Effects of Principals' Team Work Capabilities on the Adoption of Strategic Management in Public Secondary Schools in Baringo County, Kenya

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Abstract
Strategic management is a critical component 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 (MOE) in the Republic of Kenya expects that all secondary schools put in place strategic management for performance improvement and the realization of the national goals of education. The Principal plays a pivotal role in the adoption of school improvement initiatives such as strategic management. This study sought to find out the effects of Principals' team work capabilities on the adoption of strategic management in Public Secondary Schools. The study found out that Principals' team work capabilities had a significant effect on the adoption of strategic management in Public Secondary Schools.
Keywords: Principals, Team work capabilities, Adoption, Strategic Management

1.1 Introduction

The adoption of strategic management is a crucial aspect for good performance of an organization. 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) 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 the environmental change, provides the organization with an integrated and coordinated guidance, and encourages group-based decisions which are likely to be drawn from the best available alternatives, because forecasts based on specialized perspectives of group members improve the screening options. 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.

The Kenya Vision 2030 (Republic of Kenya, 2007) recognizes that the education and training of all Kenyans is fundamental for the country to becoming a newly industrialized nation by the year 2030. According to Wainaina (2008), the public sector of which the education sector is part should accelerate reforms through Results Based Management (RBM). The RBM approach is supported by strategic management, because the latter is focused on the implementation of strategic plans developed by government ministries and institutions in Kenya (Republic of Kenya, 2008). According to Birgen (2007), reform in the education sector calls for the adoption of RBM approach for performance improvement through strategic management and performance appraisal systems. In response to this need for reform, the Ministry of Education (MoE) unveiled its Strategic Plan (2006-2011). The strategic plan which, to a large extent, is informed by the Sessional Paper No. 1 of 2005, 'A Policy Framework for Education, Training and Research' (Republic of Kenya, 2005), is 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. The strategic plan underlines that it is a statutory requirement for all public educational institutions to develop strategic plans as a means of enhancing RBM and efficiency in their operations. Implicit in this statement was that all public secondary schools were expected to develop 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 strategic plans (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 recommendation that schools should be managed in line with SPs 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 119 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). The delay in the adoption of strategic management in the 109 schools was likely to deny those schools the benefits that result from the RBM approach.

Principals play a key role in the adoption of strategic management, because each Principal is a change

agent in a school set up. A Principal is also expected to be a team leader in ensuring that staff is committed to the realization of school goals. Kenya Education Staff Institute-KESI (2011) defines a team as 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. Sohmen (2013) defines a team as a group of individuals united in pursuit of a common mission or goal, often sacrificing personal agenda for the sake of team accomplishment. As the school Chief Executive Officer (CEO), the Principal ensures that staff works as one team, focused on the execution of its strategic goals. Mbinya(2013) notes that most organizations have embraced teamwork so as to achieve their organizational targets. Fajana (2002) asserts that teamwork is an integration of resources and inputs working in harmony to achieve organizational goals, where roles are prescribed for every organization member, challenges are equally faced and incremental improvements are sought continually. 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. In a school set up, the 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 sought to find out the effects of Principals' team work capabilities on the adoption of strategic management in Public Secondary Schools. At the time of this research, no studies linking Principals' team work capabilities and the adoption of strategic management in schools had been documented.

1.2 Research Conceptual Framework
The conceptual framework of this study is represented by Figure 1. The dependent variable indicated is the adoption of strategic management while the independent variable is the Principals' team work capabilities. It was anticipated that the dependent variable would vary as a function of the independent variable (Mugenda & Mugenda, 2003).

INDEPENDENT VARIABLES

INTERVENING VARIABLES

DEPENDENT VARIABLES
