────────────────────┐        │
  │ MONITORING, REVIEW AND EVALUATION:                    │        │
  │ Strategic Control and Continuous Improvement          │────────┘
  └──────────────────────────────────────────────────────┘
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Figure 1*: The Strategic Management Process

Source: Adapted from Pearce, J. & Robinson, R., Jr. (2005).*Strategic management: Formulation, Implementation and Control*. (9th Ed.). New Delhi: Tata-McGraw Hill Ltd.,p.2

The figure indicates that the key phases in strategic management are: formulation of vision and mission statements; situational analysis; strategy analysis and choice; strategy implementation and monitoring, review and evaluation.

2.4.1 Vision and Mission Statements in Schools

The first phase of strategic management is the formulation of the vision and mission statements, which determine an organization's direction. An organization vision challenges and inspires the members to realize the organization's purpose and to see what its success will look like (Alliance for Non Profit Management, 2006). With the vision in place, what follows is the formulation of the mission statement for the organization, which will then drive the organization closer to its vision. A well formulated mission statement mainly has three components: the purpose; the business or academic strategy; and the values (Messages & Media, 2005; Alliance for Non Profit Management, 2006). Values are beliefs that are shared among stakeholders of the organization and they drive the organization culture and priorities (Frankel, 2008). With the full statement of the vision which creates the desired image of an organization and the mission which indicates what an organization does to realize its vision, the process of strategic mangement turns to the situational analysis phase.

2.4.2 Situational Analysis in Schools

Situational analysis is a sector analysis, where planners critically look into the internal and external organizational factors from the perspective of the system's Strengths (S), Weaknesses (W), Opportunities (O) and Threats (T), which help to identify critical issues and to put in place remedial actions (Gwang, 2006). The SWOT analysis, which considers inputs, processes, outputs and outcomes of an organization, is usually applied in order to elicit the most objective information at this stage in strategic management (Chikati, 2009). Gwang (2006) clarifies that inputs refer to resources such as teachers, buildings, equipment and books; processes refer to how the inputs are mixed, combined and moved along to achieve results; outputs are the tangible results produced by the process such as learning achievements, enrolments and tangible achievements; while outcomes are the benefits which accrue to the students, their families and to the society at large in terms of the impact of the outcomes at the national and international levels. In view of this clarification, the SWOT analysis is to do with the internal capabilities of an organization which enable it to respond in certain ways to the dynamics emanating from its external environment. Apart from the SWOT, the PEST or the PESTEL is also applied at the

situational analysis phase. The PEST analysis involves the analysis of the Political (P), Economic (E), Social(S) and Technological (T) factors affecting an organization. Sometimes, two additional factors, Ecological (E) and Legal (L) are considered in a PESTEL situational analysis framework (Chikati, 2009). These PESTEL aspects of the situational analysis originate from the remote environment and affect a host of firms (Pearce & Robinson, 2000). According to Pearce and Robinson, organizations respond to these factors in varied ways, depending on their internal capabilities as clarified in the SWOT analysis.

Frankel (2008) notes that gap analysis uses critical success indicators to clarify the gap between the present and the future envisioned in the strategic models; it defines the steps and resources necessary to achieve the strategic model; and it develops contingency plans to deal with the threats, emergencies and emerging opportunities. Further to these, Messages and Media (2005) is emphatic that the situational analysis is the most critical stage in strategic management because it brings to the fore all the information required to assess the school in the future. Messages and Media notes that while assessing the situation, a searching look backwards into the history of the school must be undertaken to establish the background to the present situation. It should also carry out a scanning of the environment to determine the school current situation and forces working for, or against it; it should also conduct an internal analysis to determine the policies therein and the alignment of ongoing activities with core functions; and finally have a forecast to determine whether the school current vision is realistically attainable within its present situation and where the school will be in three, five or ten years down the line, and forces that will affect its chances of success or failure.

2.4.3 Choice, Formulation and Implementation of Strategy in Schools

Developing strategies, goals and objectives in strategic management is a time-consuming process and the planner should not be afraid to take a number of steps backwards in order to take advantage of the available information through further analysis of the whole situation in order to come up with best possible plan (Alliance for Non Profit Management, 2006). Gwang (2006) emphasizes that a good policy for education is a necessary step in promoting the emergence and effective implementation of action plans, programmes and projects. The development of strategic

goals involves the identification of the most critical challenges facing an organization, clarifying the assumptions behind the challenges and setting in motion the most effective, efficient and relevant strategic priorities to address these inhibiting matters in the organization (Frankel, 2008).

The implementation of strategic goals is attained through action planning. The implementation of strategic plans calls for the seamless co-ordination of all departments in the school (Messages & Media, 2005). Messages and Media adds that the cross-functional coordination and daily management by the Head teachers, the Deputy Head teachers, each Head of Departments, and individual staff members ensures the effective actualization of the strategic plan through teamwork in order to achieve the overarching goals of the school. Action plans aim at translating into operational terms the policy directions that education authorities intend to implement in a given time (Gwang, 2006). An action plan is a tool for clarifying to some extent the goal and strategies in relation to the education policy, programming activities required, establishing the timing, indicating the necessary resources, distributing administrative responsibilities and preparing the budgets. Gwang observes that the Logical Framework Approach (LFA) is widely used when preparing plans and programmes aimed at contributing to results-based programming, management and monitoring in the education system. Messages and Media (2005) supports this approach through the use of the Logical Framework Matrix (LFM) within which all important activities are captured; it itemizes them to answer the following questions: What will be done? By whom? By when? What are the costs? Who else should know and monitor the action? What are the time lines? These questions are addressed in independent columns set out in the LFM to operationalize each goal and strategic objective in the most accountable manner.

2.4.4 Monitoring, Evaluation and Strategy Feedback in Educational Management

Strategy monitoring, review and evaluation are critical phases in the life of a strategic plan implementation. Frankel (2008) views evaluation of strategic plans as an opportunity to make the necessary changes by realigning structures to fit the functions as per the strategic goals, and going a step further to assessing how the plan impacts on-going behavior. Gwang (2006) states

that monitoring should be ongoing, review is medium term, while evaluation is done at the end of the strategic plan implementation, because it focuses more on its impact rather than on its outcomes. The strategy monitoring and evaluation reports generated at all stages provide feedback which is used to energize an organization for continuous improvement.

In 1992 Kaplan and Norton (2006) introduced the Balanced Scorecard (BSC), purposely designed to support strategic management with regard to monitoring and evaluation. The BSC has since evolved into a centerpiece of a sophisticated system to manage the execution of strategy. The BSC leads to the alignment of strategy, the structures, the human capital, and the planning and control systems for the attainment of the organizational vision as operationalized through the strategic objectives (Kaplan & Norton 2006; Kahihu, 2011). The alignment of the human capital, which is central in this study, involves the communication to employees to create intrinsic motivation, the reinforcement of desirable outcomes through the reward with extrinsic motivation and the development of employee competencies. This communication of strategy implementation, monitoring and evaluation reports form an important feedback component for organizational improvement during the strategic management process.

2.5 Adoption of Strategic Management in Kenya's Education Sector

According to the Millennium Development Report (Republic of Kenya, 2008), 189 countries, Kenya included, adopted the Millennium Declaration in September of the year 2000. The main objective of the Millennium Declaration was to define a common global vision of development by 2015. In response to the Millennium Declaration, Kenya launched her Kenya Vision 2030 (Republic of Kenya, 2007). The aim of Kenya Vision 2030 is to create a globally competitive and prosperous country with a high quality of life by the year 2030. Specifically, it aims at transforming Kenya into a newly-industrialized, middle-income country providing high quality of life to all its citizens in a clean and secure environment. The launch of the Vision marked the beginning of the entrenchment of strategic management in the country's public affairs for effective and efficient service delivery. This came with the realization that strategic planning and management are necessary for the growth of both the public and the private sectors (Kenyaplex, 2011).

The Kenya Vision 2030 identifies education as a major social pillar, which will equip citizens with understanding and knowledge that enables them to make informed choices about their lives and those challenges facing the Kenyan society. In the year 2006 the MOES&T launched its strategic plan (Republic of Kenya, 2006). The plan articulated the Governments' vision for the development of Kenya's education system. One of the strategic thrusts of the plan was to improve the institutional framework and expand capacities for effective delivery and management of educational services. In the introduction to its SP the Ministry underlines its importance both as a statutory requirement and a tool which would clarify its strategic direction. Njonjo (2008) emphasizes that whereas strategic planning cannot cure all of a community's ills, it acts as both a leadership and a management tool; as a leadership tool it ensures that the community is doing the right thing and as a management tool it allows people to make sure that the community is doing things right. Undertaking a strategic and vision planning process helps the management of an organization to build commitment among its stakeholders in order for them to agree on its direction and priorities (Mugenda, 2008).

Messages and Media (2005) views strategic planning in schools as a systematic process that entails formulating and implementing strategic plans and addresses key questions which should be interrogated continuously during the process: Where are we now? Where do we want to go? How shall we go there? According to Messages and Media, a strategic plan is a road map to lead the school from where it is now to where it would like to be in three or five years time, making the organization proactive rather than being reactive in a dynamic educational environment. Mugenda (2005) observes that a strategic plan can also be referred to as a vision plan, which is a management tool used to improve the performance of an educational organization. Birgen (2007) observes that strategic management is an-all encompassing process, which weaves together the pillars of education policy matters in order to come up with a well considered direction and strategic objectives of an organization. Birgen adds that with reference to the Kenya Secondary School education sub-sector, strategic planning integrates aspects of the Millennium Development Goals (MDGs), Education For All (EFA) and the Kenya Education Sector Support Programmes (KESSP) in order to come up with a balanced focus of the future on the basis of these key policy guidelines, geared towards giving every Kenyan child the right to quality education and training, irrespective of economic status.

2.6 Role of Managerial Competencies in the Adoption of Strategic Management

Organizational management plays a key role in the implementation of any innovations, such as the adoption of strategic management in public secondary schools in Kenya. This is because good management brings a degree of order and consistency to dimensions like the quality and profitability of products (Kotter, 1990). In most instances, the effectiveness of an organization is attributable to the competence of its employees and other key stakeholders. Competence refers to the ability of an individual to perform activities within an occupation, or function to the standards expected in employment (Cole, 1995). Managerial competencies refer to the capabilities that enable a worker to contribute significantly towards the actualization of an organization's vision and mission. Boyatsiz (2008) defined competencies as an underlying characteristic of a person that could be a motive, trait, skill, aspect of one's self image, social role, or body of knowledge which one uses. Jones (2010) observes that core competencies refer to the skills and abilities in value-creation activities that allow an organization to achieve superior efficiency, innovation, quality, or customer responsiveness. Jones adds that managers use core competencies to generate certain patterns of decisions and actions that enable their organizations to achieve competitive advantages and thereby outperform competitors during their adoption of strategic management.

In study on strategic leadership, Sebhem, et al. (2011) found out that transformational leadership positively affects strategic change and innovation through the detection of environmental uncertainty. Sebhem also found out that strategic vision development positively affects strategic change and innovation in the detection of environmental uncertainty. Studies carried out in Singapore on strategy dynamics and key success factors found out that supportive and strong management, talented and strong leadership were critical factors for sustainable development of SMEs (Ghosh, et al., 2001; Montes et al., 2005 & Entriaglo et al., 2000). Hawi et al. (2015) carried out a research to determine the most effective managerial competency in Jordanian airline organization. The study showed that managerial competency influenced the performance of the airline organizations. A research by Tiraieyari et al. (2010) showed that the required managerial competencies are the sources of organizations competitive advantages to reach the

desirable level of performance, because this set of ability allow employees and organization to achieve superior performance.

During the last decade, education systems have been undergoing a long process of restructuring from a model of education management that is focused on the future (Medina & Ecomienda, 2013). Many different studies have affirmed that the creation of effective educational establishments requires pedagogical leaders who maintain a focus on teaching and training process and who act as change agents to drive continuous improvement in their respective organizations (Bolivar & Moreno, 2006). Heads of institutions and senior management teams are regarded as playing an important role by bringing on board key education management competencies. Medina and Encomienda (2003) emphasize that such senior educational managers should be in possession of the following three competencies: ability to relate well to others and to foster effective co-working in educational setting; competencies geared towards achieving high-quality results; and institutional and strategic competencies that enable leadership capacity to be developed. These competencies can be considered fundamental to training of senior managers in educational institutions (Tomlinson, 2006). They may also be regarded as institutional indicators for improvement in education management and quality (Medina & Encomienda, 2013).

Kagenyi observes that a leader plays a strategic role in knitting the organization into a holistic entity and communicates a clear vision and navigates it to reach its targets. This observation is consistent with that which was made by Hitt (1999) that the strategic leader is one who can anticipate, envision and implement strategies towards the realization of above average returns. Hitt adds that the strategic leader should be transformational, with the requisite competence to influence positive behaviour in the followers through visionary, purposeful and inspirational leadership. Khaunya (2012) observes that the 21st Century CEO, for example a school Principal, should be a leader, a motivator and a global strategist. Khaunya emphasizes that, leadership, team-building skills and oral communication are the successful manager's attributes. Kagenyi (2012) emphasizes that leaders should be in possession of critical skills, namely: organizational skills, which include putting in place a functional organizational structure, and the ability to differentiate and tie up the various layers; communication and influencing a vision of the future;

delegation of responsibilities; motivating people to achieve high performance; strategic thinking and planning; and leading and managing change. Khaunya (2012) underlines that in order to be successful, a leader should be in possession of conceptual skills which are to do with the cognitive ability to perceive an organization as a whole and the relationships among its parts; human skills which relate to the ability to work with people; and technical skills which refer to the understanding and performance of specific tasks.

A Principal's role is pivotal in the management of a secondary school. Strategic management begins with the articulation of vision; which is to do with the conceptualization of what the organization might become in three, or five, or more years' time. Visualizing strategic change is not merely a matter of analysis; it requires ability to think about and to conceptualize the future, the willingness to experiment and learn, to see what might happen and to estimate how the organization might respond to the strategic initiatives (Carnall, 2007). Digman (1986) emphasized that for a strategic manager to be successful, he or she requires technical, conceptual, and human relations skills. Technical skills refer to knowledge of and proficiency in activities involving methods, processes and procedures; conceptual skills refer to the ability to see the big picture by recognizing all the elements that form a system; while the human skill is the ability to work with people through teamwork (Weihrich & Koontz, 1993). According to Tomlinson (2006), conceptual relations are a subset of the cognitive domain skills, such as visionary ability in thinking long term and strategically, which a leader should possess. Weihrich and Koontz add that a leader should also possess design skills, which are to do with the ability to design workable solutions to problems in light of the realities faced. Kagenyi (2012) emphasized that leaders should be in possession of critical skills, namely: organizational skills, which include putting in place functional organizational structures , the ability to differentiate and tie up the various layers; communication and influencing a vision of the future; delegation of responsibilities; motivating people to achieve high performance; strategic thinking and planning; and leading and managing change.

Sabah (2012) carried out a study on the effect of core competencies on competitive advantage and organizational performance. The study found out that core competencies of an organization had an effect on organizational performance. Sabah concluded that the findings of the study

implied that managers should continue to develop their core competencies in order to further entrench their competencies in performance. Halil (2013) contends that managerial competencies are revealed in observable and identifiable patterns of behavior, related to job performance and usually include knowledge, skills and abilities. In a study on the effects of individual competencies on performance in India's service industries, Halil found out that there was a positive relationship between competencies and individual performance. Qiao and Wang (2009) suggest that team-building, communication, coordination, execution and continual learning are critical competencies for success in middle management in China. This review indicates that hardly any studies had been carried out on the effect of managerial competencies on educational management. Hence, it was hard to support or disapprove the findings on the basis of previous studies. This study therefore adds new knowledge to the field of educational management, especially in Kenya.

This study focused on key Principals' managerial competencies which are critical in the adoption of strategic management in public secondary schools in Baringo County. These competencies are: communication abilities, team work capabilities, ability to sustain interpersonal relationships, budgeting capabilities and networking abilities. Further, the study sought to establish the relationship between these competencies and the formulation of the vision and mission statements, the development of strategic plans, the organizational restructuring for strategic management, the implementation of strategic goals and the adoption of school performance management systems. The following discussions highlight the relationship between these competencies and the adoption of strategic management in public secondary schools.

2.6.1 Communication Abilities and the Formulation of School Vision and Mission

A strategic leader endears vision for the success of the organization. Leaders help stakeholders embrace change by setting forth a clear vision of where the business strategy needs to take the organization (Pearce & Robinson, 2000). For a school leader, the vision is the comprehensive picture of the school in future and the goals it aspires to accomplish (Tomlinson, 2006). Further, Tomlinson observes that a leader starts with sharing a vision and negotiating with others to build a stronger vision collaboratively, modelling the way, and encouraging minds and hearts to get

extraordinary things done. Mission clarification is also an important part of strategic management. Tomlinson is emphatic that strategic management is effective when the mission is influential in guiding action through the process of strategy implementation. Underlined in Tomlinson's emphasis is the assertion that communication ranks highest among other influential skills which include persuading others, developing others through delegation, coaching and counseling.

According to Weihrich and Koontz (1993), successful strategic plan implementation is supported by regular review of strategies, redesigning of the organizational structure and creation of a company climate that fosters planning, and that all these functions are woven together by clear communication. While carrying out a study of 90 outstanding leaders, Bennis (1984) emphasized that communication of objectives and direction to others and the ability to create and communicate meaning clearly, were key managerial competencies for organizational success. Hersey and Blanchard (1988) observe that the skill of communication involves sharing of the strategies with others to the extent that they understand and accept the recommended actions. As leaders of schools, Principals are viewed by stakeholders as having influence on the adoption of the vision and mission for the success of schools. This study established teachers' perceptions of the effect of Principals' communication abilities on the formulation of the school vision and mission statements for Public Secondary Schools.

2.6.2 Team Work Capabilities and the Development of Strategic Plans

A team is a small number of people with complementary skills and who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable (KESI, 2011). A team can help a school achieve its strategic objectives by bringing together individual energies and thus creating synergy. A Principal is expected to harness this team synergy on a continuous basis through team working and teambuilding skills such as sharing the organizational vision and direction, regular review of performance, recognition and reward of achievement, and by receiving and providing feedback. The development of strategic plans is most successful when stakeholders are brought on board. In a school set up, a Principal is expected to initiate a participatory approach during the adoption of strategic management. The

participatory approach is usually demonstrated through team work during the development of school strategic plans. This study established teachers' perceptions of the effect of Principals' team work capabilities on the development of strategic plans for Public Secondary Schools.

2.6.3 Interpersonal Skills and Organizational Restructuring in the Adoption of Strategic Management

For strategic planning to be effective, it must go beyond the allocation of resources to achieve organizational objectives; it must be accompanied by strategic thinking that also includes designing appropriate organization structures (Weihrich & Koontz, 1993). Frankel (2008) views the adoption of strategic management as an opportunity to make the necessary changes by realigning organizational structures to fit their new functions as per the new strategic direction. Organizational restructuring in education is necessitated by the introduction of either new functions or change in policy (Hills, 1966).

School Principals are viewed as strategic leaders who should adapt their organizations to strategic management through the alignment of the human capital in schools (KESI, 2011). As leaders, they spend considerable time shaping and refining their organizational structures and making them function effectively to accomplish strategic intent (Pearce & Robinson, 2000). Pearce and Robinson add that because leaders are attempting to bring change, they are often building or remaking their organizations to align them with the ever-changing environment and the needs of the strategy. Campbell et al. (1983) assert that school administrators should perceive organizational structures as human systems which facilitate human effort in the realization of strategic goals. Campbell et al. caution that administrators should not be imbued with structures to the extent that they fail to recognize the people offering service at various levels of the organizational structures. It is therefore important for school Principals to sustain interpersonal relationships during organizational restructuring so that all changes take place when all role players are well informed. This study established teachers' perceptions of the effect of Principals' interpersonal skills on organizational restructuring for the adoption of strategic management for Public Secondary Schools.

2.6.4 Budgeting Capabilities and Implementation of Strategic Goals

In itself, the development of a strategic plan cannot change an organization; its implementation makes a difference, because it is at the implementation stage that objectives and activities are implemented. The implementation of strategy links it to the management system and its daily operationalization benefits from organizational synergies. In 1992, the BSC was developed to link strategy implementation to the daily organizational management (Kaplan & Norton, 2006). According to Kaplan and Norton, the BSC links the strategy to the management by ensuring that there is a continuous harnessing of all organizational efforts and capabilities towards the realization of its strategic objectives. Norton and Kaplan observe that in most instances the budgeting process is slow, cumbersome and hinders effective management during rapid change, such as organizational restructuring brought about by strategic management. The BSC makes it possible to transform the deeply ingrained budgeting process into one that contributes to both strategic outcomes and operational performance through continuous strategic alignment. Messages and Media (2005) add that the LFM should capture an aspect of budgeting in order to ensure that the budget is aligned to the organizational strategic goals. The foregoing discussion indicates that in a school set up, a Principal, who is the accounting officer, should be instrumental in linking the budget to the strategy. This study determined teachers' perceptions of the effect of Principals' budgeting capabilities on the implementation of strategic goals for public Secondary Schools.

2.6.5 Networking Abilities and the Adoption of Performance Management Systems

Performance management is a strategic and an integrated approach to delivering success to organizations by improving performance of people who work in them through the development of the capabilities of teams and individuals (Tomlinson, 2006).   Tomlinson adds that performance management is about planning for performance, developing to improve performance, measuring performance and rewarding performance.   Strategic management, in itself, is a performance management process. According to Kahihu (2011) the main components of performance management are: performance planning, individual development, leadership or coaching, the development of performance management tools, performance assessment, and

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rewarding and recognizing effort, which are the drivers of the vision, the mission, the core values and the strategic objectives of the organization. Kahihu observes that the BSC is the most effective tool used to reach a high level in organizational performance management, with the following outcomes: happy shareholders, delighted customers, effective processes and a motivated workforce. The BSC translates mission and strategy into goals and measures, which are communicated across the enterprise and hence enabling organizations to operate as per the corporate strategy guided by Key Performance Indicators (KPIs) at the divisional, departmental and at employee level, which become useful in improving performance in order to match the best organizations in the education sector.

The adoption of performance management systems calls for networking and the establishment of benchmarked standards. Benchmarking is a continuous process of measuring products, services and practices against major competitors (Daft & Marcic, 2006). It involves the establishment of benchmarks, where a benchmark is a reference or measurement standard against which to measure an organization's performance on key customer requirements against the best practices in the industry. Benchmarking is regarded as a strategic approach to total quality management and a process that can lead to positive improvement if planned and executed properly. Benchmarking is done by organizations through the sustenance of management networks. Networking is a continuous process of keeping abreast with the products, services and practices of major organization's competitors (Daft & Marcic, 2006). It is expected that as Principals establish robust performance management systems, they will seek to integrate the best practices through networking and benchmarking with leading secondary schools. This study established teachers' perceptions of the effect of Principals' networking abilities on the adoption of school performance management systems for Public Secondary Schools.

2.7 Theoretical Framework

This study is based on the Systems Theory. Hartley (1968) described a system as an orderly way of identifying and ordering differentiated components, relationships, processes and other properties of anything that may be conceived as an integrated part of the whole. The Systems Theory has three perspectives: the rational, the natural and the open systems, which focus on

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formal organizational systems, human relations and the interaction among the various components within and outside the organization. The open system perspective subsumes that every organization exists within a larger environment from which it receives inputs and to which it supplies outputs. According to this perspective, an educational organization is considered more as an open, rather than a closed system, receiving inputs from and releasing outputs to the external environment (Daft, 1998; Teklemariam, 2009). As an open system, a school receives inputs such as human, financial and physical resources. Key among the human resources into a school system is leadership, which aids in the transformation of all inputs into valuable outputs with desirable outcomes and impacts. Leadership is a very important input during the transformation of other inputs in an educational organization. Bass (1998) observes that transformational leadership is seen when leaders stimulate followers to view their work from new perspectives by generating an awareness of the mission and vision of the organization, developing colleagues and followers to higher levels of ability and potential, and motivating them to go beyond their interests, toward those that will benefit the group. This enables transformational leaders to unite followers and change their goals and beliefs in ways that produce higher levels of performance in an organization. The foregoing observations indicate that the school Principal ought to be in possession of transformational leadership skills which lead to the transformation of inputs into valuable outputs and outcomes of a school system. In this study, the Principals' managerial competencies are a key component in the transformation of the school inputs into high quality outputs and outcomes into the environment outside the school. The systems approach on which the study is based has been applied in the formulation of the study conceptual framework, which is discussed exhaustively in the subsequent section.

2.8 Conceptual Framework of the Study

The conceptual framework of this study is represented by Figure 2.

Principals' Managerial Competencies	Factors affecting Teachers' Perceptions of Principals' Managerial Competencies	Adoption of Strategic Management
• Communication abilities • Team work capabilities • Interpersonal skills • Budgeting capabilities • Networking abilities	• Teachers' experience • Teachers' levels of education • Teachers' management Responsibilities • Teachers' training and experience in strategic management • School category and size	• Formulation of the school vision and mission statements. • Development of Strategic Plans. • Organizational restructuring. • Implementation of strategic goals. • Adoption of school performance management systems.
INDEPENDENT VARIABLES	INTERVENING VARIABLES	DEPENDENT VARIABLES

Figure 2: Conceptual Framework Showing the Relationships between the Independent and the Dependent Variables of the Study

The conceptual framework is based on the systems approach showing the relationships among study variables. According to the Systems Theory, the transformation process leads to the production of outputs which generate feedback from service consumers and the feedback is used for organization's continuous improvement (Weihrich & Koontz, 1993). These relationships can be viewed as starting from any sub-system of the conceptual framework. One can view the system from the adoption of strategic management sub-system, indicating that on the basis of intervening variables and the levels of adoption of strategic management, teachers' perceptions of the Principals' managerial competencies are established. One can also view the system from the Principals' managerial competencies which directly determine the adoption of strategic

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management which in turn affects teachers' perceptions of their managerial competencies on the adoption of strategic management.

The conceptual framework indicates that the independent variables are matched with named dependent variables in the order of their appearance on the schedule. These dependent variables include: formulation of school vision and mission staements, development of strategic plans, organizational restructuring, implementation of strategic goals, and the adoption of school performance management systems. It was anticipated that each dependent variable would vary as a function of the corresponding independent variable (Mugenda & Mugenda, 2003). In this study, the adoption of strategic management in the public secondary schools was attributable to the Principals' managerial competencies. This view is consistent with the observations made by Best and Khan (2006), that the change in the dependent variables is attributable to the independent variables. The conceptual framework further indicates that apart from Principals' managerial competencies, the adoption of strategic management is affected by intervening variables. An intervening variable is considered a special case extraneous variable, which affects the outcome of a study, either because the researcher is not aware of it or does not control for it (Mugenda & Mugenda, 2003). An intervening variable may have a modifying effect on the outcome of a study because it may intervene between cause and effect (Best & Khan, 2006).

The intervening variables considered critical in this study were teachers' experience, teachers' levels of education, teachers' management responsibilities, teachers training and experience in strategic management and the school category and size. All these teachers' characteristics would have an effect on their perceptions of the effect of Principals' managerial competencies on the adoption of strategic management in public secondary schools. School category and size would equally affect teachers' perceptions. This was because larger schools had more finances and hence it would be easier for Principals in such schools to lead all stakeholders in the adoption of strategic management. The effect of these intervening variables was controlled for through purposive sampling during the selection of teachers who participated in the study. According to Patton (2002), purposive sampling leads to a great depth on formation from a smaller number of carefully selected cases. This approach is supported by Best and Khan (2006) as the most effective method of minimizing the effect of intervening variables on the findings of the study. In

this study, teachers were carefully selected from all categories of schools in the county. Teachers were drawn from Day schools, Boarding schools, mixed schools, County schools, Extra County schools and National schools. This purposive sampling approach led to the selection of teachers with all possible varied characteristics in teaching experience, levels of education, training and experience in strategic management, management responsibilities and they were all from all sizes and types of schools in the County. This implies that if after careful purposive sampling, a statistically significant difference in teachers' perceptions of the effect of Principals' managerial competencies on the adoption of strategic management would be noted, it would not be attributed to chance. This would lead to the observation that teachers' perceptions of the effect of Principals' managerial competencies on the adoption of strategic management were significantly different; leading to the conclusion that Principals' managerial competencies had an effect on the adoption of strategic management in public secondary schools.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, location of the study and the population of the study. Further, it discusses in detail the sampling procedures and sample size, instrumentation, instrument validity and reliability, data collection and data analysis procedures.

3.2 Research Design

This study was carried out to establish teachers' perceptions of the effects of Principals' managerial competencies on the adoption of strategic management in public secondary schools. At the time of the study, most schools were either adopting or considering the adoption of strategic management. This implied that teachers' perceptions of the effects of Principals' managerial competencies at the point in time were bound to change at a later time. This study was, therefore, designed to capture teachers' perceptions of Principals' managerial competencies at a specific point in time. The cross-sectional survey research design was the most ideal and was adopted for the study. According to Kothari (2008) surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed. The cross-sectional survey was ideal for this study because it offers an opportunity to assess relations between variables in subgroups in a population (Lavrakas, 1993). The cross- sectional survey design was greatly applicable in the comparisons of teachers' perceptions of Principals' managerial competencies in the adoption of strategic management.

3.3 Location of the Study

The study was conducted in Baringo County of the Rift Valley region of Kenya. The Counties bordering Baringo are Nakuru to the south, Laikipia to the east, Elgeiyo-Marakwet and West Pokot to the west, and Turkana to the north. The latitudinal and longitudinal position of the
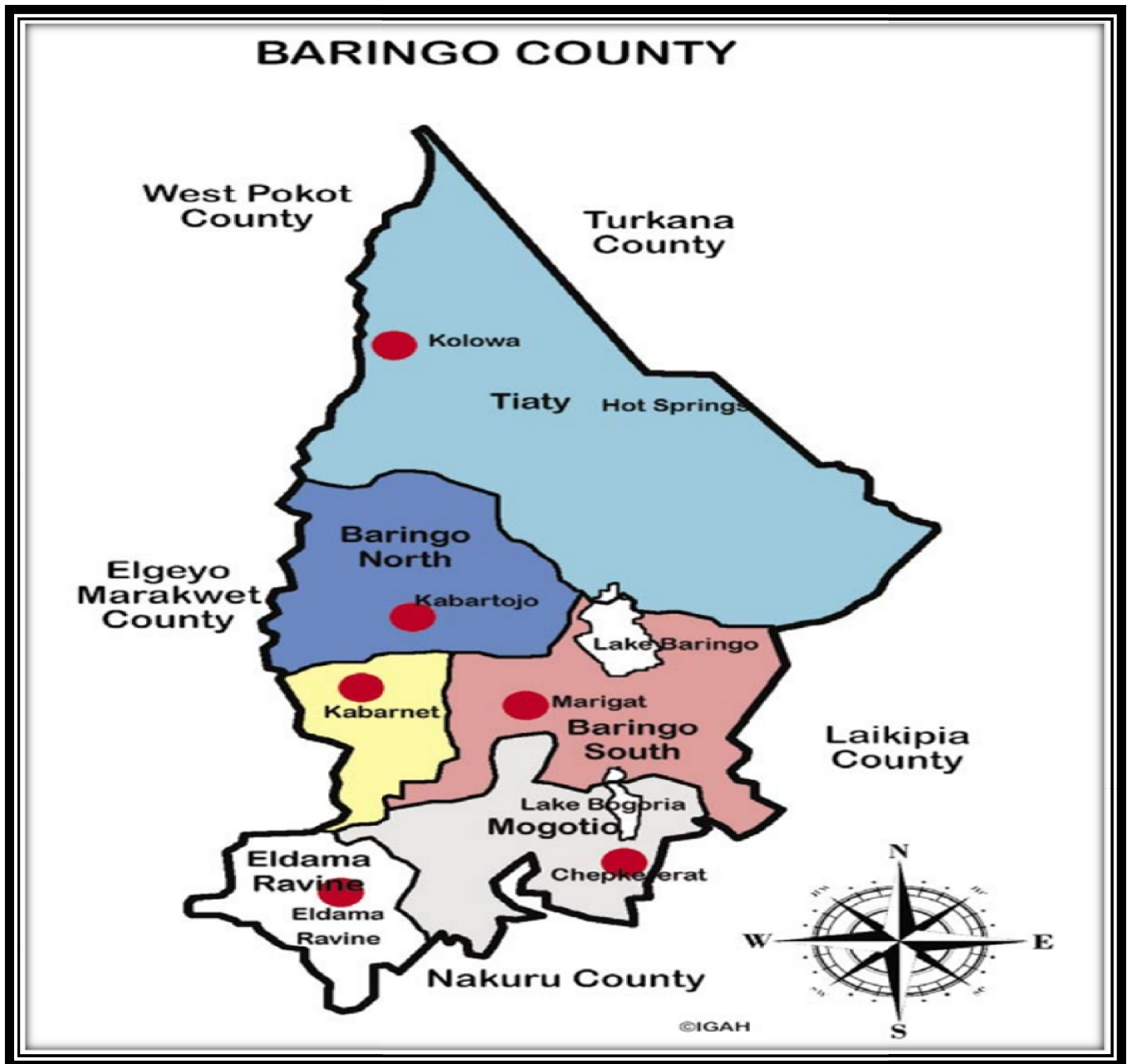
Figure 3: Map of Baringo County

Note: Some Constituency and Sub-County corresponding names are as follows:
Tiaty(East Pokot); Baringo South(Marigat) and Eldama Ravine(Koibatek)

County is: 0⁰ 28'0" North, 35⁰ 58' 0" East. Baringo County is expansive, covering a total area of 11,015 square kilometres, with a total population of 555,561 people as per the 2009 census. It has low population density of 50 people per square kilometre. The County is majorly an agro-

based economy where pastoralism, bee keeping and crop farming dominate. The major products are honey, beef, mutton, hides and skins which are sold as raw materials with minimal value addition. By 2014 the County had 656 primary and 125 secondary schools. The population in the County had 16% with secondary education and above, 48% primary education and, while 36% had no formal education (Republic of Kenya, 2013).

3.4 Population of the Study

The target population for the study was constituted by all teachers of public secondary schools in Kenya. It was not practical to reach all public schools in Kenya. This study, therefore, targeted Baringo County and hence the accessible population was constituted by all the 985 teachers in the 113 public secondary schools by the year 2012. The 985 teachers were spread in the 113 secondary spread across six Sub- Counties, namely: Baringo Central, Baringo North, Tiaty, Mogotio, Eldama Ravine and Baringo South (H. Nyangau, Personal Communication, 30th August, 2012). The public schools were categorized as National, Extra-County, County, Sub-County, Day, Mixed, Boys, or Girls schools. The remaining six were private secondary schools. Table 3 shows the distribution of secondary schools and teachers in the County by the year 2012.

Table 3

Distribution of Public Secondary Schools and Teachers Sampled for the Study

Sub-County	Number of Schools	Sampled Schools	Number of Teachers	Sampled Teachers
Baringo Central	26	8	290	96
Baringo North	24	7	173	84
Tiaty	5	2	20	24
Baringo South	13	4	74	48
Mogotio	17	5	179	60
Eldama Ravine	28	8	249	96
Total	113	34	985	408

Source:The TSC Baringo County Director's Communication, 2012.

Table 3 indicates that the number of schools in Baringo County in the year 2012 were 113. Eldama Ravine Sub- County had the largest (28) number of schools, followed by Baringo

Central (26), Baringo North (24), Mogotio(17), Baringo South (13) and Tiaty(5). The number of teachers were largest in Baringo Central (290), followed by Eldama Ravine (249), Mogotio(179), Baringo North(173), Baringo South (74) and Tiaty (20).

3.5 Sampling Procedures and the Sample Size

Purposive sampling was applied in the selection of schools and teachers for this study. Purposive sampling is the deliberate choice of a participant due to qualities the participant possesses (Etikan, et al., 2015). It is a nonrandom technique used in research to identify and select information-rich cases to participate in a study (Patton, 2002). Purposive sampling is typically designed to pick a small number of cases that yield the most information about a particular phenomenon (Teddie & Yu, 2007; Mason, 2002). Purposive sampling applied in this study took into consideration National, Extra County, County, Sub- County, Mixed, Single Gender and Day schools. This led to the sampling of 26 schools and 340 teachers for the study. A small sample, such as the number of schools in this study, is valid to work with because the respondents have homogeneous characteristics (Kothari, 2008). With these sampled, the study yielded data which represented the categories of schools in the County.

3.6 Instrumentation

This section on the research instrumentation discusses two instruments used in the study, namely the Questionnaire and the Interview Schedule.

3.6.1 The Questionnaire

The questionnaire developed for the teachers was the main instrument, divided into two parts. Part I was on 50 Likert-type questions on which the individual teachers were asked to indicate the degree of agreement or disagreement with each item on a five-point scale. The Likert scale used presented a list of statements on competency and strategy adoption, to which the respondents indicated the degree of agreement by ticking against any of the following responses: Strongly Agree (SA); Agree (A); Undecided (U); Disagree (D) and Strongly Disagree (SD). The

Likert-type scale used had an equal number of items which were clearly favourable or unfavourable on a particular point of view. The responses to favourable statements were rated according to the level of agreement or disagreement, where a Strongly Agree response attracted the highest rating of five while Strongly Disagree attracted the lowest rating of one. The responses to the unfavourable items were rated in the reverse manner, where Strongly Agree attracted the lowest rating of one, while Strongly Disagree attracted a rating of five. The rest of the transitional statements between the favourable and the unfavourable ranged between the highest rating of five and the lowest rating of one as indicated in the schedule that follows.

Favourable Items	Code	Unfavourable Items	Code
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Undecided	3	Undecided	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

Part II of the teachers' questionnaire had five sections. Each section elicited responses on the levels of the adoption of strategic management in the schools. Further, under each section there were six Likert-type questions, adding up to a total of 30 items. Teachers responded to the items in reference to vision and mission statements, development and launch of strategic plans, organizational restructuring for strategy implementation, linking budgets to strategic goals and performance management systems.

3.6.2 The Interview Schedule

The interview schedule aimed at seeking clarifications on the adoption of strategic management in the schools the interviewees managed. This was meant to probe the respondents on the various aspects relating to the activities a school puts in place as it adopts strategic management. It also probed into the challenges they come across and how they overcame them during their adoption of strategic management.

3.7 Instrument Validity and Reliability

The research instruments were piloted in the field in order to test their validity and reliability. This was done as discussed in the following subsections.

3.7.1 Validity

Instrument validity is the degree to which all accumulated evidence from a research supports intended interpretation of the test scores for the proposed purpose (Johnson & Christensen, 2008). In order to keep the instruments valid with regard to construct validity, the researcher ensured that questionnaire items and the contents of the interview schedule were on concepts related to the adoption of strategic management. The instruments were further validated by university professors before clearance for administration in the field.

3.7.2 Reliability

Reliability refers to the consistency or stability of the scores elicited by an instrument when there are repetitions of measurement (Parkash, 2003). The research instruments were piloted in six schools purposively sampled from the County. The internal consistency of the Likert-type questionnaire statements was determined on the basis of the Cronbach's alpha (α) computation. The questionnaire items were confirmed to be reliable if the calculated Cronbach Coefficient alpha (α) was greater or equal to 0.70. If the coefficient would be lower, the instrument would be reworked on the basis of the items which would not be consistent in the test. The piloting of the instruments revealed that Likert type items 14 and 26 were inconsistent with the rest of the questionnaire items. These items were written afresh upon which they yielded consistent responses during field administration. The overall Cronbach's alpha alpha (α) computation for the corrected instrument was 0.9335, which was above the recommended 0.70 threshold.

3.8 Data Collection Procedures

A research permit was sought from the National Council for Science, Technology and Innovation (NACOSTI). The CDE Baringo County, the County Commissioner and the Sub-County education officers were contacted and notified on the planned research which had been authorized by NACOSTI. These county officials prepared authorization letters which were presented to schools during visits for data collection. On arrival at every school and upon production of the research authorization letters, the researcher was granted clearance by the Principal or the Deputy Principal in every school. The two instruments, the Questionnaire and Interview Schedule, were administered simultaneously during the visits to sampled schools. All teachers in a school took a total of 40 minutes before handing in the filled out questionnaires. This procedure was repeated till the researcher covered the 26 schools sampled for the study. The questionnaire return rate was 85.55%, where 314 duly filled out questionnaires out of the 367 administered in the field were received. The data collected by use of the questionnaires was finally sorted out in readiness for analysis.

3.9 Data Analysis

The first step in data analysis was the coding of information. The coding process involved the keying in of Likert scale responses into the Statistical Package for the Social Sciences (SPSS) analysis programme. The analyzer generated the results and tables which were then available for interpretation as presented in chapter four.

CHAPTER FOUR

RESULTS AND DICUSSION

4.1 Introduction

This chapter covers key components of the study results and discussion on the adoption of strategic management in public secondary schools. The study results are discussed in each of the five subsections relating to the five research objectives and hypotheses.

4.2 Teachers' perceptions of the Effects of Principals' Managerial Competencies on the Adoption of Strategic Management in Public Secondary Schools

This section covers the analysis of data on teachers' perceptions of the effects of Principals' managerial competencies on the adoption of strategic management in public secondary schools. Data was elicited from a total of 340 teachers from public secondary schools in Baringo County. In this study each research objective sought responses to a number of statements on five-point Likert-type statements. The responses to the statements which related to specific Principals' managerial competencies were analyzed in series and discussions on the resultant data are covered in this chapter.

4.2.1 Teachers' perceptions of the Effects of Principals' Communication Abilities on the Formulation of the School Vision and Mission

The objective in this sub-section was to establish teachers' perceptions of the effect of Principals' communication abilities on the formulation of the school vision and mission statements for Public Secondary Schools. The null hypothesis which was tested in this section was stated as follows: there is no statistically significant difference in teachers' perceptions of the effect of Principals' communication abilities on the formulation of the school vision and mission statements for Public Secondary Schools.

Teachers were asked to state the level to which the schools in which they taught had reached in the adoption of school vision and mission statements. The responses were as summarized in Table 4

Table 4

Level of the Adoption of Vision and Mission Statements in the Schools

Level of the Adoption	Frequency	Percent
Has come up with the mission and vision statement	71	25.6
Is considering the draft of vision and mission statement	7	2.5
Has been with mission and vision statement for 5 years	200	71.9
Total	278	100.0

The Table shows that majority of teachers (71.9.7%) indicated that schools had been with vision and mission statements for over 5 years, 25.6% had come up with vision and mission statements, while a small number (2.5%) were considering drafting their mission and vision statements. The general interpretation of these findings was that all Principals noted that these mission and vision statements were necessary for display in their schools. The response to the interview question that sought to establish whether Principals participated in the development of strategic plans indicated that 20 (79.92%) out of 26 principals had participated in the development of school strategic plans. The remaining 6(23.07%) of the Principals had not participated in the development of the key school document. The development of strategic plans encompasses the formulation of vision and mission statements. This indicated a limitation on strategic leadership in the over 20% of the schools because the Principals would not confidently taking leading roles on matters related to strategic management. These Principals' limitations on strategic leadership easily led to the development of inadequate mechanisms to achieve strategic organizational goals. These findings indicated that 20% of schools would experience challenges in the realization of their goals because the Principals had not participated in the development of the

vision and mission statements and may not have fully owned the same statements. This situation would therefore be a stumbling block in the adoption of strategic management in public secondary schools. Table 5 indicates many statements to which teachers responded with regard to the formulation of school vision and mission statements for Public Secondary Schools.

Table 5

Teachers' Perceptions of the Effect of Principals' Communication Abilities on the Formulation of School Vision and Mission Statements

COMMUNICATION ABILITY	SA %	A %	U %	D %	SD %	TOTAL
The Principal articulated the school values during the development of the school vision and mission.	28.3	54.3	7.3	8.7	1.3	300
The Principal did not exhaustively discuss the school vision and mission statements with staff prior to approval by the school Board of Management.	7.4	25.3	12.5	36.1	18.6	296
The Principal always makes reference to the school vision during presentations to the school community.	29.0	40.3	8.3	17.0	5.3	300
The Principal does not continually make reference to the core values of the school as he talks to other school stakeholders.	5.6	20.7	5.9	45.2	22.6	305
The Principal has documented and displayed of the school vision and mission at strategic places in the school.	37.1	37.7	5.6	12.6	7.0	302
The Principal has ensured that teachers in the school have memorized the school mission.	6.9	24.3	14.5	38.8	15.5	304
The Principal does not make the students in the school recite the school vision.	16.3	27.9	5.6	26.9	25.3	301
Many school stakeholders can distinguish between the school vision and mission.	5.7	29.3	3.3	28.7	23.0	300
The Principal has not effected the reflection of the school vision and mission in the school official documents.	7.0	19.2	8.6	38.1	27.2	302
The Principal has coached the school Senior Management Team to continually make reference to the school vision and mission.	9.5	28.3	19.7	27.6	14.8	304

Principals were rated highly by 82.6 % of teachers on their articulation of vision and core values; only 1.3 % of teachers did not give Principals a high rating on this aspect. On the rating of Principals on their exhaustive discussions on the vision and mission statements with staff prior to approval by the BOM, a majority of teachers (54.7%) disagreed with the unfavourable statement that Principals had not discussed these statements while a small proportion (32.7%) agreed with it. This implied that whereas 54.7% of Principals discussed these statements 32.7% forwarded the same to the Board without holding discussions with staff who are key implementers of school strategies. Principals were therefore given a high rating in so far as their exhaustive discussion of vision and mission statements was concerned. The response to the statement that the Principal always makes reference to the school vision during presentations to the school community and other stakeholders indicated that 69.3% of teachers agreed with the statement, while 22.3% disagreed with it. Principals were thus rated highly on the sharing of vision and mission statements with school stakeholders. The statement that the Principal does not continually make reference to core values of the school while talking to other school stakeholders showed that 69.8% of teachers disagreed with it. A small number (26.3%) of the teachers agreed with the statement. This suggests that most Principals effectively communicated school values to all stakeholders as observed by the teachers. This implies that staff and stakeholders in 26% of the schools did not receive adequate communication on the school vision and mission statements and the core values.

On the Principals' effort to document and display of the school vision and mission at strategic places in the school, the teachers' responses indicated that 74.8% agreed with the statement. A small number (19.6%) disagreed with the statement. The Principals were therefore rated high on the display of mission and vision statements. This implied that the great visibility of these statements to the stakeholders would influence them to think and act in accordance with the school envisioned direction. This would thus be a favourable situation for the adoption of strategic management. The statement that the Principal has ensured that teachers in the school have memorized the school mission elicited a negative response with 54.3% disagreeing with it. The favourable response was constituted by 31.2% of teachers. The interpretation is that whereas this statement was in public domain it had not been committed to long term memory by teachers who are the lead agents of change in the institutions. This was a great impediment to the

cascading of purpose or mission to the general school level for the adoption of strategic management.

The statement that the Principal does not make the students in the school recite the school vision attracted a positive response of 50.2%. The negative response to the statement added up to 44.2%. The implication of these responses is that about half of the Principals had not made the students memorize the school vision while a half had done the same. This indicated that about 50% of Principals were cascading the school vision to the main service consumer while the remaining slightly over 40% were not doing the same effectively. A moderate number of teachers (35%) responded that many school stakeholders can distinguish between the school vision and mission. On the other hand, many teachers (51.7%) gave an unfavourable response on this statement that many stakeholders can distinguish between the vision and mission statements. This implied that whereas the schools had vision and mission statements, stakeholders had not taken time to understand them. It also implied that schools had not put in place deliberate strategies to ensure that stakeholders really understand the philosophy that anchors each school in its rightful place in the delivery of educational services.

The teachers' response to the statement that the Principal has not effected the reflection of the school vision and mission in the school documents elicited a favourable response of 65.3%. This indicated that majority of the Principals had strongly reflected these statements in the school official documents. This meant that many stakeholders had time to reflect on the implications of the statements and thereby support the schools in the realization of their envisioned goals. A small number of the respondents (26.2%) gave a favourable response to the statement, implying that a few schools had not put the key statements on their school documents as a way of information sharing with stakeholders. A moderate number of teachers (42.1%) disagreed with the statement that the Principal has coached the school Senior Management Team (SMT) to continually make references to the school vision and mission. A combined smaller proportion of 37.8% of the respondents agreed with the statement. The implication of this is that 42.1% of the Principals had not coached their SMT on the continual reference to the school vision and mission statements. This ineffective communication hampered the ownership and cascading of the school vision and mission statements to the rest of the school stakeholders.

Table 6 is a summary of teachers' perceptions of Principals' communication abilities.

Table 6

Teachers' Perceptions of Principals' Communication Abilities

Communication ability statements	N	Mean	Std. Deviation
The Principal articulated the school values during the development of the school vision and mission	300	3.9967	.90889
The Principal did not exhaustively discuss the school vision and mission	296	3.3311	1.24540
The Principal always makes reference to the school vision during presentations to the school community and other stakeholders.	300	3.7067	1.20504
The Principal does not continually make reference to the core values of the school as he talks to other school stakeholders	305	3.5869	1.20299
The Principal has caused the documentation and display of the school vision and mission at strategic places in the school.	302	3.8543	1.24103
The Principal has ensured that teachers in the school have memorized the school mission.	304	2.6842	1.19637
The Principal has not ensured that students in the school recite the school vision.	301	3.1296	1.45596
Many school stakeholders can distinguish between the school vision and mission.	300	2.6600	1.27140
The Principal has not facilitated the reflection of the school vision and mission in the school official documents.	302	3.5927	1.26137
The Principal has coached the school Senior Management Team to continually make reference to the school vision and mission.	304	2.9013	1.23620
Principals' communication abilities mean	308	3.2721	.77182

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

These mean descriptive statistics were classified as high (3.5-5.0), moderate (3.0-3.4) and low (2.0-2.9). Responses on Principals' communication abilities were high on five statements: 3.9967, 3.7067, 3.5869, 3.8543, and 3.5927. Mean descriptive were moderate on two statements: 3.3311 and 3.1296, while they were low on three statements: 2.6842, 2.6600 and 2.9013. Generally, the overall mean on communication descriptors was moderate (3.2721). The implication of these statistics is that Principals' communication abilities play a significant role in strategy adoption. Principals were rated high in 50% and moderate in 20% of the communication descriptors. This implied that on 70% of the items, Principals communicated effectively. These were mainly on documentation and verbal communication to specific groups of stakeholders. Therefore, to a large extent they had raised clear awareness on the existence of vision and mission statements which are key drivers on the adoption of strategic management in organizations. It was noted that Principals had performed dismally in 30% of the items on communication abilities. These items were mainly to do with ensuring that stakeholders such as teachers, SMT and students had internalized the school vision and mission statements. The implication was that whereas these stakeholders were aware of the existence of vision and mission statements, they had not internalized them. Hence, they were not likely to add great value at the strategy adoption process. Table 7 shows data on perceived levels of Principals' communication abilities.

Table 7

Perceived Levels of Principals' Communication Abilities

Communication Ability	Frequency	Percent
low	42	13.6
moderate	150	48.7
high	116	37.7
Total	308	100.0

Table 7 indicates that teachers rated 48.7% of Principals as moderate in communication. The remaining 37.7% and 13.6% were rated high and the low, respectively. The proportion of Principals who were rated as high and moderate in communication added up to 86.4%. This was a strong indication that Principals had done well in the delivery of pertinent information on vision and mission statements in their respective schools. This effective communication would create a positive impact on the adoption of strategic management in the 86.4% of the schools in the County. The remaining 13.6% of Principals rated low on communication did not clearly articulate and cascade matters on vision and mission statements in their respective schools. This implies that the schools which the 13.6% Principals headed were likely to experience hardships in the adoption of strategic management. Table 8 is an analysis of the teachers' responses to the dependant variable statements on the formulation of the school vision and mission statements.

Table 8

Responses to Statements on the Adoption of School Vision and Mission statements

Adoption of School Mission and Vision Statements	SA	A	U	D	SD
	%	%	%	%	%
Our school vision is clearly understood by all stakeholders.	23.0	36.4	9.5	23.9	7.2
Our school vision does not enumerate the school core values.	3.3	14.5	6.9	50.5	24.8
Our school vision indicates the kind of culture to be upheld at all times.	27.0	56.9	5.3	7.2	3.6
Our school mission statement clarifies the actions to be put in place by all role players in order to realize the school vision.	26.6	51.3	10.2	9.2	2.6
In our school, time and resources are often allocated to activities which do not add value to the vision and mission aspirations.	10.2	13.8	9.2	43.9	23.0
Our school vision does not clearly indicate why the school is in existence.	34.1	43.3	9.2	8.9	4.6

Table 8 indicates that a large number of teachers (59.4%) responded that they agreed with the statement that the school vision was clearly understood by stakeholders in respective schools. Those who disagreed with the statement added up to 31.1%. The implication of this response was that 59.4% of school stakeholders had adopted school vision and mission statements. This meant that in these schools it would be easier to align strategic management on the basis of the clearly understood vision and mission statements. In the 31.1% of the schools where the vision and mission statements had not been clearly understood by stakeholders there would be likelihood of hardship in the in the adoption of strategic management for the realization of organizational goals. A comparison of the findings in Tables 7 and 11 was made because their responses were related. From the comparison it was apparent that whereas over 90% of schools had vision and mission statements only 59.4% indicated that stakeholders understood these statements. The implication here is that, about 31.1% of the schools may have developed these statements just as requirements by various role players in the education sector, especially due to demands made on them by the MOES&T that each school must develop a strategic plan. Therefore, there was a gap in strategy adoption, indicating that there was a need to cascade the understanding of mission and vision statements to all stakeholders for effective adoption of strategic management in public secondary schools. The response to the statement that our school vision does not enumerate the school core values indicated that 75.3% disagreed with it. A small number (17.8%) agreed with the statement. This meant that in so far as teachers were concerned, most school vision and mission statements clearly enumerated the school core values, which was a strong point for strategy adoption. The response to the statement that our school vision indicates the kind of culture to be upheld at all times showed that 83.9% of the teachers agreed with the statement, as 10.8% disagreed with it. This implied that there was a clear communication of school culture through the school vision; hence majority of teachers would execute their duties in conformity with the school culture.

Teachers' responses to the statement that our school mission statement clarifies actions to be put in place by all role players in order to realize the school vision found out that 77.97% agreed with it. A small number (35.8%) disagreed with the statement. Teachers' responses to the statement that in our school, time and resources are often allocated to activities which do not add value to the vision and mission aspirations indicated that a majority (66.9 %) disagreed with the statement. A few respondents, 13.8% agreed as 10.2% strongly agreed with the statement. On the

statement that our school vision does not clearly indicate why the school is in existence, there was an unfavourable response, whereby majority (77.4%) of the teachers agreed with it. This lack of inclusion of the reason for the school existence in the vision and mission statements may have been as a result of two reasons. The first reason would have been the inadequate expertise of consultants involved in crafting the organizational vision and mission statements. Secondly, the stakeholders may not have been fully involved in interrogating the entire process and thus the generation of vision and mission statements which lacked clarity. In view of this, it was likely that parents, staff and students, among other stakeholders, would not easily internalize and operate as per these statements intended to move organizations closer to their goals. Such a scenario leads to a negative environment for the adoption of strategic management, which is technically based on the school vision and mission statements.

The Table 9 summarizes teachers' perceptions of Principals' competencies in adoption of school vision and mission statements.

Table 9

Teachers' Perceptions of Principals' Competencies in Adoption of School Vision and Mission Statements

Adoption of School Mission and Vision Statements	N	Mean	Std. Deviation
Our school vision is well understood by all stakeholders	305	3.4393	1.27363
Our school vision does not enumerate the school core values	303	3.7888	1.07420
Our school vision indicates the kind of culture to be upheld at all times	304	3.9638	.96916
Our school mission statement clarifies the actions to be put in place by all role players in order to realize the school vision	304	3.9013	.98343
In our school time and resources are often allocated to activities which do not add value to the vision and mission aspirations	305	3.5574	1.26341
Our school vision does clearly indicate why the school is in existence	305	3.9344	1.09528
Formulation of the school Vision and Mission mean	305	3.7557	.75570

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

Table 9 indicates that the mean score for the various items were high, with most of them being over 3.5. Three items were rated highest: 3.9638, 3.9013 and 3.9344. The responses to the remaining items were moderate: 3.4393, 3.7888 and 3.5574. The mean response was 3.755. The low standard deviations observed were an indication that the teachers were close to agreement on most of the responses. The statistics indicated one thing: that 100% of Principals in the schools were rated high or moderate in their adoption of vision and mission statements. This implied that in spite of the few weaknesses noted on the understanding of the vision and mission statements, Principals' efforts were generally supportive in the adoption of strategic management in the schools they headed.

Testing the Research Hypothesis:

H_o1: There is no statistically significant difference in teachers' perceptions of the effect of Principals' communication abilities on the formulation of the school vision and mission statements for Public Secondary Schools.

Principals' mean competencies in formulation of school vision and mission statements are presented in Table 10

Table 10
Perceived Principals' Mean Competencies in Formulation of School Vision and Mission Statements

Group	N	Mean	Std. Deviation	Std. Error
Low	42	2.9921	.89787	.13854
Moderate	148	3.6441	.64583	.05309
High	115	4.1783	.53290	.04969
Total	305	3.7557	.75570	.04327

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

The study revealed that Principals' competencies in the formulation of school vision and mission statements varied as per the categories indicated in Table 10. From the Table, 37.7% of Principals were rated high with a mean of 4.17; 48.5% moderate with a mean of 3.69; and 13.79 % rated low were with a mean of 2.99. These variances in rating indicated that there was significant difference in teachers' perceptions of the effect of Principals' communication abilities on the formulation of the school vision and mission statements for Public Secondary Schools. To compare the means, ANOVA was carried out. The results are presented in Table 11.

Table 11
ANOVA on Teachers Perceptions Principals' Competencies in Formulation of Vision and Mission Statements

Groups	Sum of Squares	df	Mean Square	*F*	*P*
Between Groups	46.868	2	23.434	55.839	.000
Within Groups	126.740	302	.420		
Total	173.608	304			

Critical values (N=304, df=2, 302; p=0.05; F=3.03)

Calculated values (df=2, 302; F=55.839; p= 0. 000)

The study found out that the difference in means among the low, moderate and high was significant at the alpha (α) 0.05 level, *F* (2,302) = 55.83, *p = 0.000.* This meant that in the teachers' perceptions, Principals' communication abilities had a significant effect on their formulation of vision and mission statements for public secondary schools. Multiple comparisons "post hoc" tests were performed in order to establish where the differences were between groups.

The Scheffe 'post hoc' test results on Perceived Principals' communication abilities are summarized in Table 12.

Table 12

Perceived Principals' Communication Abilities Multiple Comparisons Using the Scheffe "post hoc" Tests

Groups	Mean Difference	Std Error	p- value
Low versus Moderate	-.652	.113	.000
Low versus High	-1.186	.116	.000
Moderate versus High	-.534	.080	.000

Critical values (N=304, df=2, 302; p=0.05; F=3.03)

Calculated values (df=2, 302; F=55.839; p= 0. 000)

The results show that the differences between groups were significant at p< 0.05. This implies that the Principals' communication abilities had a significant effect on their formulation of vision and mission statements for the public secondary schools they headed. The greatest difference occurred between teachers who rated them high and those who rated them low in communication abilities. A higher difference was also noted between teachers who rated Principals as low and those who rated them as moderate. The difference in means was minimal between the Principals rated moderate and those rated high in communication abilities. Hence, teachers' perceptions indicated that Principals who had the greatest deviations were those rated low in their communication abilities. The low communication abilities affected the adoption of vision and mission statements and thereby hampering the effective adoption of strategic management.

Qualitative data gathered by use of the Principals' interview schedule was also analyzed in order to establish their responses on communication and mission statements. The number of Principals who indicated that there was a challenge in communication were 18(69.23%) out of the total 26 interviewed. The remaining 8(30.76%) responded that the statements were well understood. The

Principals who responded that there were challenges of communication cited a number of reasons. Most of them responded that incoming Principals found the vision and mission statements in place and thus they could neither own nor share them effectively with the stakeholders. They also responded that many stakeholders viewed the statements as a management tool for controlling the schools; hence they had no role to play in understanding or implementing them. The Principals further explained that most stakeholders did not buy into the vision and mission statements because they were new concepts and had not taken time to internalize them. Further, the Principals noted that most stakeholders understood the school motto more than the vision and mission statements. Finally, the Principals recommended the need to communicate the school vision and mission statements on a sustained basis, especially during Annual General Meetings (AGMs). These responses reflected the hardship faced by 30% of Principals who had not registered effective communication of vision and mission statements.

The Principals who responded that there were no communication challenges indicated that they participated in formulating and articulating the vision and mission statements. They reported that these statements were shared during school forums and senior management meetings. They emphasized that the same statements had further been cascaded to the students through school anthems which were sang regularly, enhancing the internalization of the vision and mission statements. According to the Principals, these multiple approaches in communication led to the infusion of the vision and mission statements into the culture of their respective schools. The foregoing findings were consistent with Tomlinson's (2006) observation that the leader starts with sharing a vision and negotiating with others to build a stronger vision collaboratively, modelling the way, and encouraging minds and hearts to get extraordinary things done. The general observation was that most Principals helped in effective communication of vision and mission statements. This was in line with Pearce and Robinson (2000) assertion that leaders help stakeholders embrace change by setting forth a clear vision of where the business strategy needs to take the organization. This was also in line with Harsey and Blanchard (1988) assertion that the skill of communication involves sharing strategies with others to the extent that they understand and accept the recommended actions.

4.2.2 Teachers' Perceptions of the Effects of Principals' Team Work Capabilities on the Development of Strategic Plans

The objective in this section was to find out teachers' perceptions of the effect of Principals' team work capabilities on the development of strategic plans for Public Secondary Schools. Table 13 is a summary of teachers' responses on the effect of Principals' team work capabilities on the development of strategic plans for public secondary schools.

Table 13

Responses on Principals' Team Work Capabilities on the Development of Strategic Plans

STATEMENT	SA (%)	A (%)	U (%)	D (%)	SD (%)	TOTAL
The Principal does not select specific teams to implement the strategic objectives.	9.2	24.1	11.6	35.6	19.5	303
The Principal causes the departments to collaborate during the implementation of the school strategic objectives.	26.3	44.3	7.3	12.7	9.3	300
The Principal has not facilitated staff training on team working and team building in order to enhance their competencies in the implementation of the school strategies.	11.4	18.6	5.9	36.3	27.8	306
The Principal encourages team work among the staff in the implementation of strategic plans.	40.5	40.5	4.9	7.5	6.5	306
The Principal does not work closely with staff members in the implementation of the school strategic plan.	9.7	12.0	5.8	37.0	35.4	308
Despite the efforts made by the Principal, conflicts arise during the implementation of strategic plans.	10.1	36.6	14.7	27.1	11.4	306
The teaching and non-teaching staff are not involved in the development of strategic plans.	10.5	19.0	7.2	43.3	20.0	305
The Parents-Teachers' Association (PTA) is involved in the development of school strategic plans.	27.4	44.0	10.1	12.7	5.9	307
The school executive B.o.M and the Principal normally control the development of the school strategic plans.	29.5	43.6	15.1	7.5	4.3	305
Most teachers feel appreciated because they are involved in the development of the school strategic plans.	20.3	39.3	12.5	17.4	10.5	310

The research hypothesis which guided the discussions in this section stated that: there is no statistically significant difference in teachers' perceptions of the effect of Principals' team work capabilities on the development of strategic plans for Public Secondary Schools. The response to

the statement that the Principal does not select specific teams to implement strategic objectives was favourable where 55.1% of teachers disagreed with the statement. The unfavourable response was constituted by 33.3% of teachers. This response implied that 33.3% of schools implemented strategic plans in a non-structured manner. This lack of tailor-made structures would create great fault lines in the adoption of strategic management in the affected public secondary schools. Teachers' responses to the statement that the Principal causes the departments to collaborate during implementation of the school strategic objectives had a high favourable support to it, with 70.6% of teachers agreeing with the statement. A few teachers (22.0%) disagreed with the statement, implying that there was less deliberate effort to motivate interdepartmental strategy implementation, and this would slow down adoption of strategic management in the affected schools.

According to 64.1% of teachers, Principals had not facilitated staff training on team working and team building in order to enhance their competencies in the implementation of school strategies. A moderate proportion of teachers (30%) responded that Principals had not trained staff in order to enhance their competency in the adoption of strategic management. This was an indication that most Principals endeared teamwork by facilitating team building for the implementation of school strategies. The response to the statement that the Principal encourages teamwork among staff in the implementation of strategic plans showed that the overwhelming majority (81%) of teachers agreed with the statement, which was the most favourable response on Principals' team working capabilities. A small proportion of 14% of teachers disagreed with the statement. In a nutshell, this indicated that Principals were good team players on strategy implementation. Teachers' response on the statement that the Principal does not work closely with staff members in the implementation of the school strategic plan elicited an overriding favourable response where 72.4% of teachers disagreed with the statement. A total of 21.7% of teachers agreed with the statement. This was another strong confirmation that whereas a minority of Principals did not infuse induction on teamwork in strategy implementation, over 70% were strongly embracing the team approach in strategy implementation. This occurrence was in support of the adoption of strategic management. The study found out that despite the teambuilding efforts made by the Principals, 46.7 % of teachers indicated that conflicts arise during the implementation of strategic plans. The favourable response to this statement added up to 38.5% of the teachers.

These responses indicated that there were splinter groups in many schools when it came to strategy implementation. These groups hindered the effective adoption of strategic management in majority of these affected schools.

Teachers' response to the statement that the teaching and non-teaching staff are not involved in the development of strategic plans showed that 63.3% of teachers disagreed with the statement. A small proportion of 29.5% agreed with the statement. The implication was that whereas majority of the Principals excelled on an inclusive strategy implementation policy, close to a third (30%) of the same Principals had not upheld the policy, which would easily lead to poor strategy implementation in every three out of 10 schools. The response to the statement that the Parents-Teachers' Association (PTA) is involved in the development of school strategic plans was favourable with 71.4% agreeing with the statement. A small ratio of 18.6% disagreed with the statement. The unfavourable response which was 18.6% paints a negative picture where the PTA, which is a key stakeholder, is not involved in the development of school strategic plans. This would slow down adoption of strategic management in the affected schools because such strategies depend on funding by the PTA.

The study found out that teachers' responses to the statement that the school executive BOM and the Principal normally control the development of the school strategic plans attracted a majority (73.1%) who agreed with the statement. The remaining 11.8% disagreed with the statement. These responses implied that there was a degree of an unhealthy boardroom centralized control of strategy implementation, which was likely to stifle initiative among the staff and therefore be unfavourable in the adoption of strategic management. The response to the statement that most teachers feel appreciated because they were involved in the development of school strategic plans had a large proportion of the respondents (54.6%) agreeing with the statement. A sizeable proportion (27.9%) disagreed with the statement. The unfavorable response indicates a level of dissatisfaction in the involvement of teachers in strategy development, which was likely to lead to slow or poor adoption of strategic management in affected secondary schools. Table 14 presents a summary of teachers' mean perceptions of the effect of Principals' teamwork capabilities on strategic plan development.

Table 14
Perceptions of mean Effects of Principals' Teamwork Capabilities on the Development of Strategic Plans

Teamwork Capability Statements	N	Mean	Std. Deviation
The Principal does not select specific teams to implement the strategic objectives.	303	3.3201	1.28407
The Principal causes the departments to collaborate during the implementation of school strategic objectives	300	3.6567	1.25327
The Principal has not facilitated staff training on team working and team building in order to enhance their competencies in the implementation of the school strategies	306	3.5033	1.36766
The Principal encourages teamwork among the staff in the implementation of the strategic plans.	306	4.0098	1.16079
The Principal does not work closely with staff members in the implementation of the school strategic plan.	308	3.7630	1.31106
Despite the efforts made by the Principal, conflicts arise during the implementation of the strategic plans	306	2.9314	1.22482
The teaching and non-teaching staff are not involved in the development of strategic plans	305	3.4328	1.28871
The Parents-Teachers' Association (PTA) is involved in the development of school strategic plans.	307	3.7427	1.16129
The school executive B.o.G and the Principal normally control the development of the school strategic plans.	305	3.8656	1.05676
Most teachers feel appreciated because they are involved in the development of the school strategic plans.	305	3.4164	1.27748
Principals' teamwork capabilities mean	308	3.5308	.76409

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

For the purpose of this study, these descriptive statistics were classified as high (3.5-5.0), moderate (3.0-3.4), and low (2.0-2.9). Responses on the Principals' teamwork capabilities were high on six items: 3.656, 3.5033, 4.0098, 3.7630, 3.7427 and 3.8656. There were no responses which indicated low Principals' capabilities on teamwork. However, four items were moderate:

3.3201, 2.9314, 3.4328 and 3.4164. The overall mean response was high at 3.5308. This implied that whereas Principals endeared teamwork they still experienced challenges to do with key stakeholders' inclusion during the implementation of strategic management. Table 15 shows that teachers rated 49.4% of Principals as high while 42.25% were indicated as moderate in their teamwork capabilities.

Table 15

Principals' Teamwork Capability Levels in the Development of Strategic Plans

Team Work Capability	Frequency	Valid Percent
Low	26	8.4
Moderate	130	42.2
High	152	49.4
Total	308	100.0

A small percentage of only 8.4% of Principals were rated low on team work capabilities. Considering that teamwork has a multiplicative effect on outcomes, this percentage was relatively high, calling for appropriate administrative intervention measure for the smooth adoption of strategic management. These statistics implied that on a general basis, Principals had high team work capabilities in mobilizing stakeholders for the development of strategic plans. From Tables 15 and 17 it was evident that teachers indicated that majority of Principals in various schools were rated moderate to high on harnessing teamwork for the development of strategic plans. However, a small percentage (8.4%) of Principals rated low would have a negative effect on the adoption of strategic management in the same percentage of sampled schools. This meant that whereas 91.65% of teachers indicated moderate to high capabilities in the adoption of strategic management, 8.4% of them indicated that schools were unlikely to adopt strategic management as expected by MOES&T. In summary, teachers' perceptions Principals' teamwork capabilities played a supportive role in the adoption of strategic management public secondary schools.

Table 16 is a summary of the teachers' responses on the development and launch of school strategic plans. The responses were computed in frequencies and percentages as indicated.

Table 16

Teachers' responses on Levels of Development and Formal Launch of School Strategic Plans

Development and Formal Launch of School Strategic Plans	Frequency	Percent
Yes	201	69.1
No	90	30.9
Total	291	100.0

Table 16 indicates that whereas 69.1% of teachers indicated that schools had developed and launched the school strategic plans, 30.9%, which was a large proportion, had not done so. This was significant a number considering that adoption of strategic management has a very profound positive effect on organizational performance. This failure by a large proportion of schools to develop and launch strategic plans may have been occasioned by many factors such as poor Principals' communication and teamwork capabilities. This percentage was consistent with the 30% of respondents who indicated that Principals had challenges in communication abilities and teamwork capabilities in the adoption of strategic management in public secondary schools. These statistics led to one salient finding: that about 30% of Principals were not effective in the adoption of strategic management.

Table 17 is a summary of teachers' responses on the dependent variable statements on the development and launch of school strategic plans.

Table 17

Teachers' perceptions of Principals' Competencies in the Development and Launch of School Strategic Plans

Development and Launch of School Strategic Plans	SA	A	U	D	SD
	%	%	%	%	%
The school did not contract a consultant during the development of its strategic plan.	14.0	18.1	15.4	31.8	20.7
All stakeholders participated during the development of the school strategic plan.	24.6	37.9	14.3	17.9	5.3
The strategic plan has not been published for circulation to all members of staff.	15.3	28.9	7.0	26.2	22.6
The strategic plan has formally been launched in a major school function.	26.2	29.2	9.0	20.6	15.0
There is no special team that oversees the implementation of the strategic plan in the school.	14.4	27.2	13.8	29.2	15.4
The school carries out a comprehensive review of the strategic plan annually.	12.1	22.5	19.1	28.5	17.8

The response on the statement that the school did not contract a consultant during the development of its strategic plan indicated that a total of 52% of teachers disagreed with the statement, while 32.1% agreed with it. The over 30% of teachers who indicated that schools which did not engage consultants may not have done a good job in the development of their strategic plans, and this raised a red flag on the adoption of strategic management in the concerned schools. Teachers' response to the statement that all stakeholders participated in the development of the school strategic plan was favourable with 62.5% agreeing with it. Those who disagreed with the statement added up to 23.2%. The over 20% schools in which stakeholders did not participate in strategy formulation was an indication that these non-participating stakeholders would not easily buy into the strategic plans. This situation would have a limiting

effecf on the adoption of strategic management. Teachers' responses to the statement that the strategic plan has not been published for circulation to all members of staff had a balanced unfavourable and the favourable responses of 44.2% of respondents agreeing and 48.8% of them disagreeing with the statement. The implication was that close to a half of schools did not make the strategic plan available to staff yet they were expected to own and implement it. This was a great gap when it comes to the daily implementation of strategic plans in schools, and hence hampering the adoption of strategic management in the 44.2% of the public secondary schools. Teachers' responses to the statement that the strategic plan has formally been launched in a major school function elicited an overwhelming favourable response with 55.4% agreeing with the statement. The unfavourable response indicated that 41.6% disagreed with the statement. The general observation here was that 41.6% of schools had not shared their strategy formally with all stakeholders. This implied that the strategy was not a shared vision for strategy adoption in schools.

The response to the statement that there is no special team that oversees the implementation of the strategic plan in the school, indicated a near-half spilt between the favourable and the unfavourable responses. The favourable response consisted of 44.6% of teachers disagreeing with the statement. The unfavourable response was constituted by 41.6% of teachers who agreed with the statement. The large percentage of over 40% of schools where there was no special strategy implementation team would reduce the effectiveness of the adoption of strategic management in the affected public schools. Teachers' response to the statement that the school carries out a comprehensive review of the strategic plan annually showed that 34.6% agreed with the statement. The unfavourable response was constituted by 46.3% of teachers who disagreed with the statement. The over 45% unfavourable response indicated that a majority of schools draw strategic plans but did not put in place mechanisms of reviewing their operationalization before the end of the implementation period. This was a weakness in the adoption of strategic management which would lead to poor results in the performance of the affected schools.

Table 18 is a summary of the Principals' competencies in development of strategic plans.

Table 18

Teachers' Perceptions of Principals' Competencies in the Development of Strategic Plans

Development of Strategic Plans	N	Mean	Std. Deviation
The school did not contract a consultant during the development of the strategic plan	299	3.2709	1.34994
All stake holders participated in the development of the school strategic plan	301	3.5847	1.19036
The strategic plan has not been published for circulation to all members of staff	301	3.1196	1.43492
The strategic plan has been formally launched in a major school function	301	3.3123	1.43370
There is no special team that oversees the implementation of the strategic plan in the school	298	3.0403	1.32766
The school carries out a comprehensive review of the strategic plan annually	298	2.8255	1.29610
Development of strategic plans mean	301	3.1788	.90494

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

Table 18 shows that the mean response in one item was high (3. 5847). Three items were moderate: 3.2709; 3.1196 and 3.0403. One item was rated low (2.8255). The lowest item indicated that schools seldom carry out strategic plan review, which is an expectation in a properly executed strategic management process. These statistics indicated that 83.33% of Principals were rated moderate to high in their strategic plan development competencies. This implied that majority of schools did well in the development of strategic plans, paving way for the adoption of strategic management. The remaining 16.66% of Principals were rated low in their strategic plan development competencies. This implied that in 16.66% of schools the adoption of strategic management would be slowed down by Principals' low competence levels on strategic plan development.

Testing the Research Hypothesis:

H$_o$2: There is no statistically significant difference in teachers' perceptions of the effect of Principals' team work capabilities on the development of strategic plans for Public Secondary Schools.

To compare means on the development of strategic plans by levels of Principals' teamwork capabilities, ANOVA on mean descriptive statistics was carried out as shown in Table 19.

Table 19

ANOVA of Mean Effect of Principals' Teamwork Capabilities on the Development of Strategic Plans

Group	N	Mean	Std. Deviation	Std. Error
Low	25	2.2133	.84234	.16847
Moderate	127	2.9514	.74746	.06633
High	149	3.5347	.86021	.07047
Total	301	3.1788	.90494	.05216

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

The study revealed that the effects of Principals' teamwork capabilities on strategic plan development were rated at three levels. Principals who were rated low comprised of 8.305% with a mean of 2.2133; those who were rated moderate were 42.19% with a mean of 2.951; and those rated high were 49.50% with a mean of 3.5347. The cumulative total of Principals rated high and moderate were 91.69%. This implied that they were in a position to bring on board all stakeholders in the adoption of strategic management in their respective schools. Principals rated low in team work capabilities had a high standard deviation. This implies that there were Principals who were rated very low. This low rating led to poor or no adoption of strategic management in the affected schools.

To compare the means, ANOVA on the development of strategic plans was carried out. The results are presented in Table 20.

Table 20
ANOVA on the Development of Strategic Plans

Groups	Sum of Squares	df	Mean Square	F	p
Between Groups	48.738	2	24.369	36.874	.0001
Within Groups	196.939	298	.661		
Total	245.678	300			

Critical values   (N=300; df=2,298; p= 0.05; F= 3.03)

Calculated values (df=2,298; F=36.874; p=0.0001)

The study found out that the difference among the low, moderate and high was significant at alpha (α)0.05 level, $F_{(2, 298)}$=36.876, p=0.000. Multiple comparison "post hoc" tests were carried out in order to determine where the differences were among the groups. The results are summarized in Table 21showing that the differences between groups were significant at p<0.05.

Table 21

Multiple Comparisons Using the Scheffe "Post hoc" Tests on Principals' Team work Capabilities

Groups	Mean Difference	Std Error	p- value
Low versus Moderate	-.73811	.17787	.000
Low verses High	-1.32134	.17570	.000
Moderate Versus High	-.58323	.09818	.000

Critical values   (N=300; df 2,298; p= 0.05; F= 3.03)

Calculated values (df 2,298; F=36.874; p=0.0001)

This implied that the Principals' team work capabilities had a significant effect on the development of school strategic plans. The Scheffe 'post hoc' tests revealed that the greatest difference occurred between the Principals who were rated low and the moderate, with a mean difference of -1.32134. The lowest deviation occurred between Principals rated moderate and those rated high in their team work capabilities. The inference from these statistics was that Principals rated low in their team work capabilities caused the significant difference revealed in the ANOVA and 'post hoc' statistics in Tables 23 and 24. This led to the conclusion that Principals' teamwork capabilities had a significant effect on the development of strategic plans for the adoption of strategic management.

The data gathered through interviews with the Principals were analyzed with a view to taking into consideration their responses on team work and the development of strategic plans. The number of Principals who indicated that the school they headed had not participated in the development of more than one strategic plan were 13(50%), while those who had participated in the development of more than one strategic plan were also 13(50%). On the involvement of the BOM and PTA during the development of strategic plans, most Principals (80.76%) responded that the PTA was involved more than the BOM on the detailed development of strategic plans. This implied that most Board members may not have availed themselves for the long meetings associated with the development of strategic plans. Those schools which had not involved the BOM and PTA were the minority (19.23%). They justified their response by confirming that they had not developed strategic plans and thus the non-involvement of the said stakeholders. Other Principals indicated that an expert had developed the entire strategic plan and theirs as a school was just to implement it. The interview also sought an explanation from the Principals on how the schools they headed harnessed team approach in the implementation of strategic plans. A few Principals (7.6%) had not involved any stakeholder because they had not begun the strategic planning process. Some Principals confirmed that they involved fewer stakeholders in the development of the first strategic plan and that they widened their scope of stakeholder involvement in the development of the subsequent strategic plans.

The interviews also sought to establish challenges encountered by Principals during the development of strategic plans. The greatest challenge cited by over 90% of the Principals was to do with financial constraints. Beginning from hiring of the expensive consultants through the convening and facilitating stakeholders' meetings, most Principals reported that there were great financial hardships. They confirmed that most schools did not have the financial muscle to support the strategic planning process which called for the unreserved deployment of financial resources. This implied that most schools just engaged in the bare minimum work in order to complete the strategic planning process. This scenario was likely to result in minimum impact of strategies on the performance schools. Many Principals indicated that time was not easily available for the strategic planning process. This was because most stakeholders engaged in long discourses before reaching any meaningful consensus. The long discourses were even more pronounced because teachers were not committed to the process and discussions tended to revolve around a few members who had a general concept on strategic planning. Principals further noted that being a new concept, strategic planning was handled in a suspicious manner. Some stakeholders viewed it as a time-wasting MOES&T directive which was of no value to the well being of their schools. The non-teaching staff in most schools did not comprehend the entire process and thus deliberations to buy in their support took even a longer time than anticipated.

The limited knowledge in the scope of many of the participants was pervasive in the entire process. Principals reported that even the MOES&T officials viewed the SP consultants as strangers who had no feel of education. This implied that most discussions and interactions in the development of strategy were likely to be barred by a psychological concrete wall between the SP experts and the educationists, an occurrence that tended to block the much desired strategic planning process. Principals also reported that another dimension of ideological shift arose from the fact there was great turnover of BOM membership. The departure of old and arrival of new BOM members called for the induction of the new members into the school strategy. Hence time was consumed and resources reallocated for the sharing of information with the new members whose role was critical for the success of strategy. The Principals' response on whether they needed training on strategic management indicated that 100% (26 out of 26) Principals recommended that Principals should be trained on strategic management. The

Principals gave three major reasons for the need for their training on strategic management. The first reason was that the training on strategic management would add value to their conceptual skills on strategic management. This was because strategic planning and management were not offered as a component in their university education administration course. With this training, the Principals contended that they would be more innovative, creative and dynamic in their managerial roles. The second reason Principals gave as a basis for their need to be trained on strategic management was that this would place them on the right path with regard to strategy formulation and development in their respective schools. The thorough knowledge on strategic planning would stimulate originality and enable the Principals to provide valid guidance during the strategy meetings.

Some Principals emphasized that the management of schools in the 21st Century needed strategic thinking which would sharpen their creative thinking in aligning the school vision to the resultant strategy. The third and last reason advanced by Principals in support of the need to train them on a strategic management was for the enhancement of their capacity in strategy implementation and management. This would make the strategy documents remain alive through implementation in their schools. With knowledge on strategic management, Principals noted that they would mainstream all their school activities in a common understanding of the strategic management details. In this manner, Principals would be saved from muddling through in strategy implementation. Further, they argued that with the training on strategic management they would also be more effective in the strategy monitoring and evaluation processes. Finally, Principals indicated that training on strategic management was significant for them because they would be in a good position to evaluate the success of the strategy when it would have been implemented full cycle.

The Principals concurred on a large number of matters with regard to the implementation of strategic plans. They indicated that they involved infrastructural, academic, spiritual and guidance and counselling committees in the implementation of strategic plans. They also agreed on the involvement of an overall committee which oversees the entire strategic plan implementation process. They confirmed that the involvement of students in these processes was minimal. Many schools as indicated by the Principals did not put in place structured review of

strategic plan implementation by stakeholders. A few Principals (8%) responded that they involved Heads of Departments (H.O.Ds) in the terminal review of strategic plan implementation. These responses led to one general finding: that most schools did not have a clear strategy on the development and implementation of strategic plans and that the new strategic management approach was yet to be properly mainstreamed in the management of schools. These findings were consistent with Bryson's (1989) which concluded that leadership is the main driver in organizational change, because it leads to direction, influence and motivates the behaviour of personnel to channel their efforts into the desired direction. From the findings of this study, most Principals were team leaders who motivated the rest of the staff towards achieving desired strategic goals. However, a few of them did not exert great influence and hence less effectiveness in the adoption of strategic management.

4.2.3 Teachers' Perceptions of the Effects of Principals' Interpersonal Skills during Organizational Restructuring for Adoption of Strategic Management

The objective in this section was to establish teachers' perceptions of the effect of Principals' interpersonal skills on organizational restructuring for the adoption of strategic management for Public Secondary Schools. The hypothesis which was tested in relation to the objective was: there is no statistically significant difference in teachers' perceptions of the effect of Principals' interpersonal skills on organizational restructuring for the adoption of strategic management for Public Secondary Schools.

Table 22 presents teachers' responses on their perceptions of the effect of Principals' interpersonal skills during organizational restructuring for adoption of strategic management.

Table 22

Teachers' Perceptions of Effect of Principals' Interpersonal Skills during Organizational Restructuring for Adoption of Strategic Management

Statements on Principals' Interpersonal Skills	SA (%)	A (%)	U (%)	D (%)	SD (%)	TOTAL
The Principal discusses strategic issues informally in order to buy in staff members' support.	14.5	31.7	13.1	26.4	14.2	303
Change of staff roles for strategy implementation was not preceded by sensitization of staff; hence great resistance was experienced during the implementation of the first strategic plan.	6.6	21.7	22.0	35.2	14.5	304
Following organizational restructuring, the Principal talked to specific staff whose roles changed, in order to avert role conflicts during the implementation of the first strategic plan.	7.3	32.7	23.4	25.7	10.9	303
The Principal's diplomacy enabled the smooth organizational restructuring for the implementation of the first strategic plan.	20.0	43.9	12.1	16.4	7.5	305
During the reorganization of the school administrative structure, the Principal depended mainly on the views of the Senior Staff.	8.5	32.6	13.7	33.9	11.4	307
The Principal ensured that staff remained happy as their roles were being changed for strategy implementation.	9.1	41.0	19.5	18.9	11.4	307
The Principal considered the opinions of staff during the restructuring process.	21.1	44.1	9.5	15.8	9.5	305
There was great disaffection when staff roles were changed by the Principal during the administrative restructuring process.	6.6	22.8	21.8	38.6	10.2	303
Formal communication was made by the Principal to those staff members whose roles changed during the administrative restructuring process.	15.2	48.5	15.8	14.2	6.3	303
The Principal did not facilitate the development of job descriptions as the new role players went into office.	9.2	23.1	15.8	36.0	15.8	303

The responses to the statements in Table 22 were either favourable or unfavourable. These responses depended on the teachers' observations of the Principals' managerial behaviour with regard to the deployment of interpersonal skills during organizational restructuring for the adoption of strategic management. Teachers' responses to the statement that the Principal discusses strategic issues informally in order to buy in staff members' support were favourable by a small margin, where 46.2% of teachers agreed with the statement. The teachers whose responses were unfavourable to the statement were 40.6%. These responses indicated that there was a small margin between favourable and unfavourable observations by the teachers. This indicated that those Principals who discussed and those who did not discuss issues informally were almost of equal proportions. This implied that close to 50% of Principals informally convinced their staff to embrace strategic management in their schools.

The statement that change of staff roles for strategy implementation was not preceded by sensitization of staff; hence great resistance was experienced during the implementation of the first strategic plan elicited a favourable response of 49.7%. The unfavourable response was constituted by 28.3% of teachers who agreed with the statement. The implication of this response was that most schools sensitized staff as restructuring processes were being put in place. This would reduce any likely resistance to change and hence boost the adoption of strategic management. The statement that following organizational restructuring, the Principal talked to specific staff whose roles changed in order to avert role conflicts during the implementation of the first strategic plan elicited favourable responses, with 40.00% agreeing with it. Whereas a higher proportion of Principals talked to staff whose roles would change upon the implementation of the strategic plan, the percentage (36.6%) of Principals who did not do so was still high. The implication of these responses was that there would be ease in strategy adoption in a larger number of schools. Conversely, there would be hardship in an equally large number of schools, leading to likely little enthusiasm in the adoption of strategic management. Teachers' response to the statement that the Principals' diplomacy enabled the smooth organizational restructuring for the implementation of the first strategic plan was overwhelmingly favourable, with 63.9% of teachers agreeing with the statement. The unfavourable response was minimal, where 23.9% disagreed with the statement. This was an indication that majority of the Principals used good interpersonal skills to buy in staff members support to the restructuring process. This

would lead to ease in the adoption of strategic management in majority of the public secondary schools.

The responses to the statement that during the reorganization of the school administrative structure, the Principals depended mainly on the views of the senior staff, was favourable by a small margin, with 45.3% of teachers disagreeing with the statement. The unfavourable response was constituted by 41.1% of respondents who agreed with the statement. These responses strongly pointed to the likely occurrence that the Principal leaned towards the senior staff on matters of strategy adoption. This leaning would negatively affect the adoption of strategic management because the implementation of strategies is done at the overall staff level. The implication of this was that senior staff would have great challenges enforcing strategy adoption. This challenge would arise from lack of strategy ownership among the junior and support staff who would take it that strategy adoption rested squarely on the shoulders of the Principal and senior staff.

The response to the statement that the Principal ensured that staff remained happy as their roles were being changed for strategy implementation was strongly favourable with 50.1% of teachers agreeing with the statement. The unfavourable response was constituted by 30.3% of respondents who disagreed with the statement. On overall basis, the implication of the responses was that there was a great attempt by Principals to keep the staff happy as their roles were being redefined for strategy implementation. However, the remaining 30.3% of staff needed further sensitization in a persuasive mode that would be predictive of great success in strategy implementation. The responses to the statement that the Principal considered the opinions of staff during the restructuring process had a pronounced favourable response with 65.2% agreeing with the statement. Those respondents who disagreed with the statement were 25.3%. This was a great indication that most Principals were good listeners and endeared a participative approach in the process of restructuring staff roles. However, the 25.3% of the Principals who did not listen to staff opinions would encounter a hardship in the adoption of strategic management. Teachers' responses to the statement that there was great disaffection when staff roles were changed by the Principal during the administrative restructuring process attracted a larger favourable response with 48.8% agreeing with the statement. Conversely, 39.4% of the respondents agreed with the

statement. The fair view on these responses was that there was considerable disaffection with the restructuring process, which might have aggrieved a number of staff whose roles were redefined during the restructuring process. This would negatively affect the adoption of strategic management in close to 40.00% of schools. The Principals would have averted such a scenario by considering an approach that would have led to buying in the support of stakeholders for adoption of strategic management in their respective schools.

The statement that formal communication was made by the Principal to those staff members whose roles changed during the administrative restructuring process elicited a favourable response, where 63.7% of teachers agreed with it. However, there was a total of over 20% unfavourable response, where teachers disagreed with the statement. This implied that in 20% of schools, role changes were not formally announced. This failure to formalize the changes would slow down the adoption of strategic management because a number of staff whose roles were affected would resist changes introduced to facilitate the adoption of strategic management principles. Teachers' response to the statement that the Principals did not facilitate the development of job descriptions as the new role players went into office was majorly favourable with 51.8% of respondents disagreeing with the statement. The unfavourable response was constituted by 32.6% of respondents who agreed with the statement. The general observation on this analysis was that for lack of job descriptions, most new role players in the affected schools were likely to just muddle on in the adoption of strategic management.

Table 23 is a summary of teachers' responses to organizational restructuring activities which took place in readiness for the implementation of the school strategic plans.

Table 23

Organizational Restructuring Activities which took place in readiness for the implementation of school Strategic Plans

Restructuring before strategy Implementation	Frequency	Valid Percent
Formal announcement on staff who will oversee implementation	152	61.8
Change of responsibilities without prior notice	42	17.1
A redesign of school organizational structure	52	21.1
	246	100.0

The Table indicates that 61.8% of schools had made formal announcements on staff who would oversee the implementation of strategic plans. The Table also indicates that 21.1% of schools had engaged in redesigning organizational structures. The remaining 17.1% of the schools had changed staff responsibilities without prior notification of the affected role players among the staff. The latter groups of schools indicate that the 17.1% of Principals made changes without preparation of role players, which may have had a profound negative effect on strategic plan implementation in the affected schools.

Table 24 is a summary of teachers' responses on the dependent variable statements on school organizational restructuring for strategy implementation in the affected schools.

Table 24

Organizational Restructuring for Strategy Implementation

Organizational Restructuring for Strategy Implementation	SA (%)	A (%)	U (%)	D (%)	SD (%)
The school had a functional organizational structure before the launch of the strategic plan	13.8	48.7	16.4	14.8	6.4
The existing organizational structure was not redesigned after the implementation of the strategic plan	8.7	32.1	25.8	27.4	6.0
A formal announcement was made on occupants of new offices for strategy implementation.	8.8	33.0	19.9	27.6	10.8
New job descriptions were not developed after the redesign of the school organizational structure.	8.4	36.0	24.2	23.6	7.7
Regular meetings are held to review the efficient functioning of the new strategic organizational structure	9.7	25.4	13.7	35.5	15.7
It has been hard for many staff members to buy into the new organizational structure and its functions.	10.0	25.4	24.7	33.1	6.7

Teachers' responses to the statement that the school had a functional organizational structure before the launch of the strategic plan were favourable; where 62.5% agreed with it. The unfavourable response was composed of 21.2% of teachers who disagreed with the statement. These responses indicated that whereas many schools had functional structures, over 20% of them did not have such structures. This implies that there would be slow or poor implementation of strategic management in these schools which had not developed organizational structures aimed at supporting the adoption of strategic management. The response to the statement that the existing organizational structure was not redesigned after the implementation of the strategic plan attracted an unfavourable response to the statement, where 40.8% of teachers agreed with

the statement. The favourable responses, indicating that the structure was redesigned, were 33.4% of teachers who disagreed with the statement. This implied that the new strategy in majority of schools was not properly matched with structure, an occurrence which would easily lead to poor adoption of strategic management. On teachers' responses to the statement that a formal announcement was made on the occupants of new offices for strategy implementation, the favourable response had 41.8% of teachers agreeing with the statement. The unfavourable response was large, where 38.4% of teachers disagreed with the statement. The large unfavourable response would easily hamper strategy implementation because many teachers and stakeholders were not in the know of the lead officers in the implementation of strategy.

Teachers' responses to the statement that new job descriptions were not developed after the redesign of the school organizational structure indicated that the unfavourable response was greatest, with 44.4% of teachers agreeing with the statement. The favourable response was constituted by 31.3% respondents who disagreed with the statement. In a nutshell, these responses implied that all stakeholders who were tasked with strategy implementation would muddle through during this process. This would lead to poor implementation of strategic management in over 40% of schools. The statement that regular meetings are held to review the efficient functioning of the new strategic organizational structure elicited an unfavourable response where 51.2% of teachers disagreed with the statement. The favourable response was constituted by 35.1% of teachers who agreed with the statement. These responses had a relationship with the earlier responses on organizational restructuring which was not effected and hence there were no structures to review. The implication of this response was that it would be hard to effectively adopt strategic management in a school without putting in place a matching organizational structure. Further, without review of strategy implementation structures, the over 35.1% of schools would not succeed in the full implementation of agreed upon set of strategies as informed by the strategic plan.

Teachers' response to the statement that it has been hard for many staff members to buy into the new organizational structure and its functions elicited a favourable response where 39.8% of teachers disagreed with the statement. The unfavourable response was constituted by 35.4% of respondents who agreed with the statement. The overwhelming support to this statement

notwithstanding, it was notable that close to 40% of staff had a hardship buying into the new organizational structure and its functions. As already noted, this response may have been as a result of non-formal announcement of the restructuring process and the failure to come up with job descriptions to guide many role players in the implementation of strategy in many schools. This implied that in about 35% of schools, staff would not be committed to strategy implementation. This occurrence would, to a large extent, disable the adoption of strategic management in the affected schools. Table 25 shows mean descriptive statistics of Principals' competencies in organizational restructuring.

Table 25

Principals' Competencies in Organizational Restructuring

Competencies in Organizational Restructuring	N	Mean	Std. Deviation
The school had a functional organizational structure before the launch of the strategic plan.	298	3.4866	1.09859
The existing organizational structure was not redesigned after the implementation of the strategic plan.	299	2.8997	1.08527
A formal announcement was not made on occupants of the new offices for strategic implementation.	297	3.0135	1.17971
New job descriptions were not developed after the redesigning of the school organizational structure.	297	2.8620	1.10793
Regular meetings are held to review the efficient functioning of the new strategic organizational structure.	299	2.7793	1.25777
It has been hard for staff members to buy into the new organizational structure and its functions	299	3.0100	1.12173
Organizational restructuring for adoption of strategic management mean	299	3.0000	.72262

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

The Table shows that the mean responses to three items were moderate: 3.4860; 3.0135; and 3.0100. The mean responses to the remaining three items were low: 2.899; 2.8620 and 2.7793. The overall mean for organizational restructuring was moderate (3.000). These statistics

indicated that in 50% of the items Principals were rated low in organizational restructuring. Further, the statistics indicate that Principals were also rated moderate in 50% of the items. The implication of these findings was that 50% of Principals rated low had not put in place meaningful organizational restructuring to support the adoption of strategic management. Consequently, 50% of schools would not have effective adoption of strategic management because they lacked enabling organizational structures to support initiatives brought about by strategy adoption. The statistics indicated that the remaining 50% of Principals were rated moderate on organizational restructuring for strategy adoption, implying that none of the Principals was above average on this item. As a result, holding all other factors constant, the strategy adoption outcomes would also be average in the remaining 50% of the schools. In summary, these statistics painted a picture of a situation where the adoption of strategic management in schools would not be effective because there were no proper organizational structures to drive the school towards the desired adoption of strategic management for efficient service delivery. Table 26 shows three levels of Principals' interpersonal skills in organizational restructuring for the adoption of strategic management.

Table 26
Perceived Levels of Principals' Interpersonal Skills in Organizational Restructuring

Levels of Principals' Interpersonal Skills	Frequency	Percent
Low	30	9.8
Moderate	196	63.8
High	81	26.4
Total	307	100.0

The Table indicates that 9.8% of Principals were low, 63.8% were moderate and 26.4% were high in their interpersonal skills. The 9.8% low levels of Principals' interpersonal skills represented the same proportion of secondary schools with low organizational restructuring. This implied that in the 9.8% of schools, Principals were in possession of low interpersonal skills leading to low levels of organizational restructuring. Most teachers (90.2%) rated Principals

high and moderate in their interpersonal skills. This implied that in these schools there were high chances of smooth organizational restructuring if and when Principals put in place mechanisms for the adoption of strategic management.

The testing of the research hypothesis:

H$_o$3: There is no statistically significant difference in teachers' perceptions of the effect of Principals' interpersonal skills on organizational restructuring for the adoption of strategic management for Public Secondary Schools.

The data on the perceived levels of principals' interpersonal skills in organizational restructuring was subjected to ANOVA in order to establish the effects of Principals' interpersonal skills during organizational restructuring for the adoption of strategic management. Table 27 shows the results of the analysis.

Table 27

ANOVA on Teachers' perceptions of the Effect of Principals' Interpersonal Skills on Organizational Restructuring

Group	N	Mean	Std. Deviation	Std. Error
Low	28	2.1607	.64227	.12138
Moderate	192	2.9141	.58485	.04221
High	79	3.5063	.69565	.07827
Total	299	3.0000	.72262	.04179

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

The study revealed that the effects of Principals' skills on organizational restructuring were rated at three levels. The Principals' who were rated low with a mean of 2.1607 were 9.3%; those rated moderate were 64.21% with a mean of 2.9141 and those who were rated high were 26.42% with a mean of 3.5063. These statistics implied that a total of 90.63% of Principals were rated moderate and high on interpersonal skills during organizational restructuring for the adoption of

strategic management. Principals rated moderate had a relatively lower standard deviation (0.58485) while those rated high had a highest standard deviation (0.69565) in their levels of interpersonal skills during organizational restructuring for the adoption of strategic management. This indicated that Principals rated high in their interpersonal skills had great deviations from their mean, while those rated low had lower deviations from their mean. The net effect of these varied deviations would be varied levels of organizational restructuring, resulting in either smooth or rough transition in the adoption of strategic management. On a general basis, these findings indicated that those Principals rated low on interpersonal skills would easily encounter difficulties in organizational restructuring. This would in turn lead to difficulties in the adoption of strategic management. The Principals who were rated high or moderate in their interpersonal skills would usher in smooth organizational restructuring for the adoption of strategic management.

To compare means among the three levels of Principals on the basis if interpersonal skills, ANOVA was carried out. The results are summarized in Table 28.

Table 28
Mean ANOVA on Effect of Principals' Interpersonal Skills on Organizational Restructuring

Groups	Sum of Squares	Df	Mean Square	F	p
Between Groups	41.394	2	20.697	53.638	.000
Within Groups	114.217	296	.386		
Total	155.611	298			

Critical values   (N= 298; df=2,296; p=0.05; F= 3.03)

Calculated values (df=2, 296; F=53.638; F= 0.0000)

The analysis revealed that the difference among the Principals of low, moderate and high interpersonal skills was significant at alpha (α) 0.05 level, F (2,296) = 53.638, p=0.000. This implied that the Principals' interpersonal skills had a significant effect during organizational restructuring for the adoption of strategic management. Multiple comparison 'post hoc' tests

were carried out in order to determine where the differences were among the groups. The results are summarized in Table 29.

Table 29
Multiple Comparisons Using Scheffe 'post-hoc' Tests on Principals' Interpersonal Skills

Groups	Mean Difference	Std Error	p- value
Low versus Moderate	-.75335	.12566	.000
Low verses High	-1.34561	.13662	.000
Moderate Versus High	-.59227	.08303	.000

Critical values   (N= 298; df=2,296; p=0.05; F= 3.03)
Calculated values (df=2, 296; F=53.638; F= 0.0000)

The Scheffe 'post hoc' tests revealed that the greater differences occurred between Principals of low and high interpersonal skills, with a mean difference of -1.32134. The low versus the moderate showed a moderate mean difference of -0.75335 while the moderate versus the high indicated a low mean difference of -0.59227. These mean difference in teachers' perceptions of the effect of Principals' interpersonal skills on organizational restructuring for the adoption of strategic management for Public Secondary Schools led to the decision that Principals' interpersonal skills had a significant effect during organizational restructuring for the adoption of strategic management.

The Principals' responses gathered during the interviews were analyzed in order to get more clarifications on the effect of Principals' interpersonal skills on the reorganization of the school structures for the adoption of strategic management. The Principals response on administrative reorganization indicated that 53.84% of Principals effected structural change while 46.15% of the total 26 Principals interviewed did not execute any administrative reorganization. The Principals who put in place administrative reorganization clarified how they undertook the process in a rational manner to achieve strategic objectives. Several Principals indicated that

they delegated more supervisory roles to HODs who steered task groups to achieve certain strategic goals. In most schools where changes were effected, most BOM and PTA members were brought on board to oversee the implementation of strategies aimed at infrastructure development and resource mobilization. In a few schools strategic plan implementation committees were put in place to support strategic organizational changes. It was also noted that some schools gave roles to the Students' Councils, for them to participate in the strategy implementation process.

The Principals who effected organizational changes in the schools they headed noted that great, effective communication was necessary. For this reason some schools organized staff retreats in order to buy in members support for strategy implementation. This was because there was a degree of resistance to the changes brought about by the adoption of strategic management and the implementation of strategic plans. In other schools Principals reported that staff was eager to take up new roles in the changed management environment. This was encouraged by open door policies especially on matters finance and strategy implementation. This motivated staff to take lead roles in areas where they had expertise for the effective delivery of desired strategies for the adoption of strategic management. On the other hand, there were schools where strategy was implemented on status quo mode with regard to management reorganization. This was as a result of conservative school cultures, which did not effectively support restructuring and innovation in strategy implementation. On an overall basis, many schools adopted changes in organizations where Principals embraced interpersonal skills in communication and delegation of responsibilities. The status quo with regard to management reorganization was maintained in institutions where minimal interpersonal skills were used to make members come to terms with organizational changes brought about by the adoption of strategic management. The reported organizational restructuring was in line with an assertion made by Frankel (2008) that the adoption of strategic management was an opportunity to make the necessary changes by realigning organizational structures to fit its new functions as per the new strategic direction. According to Hills (1966), organizational restructuring in education is necessitated by the introduction of either new functions or change in policy. KESI (2011) supports this view, that school Principals are viewed as strategic leaders who should adapt their organizations to strategic management through the alignment of the human capital in schools.

4.2.4 Teachers' Perceptions of the Effects of Principals' budgeting capabilities on the implementation of strategic goals

This subsection is a presentation of the statistical analysis report on the teachers' questionnaire and the interview schedule, which are clearly brought out in tables and descriptive statistics. The objective in this subsection of the study was to determine teachers' perceptions of the effect of Principals' budgeting capabilities on the implementation of strategic goals for public Secondary Schools. The research hypothesis in this section stated that: there is no statistically significant difference in teachers' perceptions of the effect of the Principals' budgeting capabilities on the implementation of strategic goals for Public Secondary Schools. Table 30 is a summary of teachers' responses to the statements on the effect of Principals' budgeting capabilities on the implementation of strategic goals for public Secondary Schools.

Table 30

Teachers' Perceptions of the Effect of Principals' Budgeting Capabilities on the Implementation of Strategic Goals

Capabilities in Linking Strategic Goals to the Budget	SA (%)	A (%)	U (%)	D (%)	SD (%)	TOTAL
At the beginning of every budgeting process, the Principal emphasizes the linkage between the budget and strategic objectives	16.7	36.3	13.4	20.6	13.1	306
The Principal has not aligned some departmental budgets to the school strategic objectives	11.6	24.5	21.2	331.5	11.3	302
The Principal ensures that the school budget supports the implementation of activities set out in the school strategic plan	22.5	45.0	12.1	14.0	6.5	307
At the strategy implementation level, the Principal does not allow the staff to have a significant influence	11.9	17.8	12.9	40.6	16.8	303
The Principal allows every department to prepare its budget with a clear focus on the implementation of the school strategic objectives	22.1	39.1	9.4	15.0	14.3	307
The Principal ascertains that the staff is not dissatisfied with the disbursement of funds for the implementation of their departmental strategies	11.8	36.1	18.7	21.6	11.8	305
The Principal ensures that the implementation of the school budget is always related to the school strategic objectives	19.3	46.4	14.7	11.8	7.8	306
There are times when departmental demands are inconsistent with the implementation of their budgets	10.8	51.5	17.0	16.4	4.3	305
Meetings are held regularly to review the extent to which the budget supports the school strategic objectives	10.4	24.6	13.3	33.6	18.3	301
The Principal does not consistently check the implementation of the budget as per the school strategic priorities	9.3	19.0	18.3	37.7	15.7	300

The Table indicates that the responses to the statements ranged from favourable to unfavourable. The response to the statement that at the beginning of every budgeting process the Principal emphasizes the linkage between the budget and strategic goals was generally favourable. Most teachers (53%) agreed with the statement. Those who disagreed with the statement were 33.7% of all respondents. This implied that in over 30% of the schools, Principals had not emphasized linkage of the budget to the strategic objectives. This would create difficulties in the adoption of strategic management in affected schools. The response to the statement that the Principal has not aligned some departmental budgets to the school strategic objectives was favourable by narrow margin. Teachers who disagreed with it added up to 42.8%. The teachers who agreed with the statement were 35.1%. This response was a likely indication that a large number (35.1%) of schools had not aligned sufficient finances to the strategic objectives. This would lead to financial constraints in the implementation of strategic plans for the adoption of strategic management.

The statement that the Principal ensures that the school budget supports the implementation of activities set out in the school strategic plan elicited an overwhelming favourable response, with 67.5% of teachers agreeing with it. The teachers who disagreed with the statement added up to 20.5%. This positive response aided in the budgetary support for the adoption of strategic management in over 60% of schools. However, the 20% of schools where financial resources were not allocated to the implementation of strategy would have great challenges in the adoption of strategic management. Teachers' response to the statement that at the strategy implementation level, the Principal does not allow staff to have significant influence was highly favourable with 57.4% disagreeing with it. The unfavourable response was low, with 29.7% agreeing with the statement. This implied that in close to 60% of Principals encouraged a participatory approach in the implementation of strategic plans. Naturally, this would lead to ease in the adoption of strategic management in these schools. However, there would be difficulties in the close to 30% of schools where staff did not have a significant influence in strategy implementation. This situation would stifle the adoption of strategic management in the affected schools.

The response to the statement that the Principal allows every department to prepare its budget with a clear focus on the implementation of strategic objectives was mainly favourable, with

61.2% of the teachers agreeing with it. The teachers who disagreed with the statement were 29.3%. The latitude given to teachers to prepare departmental budgets in 61.2% of schools was a very supportive management approach for the adoption of strategic management in the institutions. However, adoption of strategic management would not be easy to achieve in the 29.3% of schools where Principals did not encourage departmental budget preparation. The statement that the Principal ascertains that the staff is not dissatisfied with the disbursement of the funds for the implementation of their departmental strategies was favourable by a narrow margin, with 47.9% agreeing with the statement. The unfavourable response was constituted by 33.4% of teachers who disagreed with the statement. The implication of these responses was that the Principals did not have right mechanisms for ensuring that staff was not dissatisfied with the disbursement of funds for the implementation of their departmental strategies. This scenario had the potential of slowing down the adoption of strategic management in 33.4% of schools where Principals did not ensure that staff was satisfied with the allocation of funds for the adoption of strategic management. In the schools where Principals had clear mechanisms of financing strategic plans, strategic management was easily embraced and operationalized by staff.

The response on whether the Principal ensures that the implementation of the school budget is always related to the strategic objectives was favourable, with 65.7% of teachers agreeing with the statement. The unfavourable response added up to less than 20%, with 19.6% agreeing with the statement. This favourable finding had the implication that 65.7% of schools benefiting from funding related to strategic objectives adopted strategic management. Conversely, in 19.6% of schools where funding was not focused on key strategies, the adoption of strategic management would be slowed down. Teachers' responses to the statement that there are times when departmental demands are inconsistent with the implementation of their budgets were greatly unfavourable, where 62.3% of the respondents agreed with the statement. The remaining 20.7% of the respondents disagreed with the statement. This was an indication that many departments in many schools may have under budgeted and thus they pressed the schools for more resources which were not readily available. Alternatively, new demands were occasioned by unforeseen expenses which called for the allocation of more resources from the schools, causing strain in the adoption of strategic management. The net effect of this finding was that the Principals would

end up using great energy in the delicate balancing act of ensuring that departmental demands were consistent with budget implementation. These tendencies where departments tended to focus on unplanned activities would easily derail the adoption of strategic management in majority (62.3%) of schools. The few schools (20.7%) where focus was sustained in budget implementation easily adopted the anticipated strategic management.

The responses to the statement that meetings are held regularly to review the extent to which the budget supports the school strategic objectives was unfavourable with 51.9% of teachers disagreeing with it. The favourable response had 45.0% of teachers agreeing with the statement. This was a great weakness in schools where controls and reports on budgets may not have been entrenched with constant reviews for evaluation on the extent to which strategic objectives were being implemented. In the many schools where reviews were not held, the adoption of strategic management would easily be hampered. The schools which had regular reviews were better placed for proper adoption of strategic management which would lead to organizational improvement. Teachers' responses to the statement that the Principal does not consistently check the implementation of the budget as per the school strategic priorities were favourable to a large extent, where 53.4% of teachers disagreed with the statement. The unfavourable responses were constituted by 28.3% of teachers who agreed with the statement. This was another instance where Principals were perceived by teachers to be prudent managers with regard to budget implementation and monitoring for the realization of the school strategic priorities. The implication of these findings was that in the schools where Principals checked the implementation of the budget as per the priorities, the adoption of strategic management would proceed objectively. In schools where there were no controls on budget implementation, it would be hard to adopt strategic management, because funds were not clearly controlled and spent on priority areas anchored on school strategic plans.

Table 31 is a summary of Principals' budgeting capabilities on the implementation of strategic goals.

Table 31

Perceived Effects of Principals' budgeting capabilities on the implementation of strategic goals

Capabilities in Linking Strategic Goals to the Budgets for Strategic Plan Implementation	N	Mean	Std. Deviation
At the beginning of every budgeting process, the Principal emphasizes the linkage between the budget and strategic objectives.	306	3.2288	1.30822
The Principal has not aligned some departmental budgets are to the school strategic objectives.	302	3.0629	1.21426
The Principal ensures that the school budget supports the implementation of activities set out in the school strategic plan.	307	3.6287	1.16550
At the strategy implementation level, the Principal does not allow the staff to have a significant influence.	303	3.3267	1.27722
The Principal allows every department to prepare its budget with a clear focus on the implementation of the school strategic objectives.	307	3.3974	1.35945
The Principal ascertains that the staff is not dissatisfied with the disbursement of funds for the implementation of their departmental strategies.	305	3.1443	1.22696
The Principal ensures that the implementation of the school budget is always related to the school strategic objectives.	306	3.5752	1.15768
There are times when departmental demands are inconsistent with the implementation of their budgets.	305	2.5180	1.02622
Meetings are held regularly to review the extent to which the budget supports the school strategic objectives.	301	2.7508	1.29140
The Principal does not consistently check the implementation of the budget as per the school strategic priorities.	300	3.3133	1.21384
Principals' capabilities mean in linking strategic objectives to the budget	308	3.1562	.82974

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

The Table indicates that Principals were rated high on 20% of the items: 3.6287 and 3.5752. They were also rated low on 20% of the items: 2.5180 and 2.7508. Principals were rated high on 60% of the items: 3.228, 3.0629, 3.3267, 3.1443, 3.3133 and 3.3974. The overall mean rating of Principals on linking strategic objectives to the budget was moderate (3.1562). The implication of these statistics was that Principals were very keen on implementing the strategic plans through budgetary support to the strategic objectives. However, they paid little attention to budgetary controls which would have ensured that strategic matters were being financed and that departments did not deviate to financing non-strategic activities. The moderate overall rating of Principals on linking strategic objectives to the budget implied that about 80% of their administrative efforts created an enabling environment for the adoption of strategic management in their schools, which was a positive finding in this study.

Table 32 is a summary of levels of Principals' budgeting capabilities on the implementation of strategic goals.

Table 32

Perceived Effect of Principals' budgeting capabilities on the implementation of strategic goals

Linking Capabilities	Frequency	Valid Percent
Low	58	18.8
Moderate	157	51.0
High	93	30.2
Total	308	100.0

The Table indicates that most Principals' budgeting capabilities on the implementation of strategic goals were moderate (51.0%) followed by the high (30.2%) and the low (18.8%), respectively. This implied that with regard to the budget alignment, 81.2% of Principals' capabilities were supportive to the adoption of strategic management in the schools they headed.

Table 33 is an analysis of teachers' responses to the dependent variable statements on whether the school budget is prepared on the basis of the strategic plan.

Table 33

Response on Principals' Linking of Budgets to the Strategic Goals

Linking of Budgets to Strategic Plans	Frequency	Percent
Yes	175	64.1
No	98	35.9
Total	273	100.0

The Table indicates that 64.1% of schools prepare budgets on the basis of their strategic plans, while 35.9% do their budgets without basing them on strategic plans. The implication of this is that those schools which do not prepare the budgets on the basis of the strategic plans did not have such plans or ignored them in their budgets. Reference to Table 17 confirms that 64.8% of schools which prepared their budgets accordingly to strategic plans had developed such plans while the 30.9% of the schools had no strategic plan to provide a basis for their budgets. From this analysis, it was clear that adoption of strategic management would be done well in 64.1% where Principals ensured that budgets were linked to strategy implementation. In the remaining 35.9% of schools where the budgets were not linked to strategic objectives, it would be hard to have full adoption of strategic management.

Table 34 is an analysis of teachers' perceptions Principals' budgeting capabilities on the implementation of strategic goals.

Table 34
Principals' budgeting capabilities on the implementation of strategic goals

Linking School Budgets to School Strategic Objectives	SA %	A %	U %	D %	SD %
The school develops a budget annually which is approved by the Board of Management (BOM)	34.3	45.5	11.9.	5.6	2.6
Few senior members of the school administration participate in the preparation of the school budget.	13.2	43.4	13.9	21.5	7.9
All items in the school budget are aimed at implementing the school strategic plan.	16.9	39.4	20.2	19.5	4.0
At the budget implementation level, some resources are diverted by the school to non-strategic expenses.	8.6	29.9	25.9	24.6	11.0
Heads of departments hold regular consultative meetings to review the implementation of their budgets.	11.4	28.1	14.0	31.4	15.1
The school budget implementation is centralized to the Principal's office.	26.2	37.1	16.2	17.9	2.6

Teachers' response to the statement that the school develops a budget annually which is approved by the BOM was greatly favourable to this statement, where 89.8% of teachers agreed with it. The unfavourable response was insignificant, with 8.2% of teachers disagreeing with the statement. This was likely to be the actual scenario on strategy implementation because all school budgets must be approved by BOM before expenditure is incurred on the basis of the available funds, which are mainly received from the MOES&T. This implied that on an overall basis many budgets (89.8%) were focused on strategic budget were unfavourable to a great extent with 56.6% of teachers agreeing with the statement. The response to the statement that few senior members of the schools administration participate in the preparation of the school budget attracted an unfavourable response where 56.6% agreed with the statement. The

favourable response was constituted by 29.4% of teachers who disagreed with the statement. This indication of centralization tended to reduce the desired teachers participation in policy innovation and implementation. This implied that strategy formulation and implementation were centralized. This centralization would not strongly support the adoption of strategic management.

Teachers' response to the statement that all items in the school budget are aimed at implementing the school strategic plan was favourable with 56.3% agreeing with the statement. The unfavourable response was such that 13.5% disagreed with the statement. This was a clear indication that whereas many schools were striving to use all resources to attain their strategies, a few institutions reserved their full implementation of the budget in favour of other pressing school matters. This scenario would slow down the adoption of strategic management in public secondary schools. The teachers' response to the statement that at the budget implementation level, some resources are diverted by the school to non-strategic expenses was slightly unfavourable, with 38.57% agreeing with it. The favourable response was constituted by 36.07% of teachers who disagreed with the statement. The implication of these responses was that whereas resources were allocated for the implementation of strategic plans, many schools diverted such resources to the implementation of activities which were not captured in the school strategic plans. This occurrence worked against the adoption of strategic management in the schools.

The response to the statement that heads of departments hold regular consultative meetings to review the implementation of their budgets was mainly unfavourable with 46.5% of teachers disagreeing with it. The favourable response indicated that 39.5% of teachers agreed with the statement. The implication of this response was that because heads of departments did not closely monitor the implementation of strategies there was a likely creeping in of laxity in the entire process of the adoption of strategic management. The response to the statement that the school budget implementation is centralized to the Principal's office was generally unfavourable with 63.3%of teachers agreeing with the statement. The favourable response was constituted by 22.5% of teachers who disagreed with the statement. These responses pointed to one occurrence; that to a large extent school Principals did not delegate the budget implementation to the service departments, a practice that goes against the principle of the participatory approach in the

adoption of strategic management. Hence, this was likely to cripple smart strategic proposals meant to ensure that schools had sound adoption of strategic management.

Table 35 summarizes Principals' mean capabilities in the linking of the budget to the strategic plans.

Table 35

Principals' Mean Capabilities in Linking the Budgets to the Strategic Goals

Mean Capabilities in Linking the Budget to the Strategic Plans	N	Mean	Std. Deviation
The school develops a budget annually which is approved by the Board of Management (BOM).	303	4.0330	.96232
Few senior members of the school administration participate in the preparation of the school strategic plan.	302	2.6755	1.18153
All items in the school budget are aimed at implementing the school strategic plan.	302	3.4570	1.10412
At the budget level some resources are diverted by the school to non-strategic expenses.	301	2.9934	1.15468
Heads of departments hold regular consultative meetings to review implementation of the budget.	299	2.8930	1.28305
The school budget implementation is centralized to the school Principal's office.	302	2.3377	1.12588
Implementation of strategic plan mean	303	3.0506	.67762

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

Table 35 indicates that only one item (16.7%) had a high mean score (4.0330) and attracted the most favourable response. One item (16.7%) had a moderate rating (3.4570) while the rest of the items (66.6%), were rated low (2.6755; 2.9934; 2.8930 and 2.3377), which indicated a highly unfavourable response. The statistics implied that 66.6% of Principals had low capabilities in linking the budget to strategic plans. This would translate to the same percentage of schools failing to adopt strategic management in their institutions. The findings also indicate that only 16.7% of Principals were rated high in their capabilities in linking the budget to the strategic

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objectives. The same percentage (16.7%) of Principals had moderate capabilities in linking the budget to the strategic objectives. In summary, Principals were in a position to link their budgets to the strategic objectives in only 33.4% of items. The overall implication of these findings was that few schools were in a favourable state in finanacing the adoption of strategic management.

Testing the Research Hypothesis:

H₀4: There is no statistically significant difference in teachers' perceptions of the effect of the Principals' budgeting capabilities on the implementation of strategic goals for Public Secondary Schools.

In order to compare means of the high, moderate and low levels of perceived Principals' budgeting capabilities on the implementation of strategic goals, ANOVA was carried out. The results are presented in Table 36.

Table 36
ANOVA of the Perceived Principals' Capabilities in Linking Budgets to the Strategic Goals

Group	N	Mean	Std. Deviation	Std. Error
Low	58	2.4195	.56389	.07404
Moderate	155	2.9699	.49290	.03959
High	90	3.5963	.60169	.06342
Total	303	3.0506	.67762	.03893

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

The study revealed that 29.7% of Principals were rated high with a mean of 3.5963. Those Principals who were rated moderate were 51.15% with a mean of 2.9699 and those rated low were 19.14% with a mean of 2.4195. The results further indicated that the overall mean rating for the Principals was moderate, with a mean of 3.0506. The groups rated moderate and high added up to 80.86%. This implied that these two groups were constituted by Principals who, to a great extent, were in a position to link the budgets to the strategic plans and by extension adopt strategic management with ease. The remaining 19.14% of Principals represented schools where

the adoption of strategic management would be a challenge because finances were not linked to strategic management. The variances in groups on the linkage of the budget to the strategic objectives as shown in Table 36 were further subjected to ANOVA. The results of the analysis are as shown in Table 37.

Table 37
ANOVA of Perceived Principals' capabilities in Linking of the Budgets to the Strategic Goals

Groups	Sum of Squares	df	Mean Square	F	p
Between Groups	50.908	2	25.454	87.012	.000
Within Groups	87.761	300	.293		
Total	138.669	302			

Critical values **(N=302; df=2,300; p= 0.05; F= 3.03)**
Calculated values **(df=2,300; F= 87.012; p= 0.000)**

From the Table, the study found out that the difference in means among the low, moderate and high was significant at the alpha (α) 0.05 level, F (2,300) = 87.01, p = 0.000. This meant that according to teachers' perceptions Principals' capabilities in linking the strategic objectives to budget had significance on their implementation of strategic plans. In order to reveal where the differences were, multiple comparisons "post hoc" tests were carried out. The results were as summarized in Table 38.

Table 38
Multiple Comparisons using the Scheffe "post hoc" Test on the Perceived Effect of Principals' Budgeting Capabilities on the implementation of Strategic Goals

Groups	Mean Difference	Std Error	p-value
Low versus moderate	- .55035	.08325	.000
Low versus High	-1.17676	.09109	.000
Moderate Versus High	-.62640	.07168	.000

Critical values **(N=302; df 2,300; p= 0.05; F= 3.03)**
Calculated values (df 2,300; F= 87.012; p= 0.000)

The results showed that the difference between groups was significant at $p < 0.05$. The multiple Scheffe 'post hoc' tests revealed that the greatest mean difference (-1.1776) occurred between the Principals with low and high capability levels in linking the budget to the strategic objectives. The analysis between the low and the moderate showed the lowest difference of -0.55035. The analysis between the moderate and the high showed a moderate difference of -0.62640. These mean differences between groups indicated that the group of Principals with high levels of capability in linking the budget to the strategic objectives caused the significant difference revealed in Table 40. The implication of this finding was that these Principals rated high on linking the budget to the strategic goals were high by a wide margin, leading to the resultant significant difference of the effects of the Principals' capabilities in linking the strategic objectives to the budget for the implementation of strategic plans.

Further to the foregoing quantitative analysis, the qualitative data gathered by use of the Principals' interview schedule were also analyzed in order to establish their responses on the implementation of school strategic plans. The section 4.0 of the Principals' interview schedule had three sub-sections. The first sub-section sought response on financial challenges Principals encountered during the implementation of strategic plans. Most Principals reported that resources were inadequate for strategy implementation. They also reported that fees collection was very poor in many schools and hence the little collections made were utilized for basic and emergency expenses. Some schools were unable to raise the BOM members' travelling and sitting allowances, forcing them to avoid involvement of these key stakeholders in their strategy development and implementation. Some Principals pointed out that certain strategies adopted, such as the integration of Information Communication Technology (ICT) in teaching and learning were expensive to implement and they could easily turn out as "white elephant'' projects. The general observation on these responses was that whereas schools were willing to implement key strategies, financial constraints inhibited their full adoption of strategic management. With regard to steps taken by Principals to reduce the effect of financial challenges during the adoption of strategic management, there were varied responses. Most Principals indicated that they followed up Constituency Development Fund (CDF) bursaries for needy students in order to use any collections to implement strategy. Other Principals sought financial support from KCB Bank, the PTA, the Non-Governmental Organizations (NGOs), the Safaricom

Foundation and the County Government. For the schools that external sources of funding were not available they rationalized their budgets, to operate on bare minimum strategy implementation and strengthened their Income Generation Projects (IGPs) to boost their financial bases for the adoption of strategic management. Principals' responses to the item that sought to establish the extent to which they involved staff and other stakeholders in the development of budgets indicated that in most schools budget estimates originated from Heads of Subjects and were escalated to the HODs, to the Senior Management Team (SMT) and finally to the school administration. However, a number of Principals, especially those who were new in the school in which they were interviewed indicated that they were yet to align departmental budgets for approval by the BOM and implementation in the subsequent financial year. The general observation from these responses was that despite financial hardships encountered in strategy implementation, Principals mobilized external support as they also streamlined teams in the schools for strategy implementation to various levels of success.

These study findings on the linkage of the budget and strategic objectives indicated that the Principal played a delicate balancing act in order to emphasize in word and in action that the budget should be aligned to strategic goals as a matter of principle. These study finding were consistent with recommendations made by Messages and Media (2005), Kaplan and Norton (2006), and Kahihu (2014). Messages and Media (2005) emphasized that the LFM, should capture an aspect of budgeting in order to ensure that the budget is aligned to the organizations' strategic objectives. According to Kaplan and Norton, the BSC links the strategy to the management by ensuring that there is a continuous harnessing of all organizational efforts and capabilities towards the realization of its strategic objectives. Kaplan and Norton observe that the budgeting process is slow, cumbersome and hinders effective management during rapid change, such as organizational restructuring brought about by strategic management. Kahihu (2014) observes that the 20th Century accountability and performance measurement in public service revolved around financial accounting, focusing on the question of how much money has been spent on what. Kahihu notes that the 21st Century, emphasis is on aligning the financial resources to key result areas in an organization. The Principals interviewed in this study had indicated that they engaged in the aligning of resources to key strategic areas. Nevertheless, some teachers who participated in the study noted that in a number of schools some finances

were easily used in non-strategic matters, an occurrence which should be controlled for the successful adoption of strategic management in Public Secondary Schools.

4.2.5 Teachers' Perceptions of the Effects of Principals' Networking Abilities on the Adoption of Performance Management Systems

The objective in this section was to find out teachers' perceptions of the effects of Principals' networking abilities on the adoption of school performance management systems for Public Secondary Schools. The research hypothesis guiding this section of the study stated that: there is no statistically significant difference in teachers' perceptions of the effect of Principals' networking abilities on the adoption of school performance management systems for Public Secondary Schools. The responses to the statements in Table 39 were dependent on the teachers' observations of the Principals' managerial competencies with regard to the effect of networking abilities on the adoption of school performance management systems.

Table 39

Teachers' Responses on the perceived Effect of Principals' Networking Abilities on the Adoption of School Performance Management Systems

Networking Abilities and the Adoption of School Performance Management Systems	SA (%)	A (%)	U (%)	D (%)	SD (%)	TOTAL
The Principal is proactive on regular benchmarking programmes for value addition.	18.8	34.9	11.8	18.8	15.8	304
The Principal has not facilitated the formation of strong networks between its staff and those of other competitive schools.	13.8	21.4	7.9	39.5	17.4	304
The Principal works in liaison with other Principals of competitive schools, purposely to enhance academic progress.	28.0	38.5	11.5	11.8	10.2	304
It has been long since the Principal initiated a comprehensive benchmarking programme to enhance the school performance management system.	19.0	24.9	8.9	28.9	18.4	305
The Principal is very keen on the involvement of staff on introduction of the best performance practices.	23.6	50.8	7.0	10.0	8.6	301
The Principal has not caused the institutionalization of a benchmarked performance management system.	9.6	28.1	18.2	33.3	10.9	303
The Principal supports performance management which leads to performance appraisal.	25.8	44.4	12.1	11.1	6.5	306
The Principal has not managed to convince staff to adopt performance appraisal.	9.9	18.8	11.6	41.3	18.5	303
The Principal has initiated the development of performance management tools.	15.9	50.2	14.6	13.6	5.6	301
The Principal has not ensured that benchmarking reports have been documented for implementation and reference.	16.2	21.5	10.9	36.0	15.5	303

The response to the statement that the Principal is proactive on regular benchmarking programmes for value addition was favourable to a large extent, where 53.7% agreed with it. The unfavourable response was lower, where 34.6% disagreed with the statement. These responses implied that 53.7% of schools would have effective adoption of strategic management. The 34.6% of schools would have challenges in the adoption of strategic management. Teachers' response to the statement that the Principal has not facilitated the formation of strong networks between its staff and those of other competitive schools was favourable with 56.9% disagreeing with the statement. The unfavourable response indicated that 45.2% agreed with the statement. The implication from these responses was that 56.9% of schools had strong networks, while 45.2% did not have such networks, an occurrence that would easily hamper effective adoption of strategic management in the latter group of schools.

Teachers' responses to the statement that the Principal works in liaison with Principals of other competitive schools to enhance academic progress were highly favourable, with 66.5% agreeing with the statement. The unfavourable response was weak, with 21.8% disagreeing with the statement. This was a strong indication that majority of Principals had a strong working relationship amongst themselves for the enhancement of academic progress in their schools. The response implied that around 20% of schools would have challenges on the adoption of strategic management, while over 60% would easily integrate strategic management in their schools. Teachers' responses to the statement that it has been long since the Principal initiated a comprehensive benchmarking programme to enhance the school performance management system indicated a near-split between the favourable and unfavourable responses. The favourable response had 43.9% agreeing with the statement; the unfavourable response had 47.3% disagreeing with it. The total of 43.9% unfavourable response and 47.3% favourable response indicated that the numbers of schools in which Principals initiated and those who did not initiate benchmarking were close. This finding was a likely indication that performance management through benchmarking had not been accorded the importance it deserved for exemplary school performance.

On the adoption of strategic management, the 47.3% of schools which were open to initiative through benchmarking would easily adopt the maxims of strategic management. Conversely, those schools which lagged behind on benchmarking would be slow to adopt strategic management. The response to the statement that the Principal is very keen on the involvement of staff on introduction of the best performance practices was highly favourable, with 84.4% agreeing with the statement. The unfavourable response was weak, with 18.6% disagreeing with the statement. The overall response to this statement was a clear indication that over 80% of Principals were keen on the involvement of staff in the introduction of best performance practices in schools. Teachers' responses to the statement that the Principal has not caused the institutionalization of a benchmarked performance management system indicated that the favourable and the unfavourable response to the statement were close in magnitude. The favourable response indicated that 44.2% disagreed with the statement. The unfavourable response was close to this, with 37.7% agreeing with the statement. This was an indication that strategic management would be adopted in a favaourable manner in 44.2% of schools. However, there would be hardships in the adoption of strategic management in 37.7% of public schools.

The response to the statement that the Principal supports performance management which leads to performance appraisal was favourable, with 70.2% agreeing with the statement. The unfavourable response was weak, with 17.6% disagreeing with the statement. The response to this statement clearly indicated that Principals were very supportive to any initiative that would lead to performance appraisal and hence to teachers accountability in their teaching and learning responsibilities. This finding was consistent with Principals' favourable response to performance appraisal and contracting induction workshop in January, 2016. The TSC County Director noted that Principals unanimously supported the introduction of performance contracting and appraisal into the management of teachers in all public secondary schools (A. Cheruiyot, Personal Communication, 19th Januay, 2016). This supportive response would aid in the adoption of strategic management in schools.

Teachers' response to the statement that the Principal has not managed to convince staff to adopt performance appraisal was favourable response with 59.8% disagreeing with the statement. The unfavourable response was a bit weak, with 28.7% agreeing with the statement. These responses were an indication that schools were very supportive of performance appraisal, with the Principals spearheading the initiative. This favourable response would lead to effective adoption of strategic management in close to 60% of schools. The remaining 28.7% of schools would have challenges in the adoption of strategic management. The response to the statement that the Principal has initiated the development of performance management tools was strongly favourable, with 76.1% agreeing with the statement. The unfavourable response was weak with 19.2% disagreeing with the statement. This response was similar to the immediate preceding one in the sense that the Principals had high rating on their performance management initiatives. Hence, strategic management would be easy to adopt in the 76.1%. Little hardships in strategy adoption would easily be experienced in the few schools (19.2%). Teachers' response to the statement that the Principal has not ensured that benchmarking reports have been documented for implementation and reference indicated that the favourable response was stronger by a small margin, with 51.5% disagreeing with the statement. The unfavourable response was weaker with 37.7% agreeing with the statement. The observation made on these responses was that whereas strategy adoption calls for documentation of administrative processes, many Principals did not ensure that benchmarking reports were documented for implementation and reference. Consequently, this occurrence would affect the adoption of strategic management because the process is anchored on documentation for effective strategy adoption.

Table 40 is a summary of the perceived effect of Principals' networking abilities on the adoption of performance management systems.

Table 40

Perceived Effect of Principals' Networking Abilities on the Adoption of School Performance Management Systems

Effects of Networking Abilities on School Management Systems	N	Mean	Std. Deviation
The Principal is proactive on regular benchmarking programmes for value addition.	304	3.2204	1.36944
The Principal has not facilitated the formation of strong networks between its staff and those of competitive schools.	304	3.2533	1.34176
The Principal works in liaison with other Principals of competitive schools to enhance academic progress.	304	3.6217	1.28394
It has been long since the Principal initiated a comprehensive benchmarking programme to enhance the school management system.	305	3.0262	1.42786
The Principal is very keen on the involvement of staff on the introduction of best performance practices.	301	3.7076	1.18360
The Principal has not caused the institutionalization of a benchmarked performance management system.	303	3.0792	1.19616
The Principal supports performance management which leads to performance appraisal.	306	3.7190	1.15635
The Principal has not managed to convince staff to adopt performance appraisal.	303	3.3960	1.25871
The Principal has initiated the development of performance management tools.	301	3.5714	1.08584
The Principal has not ensured that benchmarking reports have been documented for implementation and reference.	303	3.1320	1.35285
Principals' networking abilities mean	308	3.3221	.88024

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

The Principals were rated high on 40% of the items: 3.6217, 3.7076, 3.7190 and 3.5714. The responses were moderate on 60% of the items: 3.2204, 3.233, 3.0262, 3.0792, 3.3960 and 3.1320. The general observation was that there was no item which indicated low Principals' networking capabilities. The overall mean response was 3.3221, which was a positive indication on the extent to which Principals endeared networking with worthy competitors in the secondary schools subsector. The implication of these findings was that Principals' networking abilities had a positive effect on performance management systems. In view of this finding, aspects of strategic management would be easy to adopt in all schools. This would even be highly favourable where matters of performance would be infused into the adoption of strategic management. The implications of these findings were that 83.1% of Principals had effective networking abilities which would lead to effective adoption of strategic management in the same proportion of schools. The remaining 16.9% of Principals representing the same ratio of schools did not have effective networking abilities and hence would have challenges in the adoption of strategic management.

Table 41 is a summary of the perceived effect of Principals' networking abilities on the adoption of performance management systems.

Table 41

Perceived Levels of Principals' Networking Abilities

Networking Abilities	Frequency	Valid Percent
Low	52	16.9
Moderate	129	41.9
High	127	41.2
Total	308	100.0

The Table shows that 41.2% of Principals were rated high while 41.9% were rated moderate in their networking abilities. A lower proportion of Principals (16.9%) were rated low in their networking abilities. These statistics implied that most Principals endeared networking with worthy competitors and industry leaders with regard to the search for the best practices in the

secondary schools subsector. Further, these statistics implied that 83.1% of Principals had effective networking abilities which would lead to effective adoption of strategic management in the schools they led. The remaining 16.9% of Principals, representing the same ratio of schools did not endear networking and benchmarking. This was an indication that there would be challenges in the adoption of strategic management in these schools. Table 42 is a summary of teachers' responses to the dependent variable on the status of their schools with regard to the development and use of performance appraisal tools.

Table 42

Teachers' Response on the Development and use of Performance Appraisal Tools

Development and use of Performance Appraisal Tools	Frequency	Valid Percent
The school has other assessment tools to gauge performance	144	54.1
The school is developing a tool for staff performance assessment	31	11.7
The school does not use other staff appraisal instruments	91	34.2
Total	266	100.0

The Table indicates that apart from the use of examination results, 54.1% of the schools had other assessment tools to gauge performance. The Table also indicates that 11.7% of the schools were developing tools for performance assessment, while 34.2% of the schools did not make use of any other appraisal instrument apart from the use of examination results. The use of other appraisal tools enhances the assessment of staff on co-curriculum activities, because education is intended for the holistic development of the student. When such tools are in place, teachers will fully implement the curriculum for the attainment of Kenya's national goals of education. The over 30% of schools without an alternative instrument to the examination results was an indication that a balanced assessment of staff performance was not possible in such schools and could hamper adoption of strategic management which has measurement of outcomes as a major operationalization component.

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Table 43 is a summary of teachers' responses on effect of Principals' networking abilities on the adoption of performance management systems.

Table 43

Teachers' Responses on Adoption of School Performance Management Systems

Adoption of School Performance Management Systems	SA %	A %	U %	D %	SD %
The school has a strong performance appraisal system	14.8	36.8	12.8	25.7	9.9
The staff members have not fully accepted the performance appraisal system	4.0	20.4	26.8	36.8	12.0
The school conducts annual staff performance appraisals	12.3	40.5	14.0	25.2	8.0
The staff members do not fully understand the school performance appraisal system.	13.9	32.1	13.6	29.8	10.6
The school has clearly defined rewards attached to excellent staff performance ratings.	20.5	44.9	10.6	14.5	9.6
The school performance management system should be reworked for the realization of excellent school results.	40.1	36.5	14.1	7.9	1.3

Teachers' responses to the statement that the school has a strong performance appraisal system were favourable, with 50.1% agreeing with the statement. The unfavourable response indicated that 37.7% strongly disagreed with the statement. These responses implied that in 50.1% of schools, Principals' capabilities had led to the establishment of performance management systems which would be supportive to the adoption of strategic management. The 37.7% of schools without performance management systems were not likely to anchor the adoption of strategic management. The response to the statement that the staff members have not fully accepted the performance appraisal system was favourable with a lion's share of 48.8% of the respondents disagreeing with the statement. Curiously, the undecided respondents had 26.8%

which was the greatest indication of indecisiveness noted in this study. The implication here was that most likely many schools did not have the system and thus the teachers could not commit themselves to it. The unfavourable response was weaker, with 24.4% agreeing with the statement. The result implied that less than 50% of schools were prepared for the adoption of strategic management through the implementation of performance management systems.

Teachers' response to the statement that the school conducts annual staff performance appraisals was strongly favourable, with 52.8% agreeing with the statement. The unfavourable response was weak with 33.2% of the teachers disagreeing with the statement. These findings implied that on the one hand, 33.2% of schools were not ready for performance appraisal which supports strategic management. On the other hand 52.8% of schools were prepared for the adoption strategic management, because of their exposure to performance appraisal systems. The response to the statement that the staff members do not fully understand the school performance appraisal system was unfavourable with 56.0% agreeing with the statement. The favourable response was weaker, with 40.4% disagreeing with the statement. The strongest implication of the unfavourable response was that teachers had not fully embraced performance appraisal; they were just in support of it because it was a mandatory administrative action. This teachers' posture towards performance appraisal would easily have a negative effect on the adoption of strategic management in public secondary schools. Teachers' response to the statement that the school has clearly defined rewards attached to excellent staff performance ratings was overwhelmingly favourable, with 64.6% agreeing with the statement. The unfavourable response to the statement was generally weak with 24.1% strongly disagreeing with it. The implication of this finding was that staff was motivated by rewards attached to strategy in 64.6% of schools. The opposite was likely to be true in 24.1% of schools where rewards were not in place and thus would easily result in the poor adoption of strategic management.

Teachers' responses to the statement that the school performance management system should be reworked for the realization of excellent school results received the strongest unfavourable response with 76.6% agreeing with the statement. The favourable response was a record low with 9.2% disagreeing with the statement. The unfavourable response to this statement amplified the response to a previous statement that most teachers indicated that they did not fully

understand the school performance appraisal system. The response was a clear pointer to the situation that schools needed to redesign the performance appraisal systems through a participatory approach in order to buy in staff members' ownership of the important school performance management tool. On an overall basis, this response indicated a high level of teacher dissatisfaction with appraisal systems in place. This implied that their response to the adoption of strategic management system was likely to be unsupportive in close to 80% of schools, which would be a great blow to the initiative. Table 44 indicates the perceived effect of Principals' networking abilities on the adoption of performance management systems.

Table 44

Perceived Effect of Principals' Networking Abilities on the Adoption of Performance Management Systems

Adoption of Performance Management Systems	N	Mean	Std. Deviation
The school has a strong appraisal system.	304	3.2105	1.25407
The staff has not fully accepted the performance appraisal system.	299	3.3244	1.05476
The school conducts annual staff appraisals.	301	3.2392	1.18993
The staff members do not understand the school performance appraisal.	302	2.9106	1.26358
The school has clearly defined rewards attached to excellent staff performance rating.	303	3.5215	1.23633
The school performance management system should be reworked for the realization of excellent school results.	304	1.9375	.98807
Adoption of school performance management systems mean	305	2.9945	.80646

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

The Table 44 indicates that in 16.7% of schools, Principals were rated high in the adoption of performance management systems with a mean of 3.5215. The Table also indicates that Principals were rated moderate in 50% of the items which had the following mean indices: 3.2105, 3.3244 and 3.2392. Finally, Principals were rated very low in 33.3% in the remaining two items with 2.9106 and 1.9375 as their mean indices. These findings generally pointed to the

need for reworking the performance management systems for public secondary schools in order to pave way for excellent performance through the proper adoption of strategic management. The overall implication of these findings was that there would be a challenging task in the adoption of strategic management in a management environment where objective appraisal systems were not in place.

Testing of the Research Hypothesis:

H_o5: There is no statistically significant difference in teachers' perceptions of the effect of Principals' networking abilities on the adoption of school performance management systems for Public Secondary Schools.

ANOVA computations were carried out, as shown in Table 45, to compare teachers' perceptions of the effect the Principals' networking abilities on the adoption of school performance management systems.

Table 45

ANOVA of Perceived Effect of Principals' Networking Abilities on the Adoption of Performance Management Systems

Group	N	Mean	Std. Deviation	Std. Error
Low	51	2.1340	.55879	.07825
Moderate	129	2.8618	.63126	.05558
High	125	3.4827	.70292	.06287
Total	305	2.9945	.80646	.04618

Key: High (3.5-5.0); Moderate (3.0-3.4); Low (2.0-2.9)

The study showed that there were three levels at which Principals were rated on their networking abilities. Principals who were rated high with a mean of 3.4827 were 40.98%; those who were rated moderate were 42.29% with a mean of 2.8618 and those rated low were 16.72% with a mean of 2.1340. The cumulative total of Principals rated moderate and high in their networking abilities were 83.27%. This implied that over 80% of Principals were in a position to integrate

best practices in schools, leading to ease in the adoption of strategic management. The 16.72% of Principals rated low in their networking abilities were likely to have hardships in their adoption of strategic management. This is because those Principals who do not embrace best practices from competitors in the education sector were unlikely to be open to the adoption of strategic management in their respective schools. Table 46 shows ANOVA means between and within groups on the adoption of school performance management systems.

Table 46

ANOVA of Teachers' Perceptions on the Adoption of School Performance Management Systems

Groups	Sum of Squares	df	Mean Square	F	p
Between Groups	69.826	2	34.913	82.446	.000
Within Groups	127.887	302	.423		
Total	197.713	304			

Critical values   (N= 304; df=2, 302; p= 0.05; F= 3.03)

Calculated values (df=2,302; F=82.446; p= 0.000)

The study found out that the difference among the low, moderate and high was significant at alpha (α) 0.05 level, F(2,302)) = 82.446, p = 0.000. This meant that the Principals' networking abilities had a significant effect on the adoption of school performance management systems for public secondary schools. These results did not however reveal where the differences were; there was therefore need to perform multiple comparison "post hoc" tests, in order to establish where the differences were with regard to the reported significant difference registered thorough the statistical analysis.

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Table 47 shows a summary of Scheffe 'post hoc' results on perceived effect of Principals' networking abilities on the adoption of performance management systems.

Table 47

Multiple Comparisons using the Scheffe "post hoc" Tests on Perceived Effects of Principals' Networking Abilities on the adoption of performance Management Systems

Groups	Means Difference	Std Error	p-value
Low Versus moderate	-.72777	.10764	.000
Low Versus High	-1.34868	.10813	.000
Moderate Versus High	-.62091	.08167	.000

Critical values   (N= 304; df=2, 302; p= 0.05; F= 3.03)

Calculated values (df=2,302; F=82.446; p= 0.000)

The Scheffe tests revealed that the greatest difference (-1.34868) occurred between the Principals who were rated low and those rated high in their networking abilities. The moderate difference (-0.72777) occurred between the Principals who were low versus the moderate in their networking abilities. The lowest difference occurred between the Principals who were moderate and those who were rated high in their networking abilities. The inference from this analysis was that those Principals who were rated low in their abilities caused the difference as summarized in Tables 48, 49 and 50. This occurrence led to the conclusion that Principals' networking abilities had a significant effect on the adoption of performance management and by extension on the adoption of strategic management.

The qualitative data collected from the interview of Principals was also analyzed in order to make any comparisons with a view to establishing their views on the effect of their networking abilities on the adoption of performance management systems in the schools they headed. The Principals' response to the first question during the interview on performance management indicated that only 12 (46.15%) of schools sampled engaged in regular benchmarking. The remaining 14 (53.84%) of the schools did not have regular benchmarking programmes. The implication of this finding was that over 50% of schools were not in the constant search for best

practices. Hence, they were likely to lag behind in the adoption of performance management systems for the realization of excellent school performance. The question also sought to establish any difficulties encountered by schools while adopting benchmarking reports into their school systems. Principals explained that most teachers were resistant to the adoption of the benchmarking reports, because they did not want to be held to account on performance. Further, the Principals noted that their support staff lacked the technical competence to implement some of the strategies from the excelling schools. These challenges were resolved through constant review and open discussion forums, which paved way for optimum implementation of certain benchmarked standards.

The findings also showed that certain strategies were not implemented in their school because of financial constraints. Principals resolved these constraints by adopting best practices which had lower costs and had the good will from staff. Responses from Principals also suggested that certain strategies were popular among the staff. However, at the student level, they were noted to be unpopular; such occurrences were sorted out through direct involvement of students in the strategy adoption processes. The foregoing findings were considered invaluable for institutional growth and performance. This was because they unearth information which adds value on adoption of benchmarks aimed at moving such organizations to their next level of performance. The interview questions also sought to establish whether apart from the use of examination results, Principals applied the use of any other instruments to appraise staff annually. Principals who responded that there were no other instruments were 16(61.53%) while, those who responded that there were such other instruments were 10 (38.46%) out of the 26 Principals who were interviewed. The second question sought explanations to the response given by each Principal. The Principals who indicated that there were no other instruments explained that their schools generally used observations of teachers' performance of duties to gauge their performance. They further noted that such observations were based on undocumented parameters and hence their outcomes were highly subjective. They also noted that after such observations rewards are given to those members who are thought to have excelled. The general finding was that such assessments were informal and would not be sustained as an objective measure of staff performance appraisal.

However, the Principals observed that the results from those instruments were not collated to come up with a consolidated report for each teacher. Principals noted that the annual Teachers Service Commission (TSC) appraisal also complemented their internal mechanisms. Further to these KESSHA had also come up with Teacher the Year Award (TOYA) and the Principal of the Year Award (POYA) to complement internal school performance appraisal mechanisms. They noted that the POYA and TOYA motivated staff to work hard in order to realize performance targets on a competitive basis. The general observation from the foregoing discussion is that schools needed a more coordinated and structured performance management mechanisms generated by school quality assurance teams and officers for better tracking of staff performance.

The last part of the Principals' interview schedule elicited their general comments on the adoption of strategic management. The Principals made three major suggestions aimed at strengthening strategic management in the public secondary schools. The first and commonest suggestion was that all education stakeholders, namely; Principals, MOES&T Officials, BOM, PTA, and Students Council, should be trained on strategic management. They suggested that strategic management should be included in the training of teachers at the Universities and Colleges. According to Principals this would provide a platform on which general strategies would be nurtured to high levels of success for the strengthening of strategic management in public secondary schools. The Principals also suggested that as part of strengthening the training on strategic management, the County Government should create a forum for interaction on strategy implementation. In their view this would lead to the spread of best practices and add impetus to the adoption of sound strategic management skills in Public Secondary Schools. They also emphasized that County Governments should be involved in school strategy development and support. They noted that this could be done through enlisting of services of experts who were well versed with strategic management, especially in the public sector. The net result of this would be the creation of a think tank that would advise the County Government on across-cutting educational issues which would in turn drive key sectors in County development.

The Principals also suggested that in order for the County to anchor and be the focal point for strategy development, a Strategy Resource Centre (SRC) should be established to aid in monitoring and evaluating the adoption of strategic management generally in the County and

specifically at the school level. Principals were optimistic that these centres would catalyze County-wide adoption of strategic management in public secondary schools. The second suggestion put across by Principals was that each school should have a strategic plan which should give it general clear direction for it s daily undertakings. According to the Principals interviewed, the County Government should lead by example through the development of a County Education Strategy which would spur action at the school level. This would then result in synergy leading to the alignment of schools for sound strategy implementation and the realization of better performance outcomes. They noted that schools funded through Constituency Development Fund (CDF) should be financed in their development of strategic plans. This would go a long way in keeping such schools abreast with key strategies to be put in place at all times for sustained development and performance in public secondary schools.

The foregoing findings of this study on teachers' perceptions of the effect of Principals' managerial competencies on the adoption of strategic management are consistent with findings of a research by Tiraieyari et al. (2010), which showed that the required managerial competencies are the sources of organizations competitive advantages to reach the desirable level of performance, because this set of abilities allow employees and organization to achieve superior performance. This is supported by Bolivar and Moreno (2006) who found out that the creation of effective educational establishments requires pedagogical leaders who maintain a focus on teaching and training process and who act as change agents to drive continuous improvement in their respective organizations. Principals' recommendation for training on strategic management is in agreement with emphasis by Medina and Encomienda (2003) that senior educational managers should be in possession of institutional and strategic competencies that enable leadership capacity to be developed. Tomlinson (2007) supports this view by asserting that these competencies can be considered fundamental to training of senior managers in educational institutions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to find out teachers' perceptions of the effects of Principals' managerial competencies on the adoption of strategic management in Public Secondary schools. Specifically, the study sought to establish whether there was a statistically significant difference in teachers' perceptions of the effect of Principals' managerial competencies on the adoption of strategic management for Public Secondary Schools. This chapter covers a summary of the findings and conclusions of the study based on the research objectives and hypotheses. It also covers the detailed implications and recommendations of the study.

5.2 Summary of Findings

The major findings of this study were based on its objectives and hypotheses. Other findings of the study were based on responses to the interview questions, which are summarized in this sub-section.

The first objective was of this study was to establish teachers' perceptions of the effect of principals' communication abilities on the formulation of the school vision and mission statements for public secondary schools. The first study hypothesis was that there is no statistically significant difference in teachers' perceptions of the effect of Principals' communication abilities on the formulation of the school vision and mission statements for Public Secondary Schools. The study found out that there was a significant difference in teachers' perceptions at the alpha (α) 0.05 level, $F (2,302) = 55.83, p = 0.000.$ This meant that in the teachers' perceptions, Principals' communication abilities had a significant effect on their formulation of vision and mission statements for public secondary schools. This implied that the Principals' communication abilities had a significant effect on their formulation of vision and mission statements for the public secondary schools they headed. Qualitative data gathered by use of the Principals' interview schedule was also analyzed in order to establish their responses on communication and mission statements. Principals noted that most stakeholders understood the school motto more than the vision and mission statements. Finally, the Principals

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recommended the need to communicate the school vision and mission statements on a sustained basis, especially during Annual General Meetings (AGMs). The general finding was that most Principals helped in effective communication of vision and mission statements.

The second objective was to find out teachers' perceptions of the effect of Principals' team work capabilities on the development of strategic plans for Public Secondary Schools. The second hypothesis for the study was that there is no statistically significant difference in teachers' perceptions of the effect of Principals' team work capabilities on the development of strategic plans for Public Secondary Schools. The study found out that there was a significant difference in teachers' perceptions at the alpha (α) 0.05 level, $F (2, 298) =36.876$, $p=0.000$. This meant that in teachers' perceptions, Principals' team work capabilities had a significant effect on the development of strategic plans for public secondary schools. This implied that the Principals' team work capabilities had an effect on the development of school strategic plans. The data gathered through interviews with the Principals were analyzed with a view to taking into consideration their responses on team work and the development of strategic plans. Their responses led to one general finding: that most schools did not have a clear strategy on the development and implementation of strategic plans and that the new strategic management approach was yet to be properly mainstreamed in the management of schools. From the findings of this study, most Principals were team leaders who motivated the rest of the staff towards achieving desired strategic goals. However, a few of them did not exert great influence and hence less effectiveness in the adoption of strategic management.

The third objective of the study was to establish teachers' perceptions of the effect of Principals' interpersonal skills on organizational restructuring for the adoption of strategic management for Public Secondary Schools. The third study hypothesis stated that there is no statistically significant difference in teachers' perceptions of the effect of Principals' interpersonal skills on organizational restructuring for the adoption of strategic management for Public Secondary Schools. The study found out that there was a significant difference in teachers' perceptions at the alpha (α) 0.05 level, $F (2,296) = 53.638$, $p=0.000$. This meant that in teachers' perceptions Principals' interpersonal skills had a significant effect on organizational restructuring for the adoption of strategic management. This implied that the Principals' interpersonal skills had a

significant effect during organizational restructuring for the adoption of strategic management. Principals' responses gathered during the interviews were analyzed in order to get more clarifications on the effect of Principals' interpersonal skills on the reorganization of the school structures for the adoption of strategic management. The Principals who effected organizational changes in the schools they headed observed that great and effective communication was necessary. For this reason some schools organized staff retreats in order to buy in members support for strategy implementation. This was because there was a degree of resistance to the changes brought about by the adoption of strategic management.

The fourth objective of the study was to determine teachers' perceptions of the effect of Principals' budgeting capabilities on the implementation of strategic goals for public Secondary Schools. The fourth study hypothesis stated that there is no statistically significant difference in teachers' perceptions of the effect of Principals' budgeting capabilities on the implementation of strategic goals for Public Secondary Schools. The study found out that there was a significant difference in teachers' perceptions at the alpha (α) 0.05 level, $F_{(2,300)} = 87.01$, $p = 0.000$. This meant that in teacher' perceptions, Principals' budgeting capabilities had a significant effect on their implementation of strategic goals. Most Principals reported that resources were inadequate for strategy implementation. They also reported that fees collection was very poor in many schools and hence the little collections made were utilized for basic and emergency expenses. Some schools were unable to raise the BOM members' travelling and sitting allowances, forcing them to avoid involvement of these key stakeholders in their strategy development and implementation. These study findings on the linkage of the budget and strategic goals indicated that Principals played a delicate balancing act in order to ensure that as a matter of principle budgets were aligned to strategic goals.

The fifth objective in this study was to find out teachers' perceptions of the effect of Principals' networking abilities on the adoption of school performance management systems for Public Secondary Schools. The fifth research hypothesis stated that there is no statistically significant difference in teachers' perceptions of the effect of Principals' networking abilities on the adoption of school performance management systems for Public Secondary Schools. The study found out that there was a significant difference in teachers' perceptions of Principals'

networking abilities at alpha (α) 0.05 level, $F_{(2,302)}$) = 82.446, *p* = 0.000. This meant that Principals' networking abilities had a significant effect on the adoption of school performance management systems for public secondary schools. Principals explained that most teachers were resistant to the adoption of benchmarking reports, because they did not want to be held to account on performance. Principals who responded that they had other tools used alongside the analysis of examinations indicated that their schools had come up with internally generated appraisal tools to measure staff performance. Principals enumerated the tools used such as departmental performance analysis, internal quality assurance reports, lesson attendance check lists, self appraisal forms, and syllabus coverage ratings on terminal or annual basis.

The last part of the Principals' interview schedule elicited their general comments on the adoption of strategic management. Principals made three major suggestions aimed at strengthening strategic management in the public secondary schools. The first and commonest suggestion was that all education stakeholders, namely; Principals, MOES&T Officials, BOM, PTA, and Students Council, should be trained on strategic management. The second suggestion put across by Principals was that each school should have a strategic plan which should give it general clear direction for it s daily undertakings. According to a majority of Principals interviewed, the County Government should lead by example through the development of a County Education Strategy which would spur action at the school level. This would then result in synergy, leading to the alignment of schools for sound strategy implementation and the realization of better performance outcomes. Principals suggested that strategic management should be included in the training of teachers at the Universities and Colleges. According to Principals this would provide a platform on which general strategies would be nurtured to high levels of success for the strengthening of strategic management in public secondary schools. Principals also suggested that as part of strengthening the training on strategic management, the County Government should create a forum for interaction on strategy implementation. In their view, this would lead to the spread of best practices and add impetus to the adoption of sound strategic management skills in Public Secondary Schools.

5.3   Conclusions

The conclusions of this study which are based on its findings were as summarized in this subsection.

The study revealed that in the teachers' perceptions, Principals' communication abilities had a significant effect on their formulation of vision and mission statements for public secondary schools. This implied that Principals' communication abilities had a significant effect on their formulation of vision and mission statements for the public secondary schools they headed. The study concluded that low communication abilities negatively affected the adoption of vision and mission statements and that Principals' high communication abilities supported the effective adoption of strategic management.

The study found out that in teachers' perceptions, Principals' team work capabilities had a significant effect on the development of strategic plans for public secondary schools. This implied that Principals' team work capabilities had an effect on the development of school strategic plans. The difference that had a greater deviation was between Principals rated low versus those rated moderate. The conclusion from these findings was that whereas Principals rated low in their team work capabilities had difficulties in the adoption of strategic management, those Principals rated high facilitated the effective adoption of strategic management in the schools they headed.

The study found out that there was a significant difference in teachers' perceptions of the effect of Principals' interpersonal skills on organizational restructuring for the adoption of strategic management. This implied that the Principals' interpersonal skills had a significant effect during organizational restructuring for the adoption of strategic management. This meant that whereas Principals who had high interpersonal skills were successful in the adoption of strategic management, their counterparts who were rated low did register great success in the adoption of strategic management.

The study found out that there was a significant difference in teachers' perceptions of the effect of Principals' budgeting capabilities on the implementation of strategic goals. This meant there was successful adoption of strategic management in schools headed by Principals rated high in budgeting capabilities. On the contrary, this also meant that adoption strategic management in schools headed by Principals rated low in budgeting capabilities were successful to a minimal extent.

The study found out that there was a significant difference in teachers' perceptions of Principals' networking abilities on the adoption of school performance management systems for Public Secondary Schools. This meant that the Principals' networking abilities had a significant effect on the adoption of school performance management systems for public secondary schools. In view of this, Principals rated high in their networking abilities adopted performance management with minimal challenges. On the other hand, however, Principals who were rated low had challenges in the implementation of performance management systems.

Finally, from this study, it was concluded that a number of Principals had difficulties in the adoption of strategic management because of factors other than low managerial competencies. Most of the Principals cited financial constraints, staff resistance to change and lack of uniform guidelines on strategic management and performance management tools such as performance appraisal systems.

5.4 Implications of the Study Findings

On the basis of the findings and conclusions, the following are the study implications. The first implication of this study was that tailor made training of Principals would enhance the adoption of strategic management in all public secondary schools. The second implication was that there was need for sufficient financial support to schools for the widespread adoption of strategic management in many public schools in Baringo County. The third implication of this study was that success in new policy implementation should be preceded by systematic training of lead implementing agencies and individuals. These implications call for the intervention of the

MOES&T and other educational management agencies so that adoption of strategic management is institutionalized in Public Secondary Schools in Kenya.

5.5   Recommendations

From the findings, discussions, conclusions and implications of this study, recommendations on the adoption of strategic management were made. The focus of the recommendations was the enhancement of the adoption of strategic management in the Public Secondary Schools.

(i)   The study recommended that there was need to carry out Training Needs Assessment (TNA) on Principals managerial competencies before training them on chosen skills for the effective adoption of strategic management in their respective institutions.

(ii)   From this study, it was also recommended that a standardized Performance Contracting (PC) and Performance Appraisal (PA) should be considered for introduction so that Public Secondary Schools can have a standard approach to performance management which will enhance the adoption of strategic management.

(iii)   The study recommended that the MOES&T should institute the development of approved manuals on the effective adoption of strategic management in public secondary schools.

5.5.1   Suggestions for Further Research

The study recommended the following areas for further research.

(i)   This study should be carried out in sampled Private Secondary schools in order to establish effects of Principals' managerial competencies on the adoption of strategic management.

(ii)   A study should be carried out to establish the efficacy of performance contracting in public secondary schools.

(iii)   Finally, there will be a need to carry out a comparative study on the performance of Public Secondary Schools which had adopted and those which had not adopted strategic management.

APPENDICES

Appendix A (I)
The Introductory Letter to the Teachers

Egerton University,
P.O Box 536-20115,
Egerton, Njoro

I am a student at Egerton University, currently engaged in research data collection for my PhD in educational management.

The purpose of this questionnaire is to collect information on MANAGERIAL COMPETENCIES and the ADOPTION OF STRATEGIC MANAGEMENT in public Secondary schools in the Baringo County of Kenya.

Your honest responses to the questionna-ire will be greatly appreciated and treated with utmost confidentiality. Your responses will be used only for the purpose of this study.

Please do not write your name or the name of your school anywhere on the questionnaire in order for objectivity to remain the hallmark of this study.

Thank you in advance for taking your quality time to fill out this questionnaire.

Yours sincerely,

Richard C. Moindi

Managerial Competency and the Strategy Adoption Questionnaire for the Teachers

Instructions

This questionnaire is intended to collect information on MANAGERIAL COMPETENCIES and the ADOPTION OF STRATEGIC MANAGEMENT in public Secondary schools in the Baringo County of Kenya. Strategic management in the context of this study relates to the use of written strategic plans and other performance management systems to enhance performance in schools. Strategic management in public schools is aimed at the realization of the school vision, mission, core values and the objectives of secondary school education in Kenya.

This questionnaire is divided into three parts: I, II and III. Please indicate your response by ticking (√) against your opinion, or by filling out the blank spaces provided. Do not write your name or that of your school anywhere on this questionnaire.

Part I: The Scale Questionnaire on Competencies and Strategy Adoption

The following are statements which relate to specified managerial competencies observed on the management of the school.

Indicate by ticking (√) whether you: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) with these statements on managerial competencies and the adoption of strategic management.

MANAGERIAL COMPETENCY	S/N	COMPETECNCY AND STRATEGY ADOPTION	SA	A	U	D	SD
a) Communication abilities	1.	The Principal articulated the school values during the development of the school vision and mission.					
	2.	The Principal did not exhaustively discuss the school vision and mission statements with staff prior to approval by the school Board of management.					
	3	The Principal always makes reference to the school vision during presentations to the school community.					

MANAGERIAL COMPETENCY	S/N	COMPETECNCY AND STRATEGY ADOPTION	SA	A	U	D	SD
	4.	The Principal does not continually make reference to the core values of the school as he talks to other school stakeholders.					
Communication abilities (Continued)	5.	The Principal has documented and displayed of the school vision and mission at strategic places in the school.					
	6.	The Principal has ensured that teachers in the school have memorized the school mission.					
	7.	The Principal does not make the students in the school recite the school vision.					
	8.	Many school stakeholders can distinguish between the school vision and mission.					
	9.	The Principal has not effected the reflection of the school vision and mission in the school official documents.					
	10.	The Principal has coached the school senior management team to continually make reference to the school vision and mission.					
	11.	The Principal does not select specific teams to implement the strategic objectives.					
b) Team working capabilities	12.	The Principal causes the departments to collaborate during the implementation of the school strategic objectives.					
	13.	The Principal has not facilitated staff training on team working and team building in order to enhance their competencies in the implementation of the school strategies.					
	14.	The Principal encourages team work among the staff in the implementation of strategic plans.					
	15	The Principal does not work closely with staff members in the implementation of the school strategic plan.					

MANAGERIAL COMPETENCY	. S/N	COMPETECNCY AND STRATEGY ADOPTION	SA	A	U	D	SD
Team working capabilities (Continuation)	16.	Despite the efforts made by the Principal, conflicts arise during the implementation of strategic plans.					
	17.	The teaching and non-teaching staff are not involved in the development of strategic plans.					
	18.	The Parents-Teachers' Association (PTA) is involved in the development of school strategic plans.					
	19.	The school executive BOM and the Principal normally control the development of the school strategic plans.					
	20.	Most teachers feel appreciated because they are involved in the development of the school strategic plans.					
	21.	The Principal discusses strategic issues informally in order to buy in staff members' support.					
c) Interpersonal skills	22.	Change of staff roles for strategy implementation was not preceded by sensitization of staff; hence great resistance was experienced during the implementation of the first strategic plan.					
	23.	Following organizational restructuring, the Principal talked to specific staff whose roles changed, in order to avert role conflicts during the implementation of the first strategic plan.					
	24.	The Principal's diplomacy enabled the smooth organizational restructuring for the implementation of the first strategic plan.					

MANAGERIAL COMPETENCY	. S/N	COMPETECNCY AND STRATEGY ADOPTION	SA	A	U	D	SD
	25	During the reorganization of the school administrative structure, the Principal depended mainly on the views of the Senior Staff.					
c) Interpersonal skills (Continuation)	26.	The Principal ensured that staff remained happy as their roles were being changed for strategy implementation.					
	27.	The Principal considered the opinions of staff during the restructuring process.					
	28.	There was great disaffection when staff roles were changed by the Principal during the administrative restructuring process.					
	29.	Formal communication was made by the Principal to those staff members whose roles changed during the administrative restructuring process.					
	30.	The Principal did not facilitate the development of job descriptions as the new role players went into office.					
	31	At the beginning of every budgeting process, the Principal emphasizes the linkage between the budget and strategic objectives.					
d) Capabilities in linking the strategic objectives to the school budget. (continuation)	33.	The Principal ensures that the school budget supports the implementation of activities set out in the school strategic plan.					
	34.	At the strategy implementation level, the Principal does not allow the staff to have a significant influence.					
	35	The Principal allows every department to prepare its budget with a clear focus on the implementation of the school strategic objectives.					

COMPETECNCY AND STRATEGY ADOPTION	. S/N	COMPETECNCY AND STRATEGY ADOPTION	SA	A	U	D	SD
	36.	The Principal ascertains that the staff is not dissatisfied with the disbursement of funds for the implementation of their departmental strategies.					
	37.	The Principal ensures that the implementation of the school budget is always related to the school strategic objectives.					
	38.	There are times when departmental demands are inconsistent with the implementation of their budgets.					
	39.	Meetings are held regularly to review the extent to which the budget supports the school strategic objectives.					
	40.	The Principal does not consistently check the implementation of the budget as per the school strategic priorities.					
	41.	The Principal is proactive on regular benchmarking programmes for value addition.					
e) Networking abilities	42.	The Principal has not facilitated the formation of strong networks between its staff and those of other competitive schools.					
	43.	The Principal works in liaison with other Principals of competitive schools, purposely to enhance academic progress.					
	44.	It has been long since the Principal initiated a comprehensive benchmarking programme to enhance the school performance management system.					
	45.	The Principal is very keen on the involvement of staff on introduction of the best performance practices.					
	46.	The Principal has not caused the institutionalization of a benchmarked performance management system.					
	47.	The Principal supports performance management which leads to performance appraisal.					

MANAGERIAL COMPETENCY	S/N	COMPETECNCY AND STRATEGY ADOPTION	SA	A	U	D	SD
	48	The Principal has not managed to convince staff to adopt performance appraisal.					
e) Networking abilities (Continuation).	49.	The Principal has initiated the development of performance management tools					
	50.	The Principal has not ensured that benchmarking reports have been documented for implementation and reference.					

Part II

The Levels of the Adoption of Strategic Management in the School

Please respond to the following questions by ticking (√) against the most appropriate answer.

a) On the formulation of vision and mission statements, the school in which I teach has reached the following level.

☐   Has recently come up with vision and mission statements

☐   Is considering the drafting of vision and mission statements

☐   Has had vision and mission statements for over five years.

The following are statements which relate to the school vision and Mission statements.

Indicate by ticking whether you: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or strongly Disagree (SD) with these statements.

S/N	ADOPTION OF SCHOOL MISSION AND VISION STATEMENTS	SA	A	U	D	SD
51	Our school vision is clearly understood by all stakeholders.					
52	Our school vision does not enumerate the school core values.					
53	Our school vision indicates the kind of culture to be upheld at all times.					
54	Our school mission statement clarifies the actions to be put in place by all role players in order to realize the school vision.					
55	In our school, time and resources are often allocated to activities which do not add value to the vision and mission aspirations.					
56	Our school vision does not clearly indicate why the school is in existence.					

b) Has your school developed and formally launched its strategic plan?

☐ YES

☐ NO

The following are statements to do with the development and the launch of strategic plans in your school

Indicate by ticking whether you: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or strongly Disagree (SD) with these statements.

S/N	DEVELOPMENT AND LAUNCH OF SCHOOL STRATEGIC PLANS	SA	A	U	D	SD
57	The school did not contract a consultant during the development of its strategic plan.					
58	All stakeholders participated during the development of the school strategic plan.					
59	The strategic plan has not been published for circulation to all members of staff.					
60	The strategic plan has formally been launched in a major school function.					
61	There is no special team that oversees the implementation of the strategic plan in the school.					
62	The school carries out a comprehensive review of the strategic plan annually.					

c) Which of the following activities took place in your school in readiness for the implementation of your school strategic plan?

☐ Formal announcements on the staff who would oversee the implementation of the strategic plan.

☐ Change of responsibilities without prior notification of the affected role players among the staff

☐ A redesign of the school organizational structure, where staff inputs were taken into consideration

The following are statements on organizational restructuring for strategy implementation.

Indicate by ticking whether you: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or strongly Disagree (SD) with these statements.

S/N	SCHOOL ORGANIZATIONAL RESTRUCTURING FOR STRATEGY IMPLEMENTATION	SA	A	U	D	SD
63	The school had a functional organizational structure before the launch of the strategic plan.					
64	The existing organizational structure was not redesigned after the implementation of the strategic plan.					
65	A formal announcement was made on occupants of new offices for strategy implementation.					
66	New job descriptions were not developed after the redesign of the school organizational structure.					
67	Regular meetings are held to review the efficient functioning of the new strategic organizational structure.					
68	It has been hard for many staff members to buy into the new organizational structure and its functions.					

d) Is the school annual budget prepared on the basis of the school strategic plan?

☐ YES

☐ NO

The following are statements which relate to the linking of the budget to the strategic plan in your school.

Indicate by ticking whether you: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) with these statements.

S/N	LINKING SCHOOL BUDGETS TO SCHOOL STRATEGIC PLANS	SA	A	U	D	SD
69	The school develops a budget annually which is approved by the Board of Management (B.O.M)					
70	Few senior members of the school administration participate in the preparation of the school budget.					
71	All items in the school budget are aimed at implementing the school strategic plan.					
72	At the budget implementation level, some resources are diverted by the school to non-strategic expenses.					
73	Heads of departments hold regular consultative meetings to review the implementation of their budgets.					
74	The school budget implementation is centralized to the Principal's office.					

e)   Kindly tick (√) against one statement which indicates the status of your school in reference to its management for performance.

☐ Apart from the use of examination results, the school has other formal assessment tools to gauge staff performance at the end of each academic year.

☐ The school is developing a tool for individual staff performance assessment at the end of each academic year.

☐ Other than the use of examination results, the school does not make use of any other staff appraisal instrument at the end of each academic year.

The following statements are to do with performance management systems in your school

Indicate by ticking whether you: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) with these statements.

S/N	SCHOOL PERFORMANCE MANAGEMENT SYSTEMS	SA	A	U	D	SD
75	The school has a strong performance appraisal system.					
76	The staff have not fully accepted the performance appraisal system					
77	The school conducts annual staff performance appraisals.					
78	The staff members do not fully understand the school performance appraisal system					
79	The school has clearly defined rewards attached to excellent staff performance ratings.					
80	The school performance management system should be reworked for the realization of excellent school results.					

Your great contribution to this study is sincerely acknowledged. Once again thank you for taking your quality time to fill out this questionnaire.

Appendix B (I)

Introductory Remarks to the Principals

Dear Principal,

This interview is intended to collect information on the ADOPTION OF STRATEGIC MANAGEMENT in the public secondary schools of Baringo County. In the context of this study, strategic management involves the development of school vision and mission statements; the development, implementation and review of strategic plans; and the development of performance management systems to support activities aimed at the realization of school strategic priorities.

The findings of this study will be generalized to the public secondary schools in Baringo County in Kenya. Your name or that of your school will not be quoted anywhere in this study. The research findings will be made available to you on request, or they will be accessible for your reference through a publication. Thank you in advance for your co-operation.

Yours sincerely,

Richard C. Moindi

Appendix B (II)

Interview Schedule for Principals on Management Capabilities and the

Adoption of Strategic Management

Thank you for the precious time you have apportioned to this session.

**1.0   Communication Abilities and the Formulation of the School Vision
          and Mission**

1.1.   Briefly explain how the school vision and mission statements were formulated.

1.2.   Did you experience any difficulties during the communication of the school vision and
         mission statements to the rest of the school community?

1.3   As a Principal, how do you ensure that the school vision and mission statements remain
         relevant in the school?

2.0   Team work and the Development of Strategic Plans

2.1   Has the current school you head participated in the development of more than one strategic
        plan?

☐ YES

☐ NO

2.2.   Briefly share with me on the extent to which the B.o.M, parents and teachers collaborated in
         the development of the school strategic plans.

2.4   Kindly explain how your school has harnessed the team approach in the implementation of strategic plans?

3.0   Interpersonal skills and Organizational Restructuring

3.1   Was any school administrative reorganization carried out for the implementation of the school strategic plan?

	YES
	NO

3.2   If YES briefly explain how you restructured the school administrative structure to facilitate the implementation of the current school strategic plan.

3.3   During the restructuring process, which may have ushered in the change of staff roles, how did you go about maintaining organizational stability?

4.0   Linking the School Budget to the Strategic Objectives

4.1   Kindly state any financial challenges the school faces during the implementation of the strategic plan.

4.2   What role did have you played in order to financially support the smooth implementation of the school strategic plan?

4.3   Please clarify the extent to which your staff (the Heads of Departments, Heads of Subjects, and the non-teaching staff) has been empowered in linking their departmental budgets to the school strategies?

5.0   Networking abilities and the Adoption of school performance management systems.

5.1   Does your school engage in regular benchmarking programmes?

☐ YES

☐ NO

5.2   Are benchmarking reports implemented in your school?

☐ YES

☐ NO

6.0 General questions on the adoption of Strategic Management in Schools

6.1   As a Principal, have you participated in the development of a school strategic plan?

☐ YES

☐ NO

6.2   What challenges did you encounter during your participation in the development of the school strategic plan(s)?

6.3   Do you think Principals need training on strategic planning and management?

| | YES

| | NO

6.4   Please explain your response in 6.3 above.

6.5   Apart from the use of examination results, do you apply the use of any other instrument to appraise your staff annually?

| | YES

| | NO

6.6. Briefly explain your response in 6.5 above.

6.7 Kindly give any suggestions which will strengthen the adoption of strategic management in public secondary schools in the County.

6.8 The suggestions you have made (in 6.7) are very good. Briefly explain why each of these suggestions should seriously be considered for the effective adoption of strategic management of public secondary schools in the County.

Your great contribution to this study is sincerely acknowledged. Once again thank you for taking your quality time to respond to me during this interview.

Appendix C

Research Permit

THIS IS TO CERTIFY THAT:
MR. RICHARD CHERUTICH MOINDI
of EGERTON, 0-30400 Kabarnet, has
been permitted to conduct research in
Baringo   County

on the topic: *THE EFFECTS OF*
PRINCIPALS MANAGERIAL
COMPETENCIES ON THE ADOPTION OF
STRATEGIC MANAGEMENT IN PUBLIC
SECONDARY SCHOOLS IN BARINGO
COUNTY, KENYA

for the period ending:
31st December, 2014

Permit No : NACOSTI/P/14/6018/1620
Date Of Issue : 27th May, 2014
Fee Recieved : Ksh 2,000

....
Applicant's
Signature

....
Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

NACOSTI

**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 1782

CONDITIONS: see back page

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Appendix D

Research Authorization Letter by NACOSTI

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

27th May, 2014

NACOSTI/P/14/6018/1620

Richard Cherutich Moindi
Egerton University
P.O.Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The effects of principals managerial competencies on the adoption of strategic management in public secondary schools in Baringo County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for a period ending **31st December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Baringo County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Baringo County.

Research Authorization Letter by MOE-CDE Baringo County

REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

OFFICE OF THE COUNTY DIRECTOR
(**BARINGO COUNTY**).

Our Email:countyedubaringo@gmail.com
Tel / Fax: 053/21282
REF: BAR/CDE/RESEARCH.GEN/VOL.1/NO. 27/67
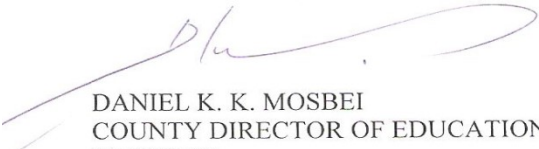
P.O. BOX 664
KABARNET
03/05/2014

Richard Cherutich Moindi
Egerton University
P. O. Box 536 – 20115
Egerton

RE: RESEARCH AUTHORIZATION

This office has received a letter **Ref: NACOSTI/P/14/6018/1620** dated **27ᵗʰ May, 2014** requesting for authority to allow you carry out research on *"The effects of principals managerial competencies on the adoption of strategic management in public secondary schools in Baringo County, Kenya,".*

We wish to inform you that the request has been granted for a period ending 31ˢᵗ December,2014. The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this research.

DANIEL K. K. MOSBEI
COUNTY DIRECTOR OF EDUCATION
BARINGO.

COUNTY DIRECTOR OF EDUCATION
BARINGO

CC

- Sub – County Education Officer   -   Baringo Central
- Sub – County Education Officer   -   Baringo North
- Sub – County Education Officer   -   East Pokot
- Sub – County Education Officer   -   Marigat
- Sub – County Education Officer   -   Koibatek
- Sub – County Education Officer   -   Mogotio

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Research Authorization Letter by the County Commissioner, Baringo

OFFICE OF THE PRESIDENT

Telephone. 053-21285
Fax. (053)-21285
E-Mail:
baringocountycommissioner@yahoo.com
baringocountycommissioner@gmail.com

When replying please quote:

REF.NO.ADM.18/2 VOL.I/133

MINISTRY OF INTERIOR
AND CO-ORDINATION
OF
NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE,
BARINGO COUNTY,
P.O. BOX 1 - 30400
KABARNET.

30TH MAY 2014

TO WHOM IT MAY CONCERN:

RE: RESEARCH AUTHORIZATION

This is to confirm that **RICHARD CHERUTICH MOINDI** of Egerton University has been authorized to carry out research on *"The effects of principals managerial competencies on the adoption of strategic management in public secondary schools in Baringo County, Kenya"* for a period ending 31st December, 2014

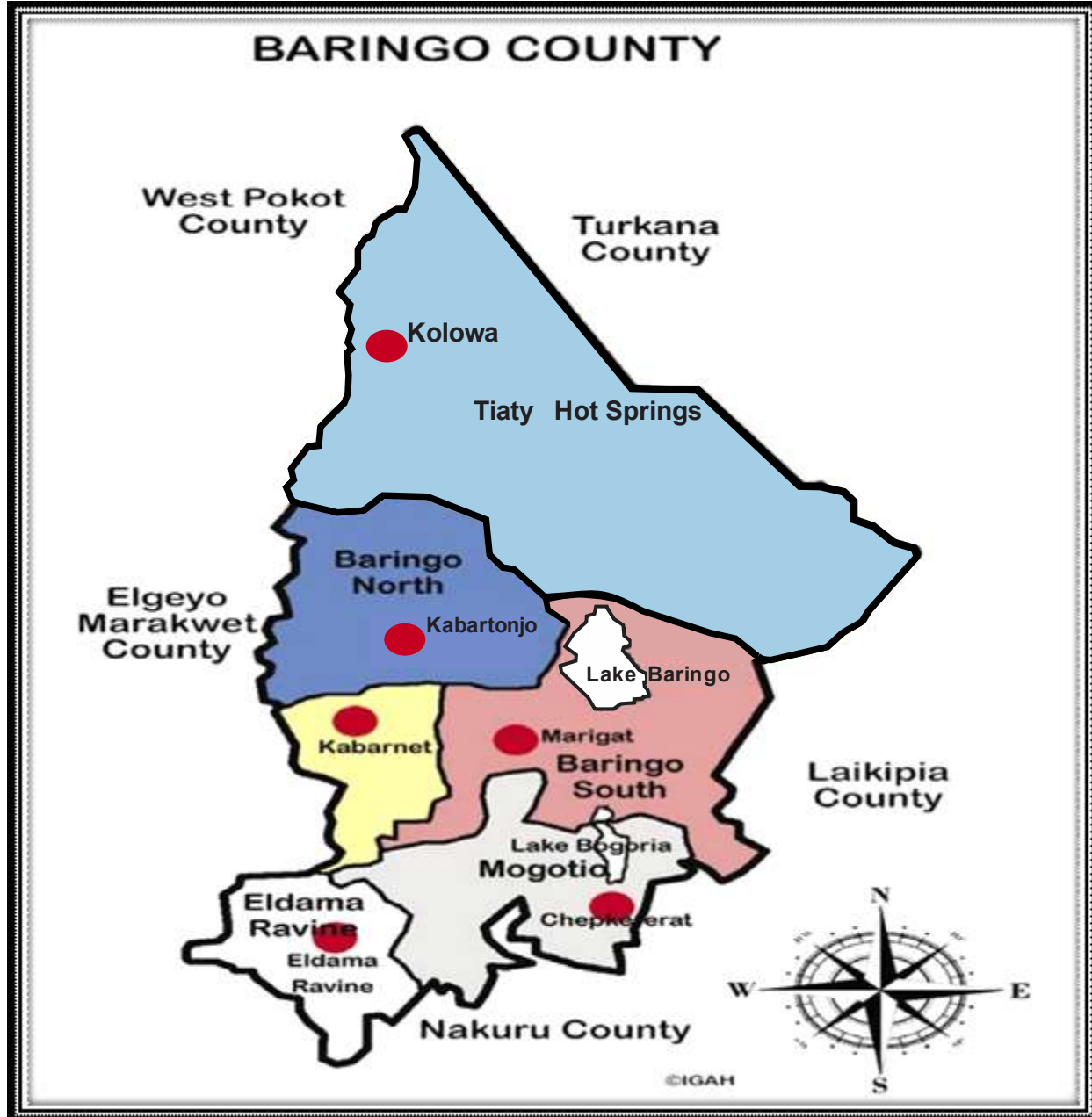Please accord him the necessary assistance as he undertakes his research.

A. N. MWANIKI
For: COUNTY COMMISSIONER
BARINGO COUNTY

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Appendix E

Map of Baringo County Showing Administrative Boundaries

Appendix F

List of Public Secondary Schools in Baringo County in the Year 2012

PUBLIC SECONDARY SCHOOLS IN BARINGO COUNTY IN THE YEAR 2012

S/NO	SCHOOL	SUB-COUNTY
1	TONIOK SECONDARY SCHOOL	KOIBATEK
2	KIPLOMBE SECONDARY SCHOOL	KOIBATEK
3	SAGASAGIK SECONDARY SCHOOL	MOGOTIO
4	MAJI MAZURI MIXED SECONDARY SCHOOL	KOIBATEK
5	REUBEN CHERUIYOT – OLM	MOGOTIO
6	ST. MARY'S TENGES DAY	BARINGO CENTRAL
7	SERETUNIN MIXED DAY	BARINGO CENTRAL
8	SANGARAU GIRLS	BARINGO CENTRAL
9	KABARNET HURTH	BARINGO NORTH
10	KAPLUK SECONDARY SCHOOL	BARINGO NORTH
11	MUCHUKWO SECONDAY SCHOOL	MARIGAT
12	N'GAMBO SECONDARY SCHOOL	BARINGO NORTH
13	BARWESA SECONDARY SCHOOL	BARINGO CENTRAL
14	KIMALEL SECONDARY SCHOOL	MARIGAT
15	MOIGUTWO SECONDARY SCHOOL	MARIGAT
16	KISOK MIXED DAY	KOBAITEK
17	SALABANI SECONDARY SCHOOL	MARIGAT
18	TUIYOTICH SECONDARY SCHOOL	MARIGAT
19	TOLMO SECONDARY SCHOOL	KOIBATEK
20	LAKE BARINGO SECONDARY SCHOOL	BARINGO NORH
21	SANDAI SECONDARY SCHOOL	MARIGAT
22	PATKWANIN SECONDARY SCHOOL	MARIGAT
23	KAPKIRWOK SECONDARY SCHOOL	BARINGO NORTH
24	KIMUGUL SECONDARY SCHOOL	BARINGO NORTH
25	LEBOLOS SECONDARY SCHOOL	KOIBATEK
26	KILINGOT SECONDARY SCHOOL	BARINGO NORTH
27	KAPKIAMO SECONDARY SCHOOL	BARINGO NORTH
28	RADAD SECONDARY	MOGOTIO
29	LATTEMO SECONDARY SCHOOL	KOIBATEK
30	KAPCHOLOI SECONDARY SCHOOL	KOIBATEK
31	ARAP MOI – BARTABWA	BARINGO NORTH
32	ST. MARY'S BOITO SECONDARY SCHOOL	KOIBATEK
33	KIBOINO MIXED	BARINGO CENTRAL
34	POI SECONDARY SCHOOL	BARINGO NORTH
35	MUGURIN SECONDARY	MOGOTIO
35	ST. JOHN – KIPSARAMAN	BARINGO NORTH
37	TINET SECONDARY SCHOOL	KOIBATEK

S/NO	SCHOOL	SUB-COUNTY
38	KIPSOIT MIXED DAY	BARINGO CENTRAL
39	MOCHONGOI SECONDARY SCHOOL	MARIGAT
40	MOI HIGHLANDS SECONDARY SCHOOL	KOIBATEK
41	MAJI MAZURI GIRLS HIGH	KOIBATEK
42	BAKHITA SECONDARY SCHOOL	KOIBATEK
43	KISONEI MIXED	BARINGO CENTRAL
44	BENONIN SECONDARY SCHOOL	KOIBATEK
45	TIRIONDONIN SECONDARY SCHOOL	BARINGO NORTH
46	KAPCHEPKOR SECONDARY SCHOOL	BARINGO NORTH
47	KUIKUI SECONDARY SCHOOL	BARINGO NORTH
48	OLDEBES SECONDARY	MOGOTIO
49	AIC MAJI MOTO SECONDARY	MOGOTIO
50	TORONGO SECONDARY SCHOOL	KOIBATEK
51	KAPKAWA SECONDARY	BARINGO CENTRAL
52	AIC KAPKELELWA	BARINGO CENTRAL
53	MOLO SIRWE SECONDARY	MOGOTIO
54	KISERIAN SECONDARY SCHOOL	MARIGAT
55	SIGORO SECONDARY SCHOOL	KOIBATEK
56	KASISIT SECONDARY SCHOOL	BARINGO NORTH
57	KIPTOIM SECONDARY	MOGOTIO
58	ARAMA SECONDARY SCHOOL	KOIBATEK
59	TIMBOIYWO DAY	BARINGO CENTRAL
60	SINENDE SECONDARY	MOGOTIO
61	TANYILEEL SECONDARY SCHOOL	BARINGO NORTH
62	SABOR SECONDARY SCHOOL	MARIGAT
63	KETURWO SECONDARY SCHOOL	BARINGO NORTH
64	UHURU HIGH SCHOOL	KOIBATEK
65	KOIBARAK SECONDARY	MOGOTIO
66	LAKE BOGORIA ROCHDALE	MARIGAT
67	KATIBEL SECONDARY SCHOOL	BARINGO NORTH
68	MWENGE SECONDARY SCHOOL	MARIGAT
69	NGUBERETI SECONDARY	MOGOTIO
70	KAPCHOMUSO DAY	BARINGO CENTRAL
71	KIMOSE SECONDARY	MOGOTIO
72	KABARNET HIGH	BARINGO CENTRAL
73	BARINGO HIGH SCHOOL	KOIBATEK
74	KAPROPITA GIRLS	BARINGO CENTRAL
75	TABAGON GIRLS	BARINGO CENTRAL
76	EMINING SECONDARY	MOGOTIO
77	ELDAMA RAVINE GIRLS HIGH	KOIBATEL
78	PEMWAI GIRLS SECONDARY	BARINGO CENTRAL
79	BARPELLO HIGH	TIATY
80	SOLIAN GIRLS HIGH SCHOOL	KOIBATEK
81	KITURO HIGH	BARINGO CENTRAL

S/NO	SCHOOL	SUB-COUNTY
82	KISANANA SECONDARY	MOGOTIO
83	MOI HIGH SCHOOL – KABARTONJO	BARINGO NORTH
84	NGÓLBELON SECONDARY	MARIGAT
85	TENGES	BARINGO CENTRAL
86	MOGOTIO GIRLS	MOGOTIO
87	POROR SECONDARY SCHOOL	KOIBATEK
88	BARTOLIMO BOYS HIGH SCHOOL	BARINGO NORTH
89	NGESABORTMOI SECONDARY	BARINGO CENTRL
90	OSSEN SECONDARY SCHOOL	BARINGO NORTH
91	SAOS SECONDARY SCHOOL	KOIBATEK
92	KIPCHERERE SECONDARY SCHOOL	BARINGO NORTH
93	ST. PETER'S SSECONDARY SCHOOL	BARINGO NORTH
94	MARIGAT SECONDARY SCHOOL	MARIGAT
95	TANGULBEI SECONDARY SCHOOL	TIATY
96	KABIMOI HIGH SCHOOL	KOIBATEK
97	CHEMOLINGOT SECONDARY	TIATY
98	ROSOGA SECONDARY	MOGOTIO
100	SABATIA SECONDARY	KOIBATEK
101	TALAI SECONDARY	BARINGO CENTRAL
102	AIYEBO HIGH SCHOOL	BARINGO NORTH
103	OINOBMOI HIGH	BARINGO NORTH
104	RUTH KIPTUI SECONDARY SCHOOL	BARINGO NORTH
105	AIC CHURO SECONDARY SCHOOL	TIATY
106	TIMBOROA SECONDARY	KOIBATEK
107	KAPTIMBOR SECONDARY	BARINGO CENTRAL
108	AIC PHILEMON CHELAGAT GIRLS	BARINGO CENTRAL
109	KAMELILO SECONDARY	KOIBATEK
110	RIWO SECONDARY	BARINGO CENTRAL
111	CHEBEREN SECONDARY	MOGOTIO
112	KESETAN DAY SECONDARY	BARINGO CENTRAL
113	KORIEMA SECONDARY	MARIGAT

Print Out of Reliability Analysis

Method used – the Cronbach Alpha

Principals' Communication Capabilities
Number of items = 10
Number of cases = 59
The reliability coefficient Standardized = **0.7816**

Principals' Teamwork Capabilities
Number of items = 10
Number of cases = 57
The reliability coefficient Standardized = **0.6764**

Principals' Interpersonal Skills
Number of items = 10
Number of cases = 57
The reliability coefficient Standardized = **0.6693**

Principals' Capabilities in Linking the Strategic Objectives to the Budget
Number of items = 10
Number of cases = 18
The reliability coefficient Standardized = **0.7829**

Principals' Networking Abilities
Number of items = 10
Number of cases = 60
The reliability coefficient Standardized = **0.8598**

Overall reliability
Number of items = 50
Number of cases = 47
The reliability coefficient Standardized = **0.9335**

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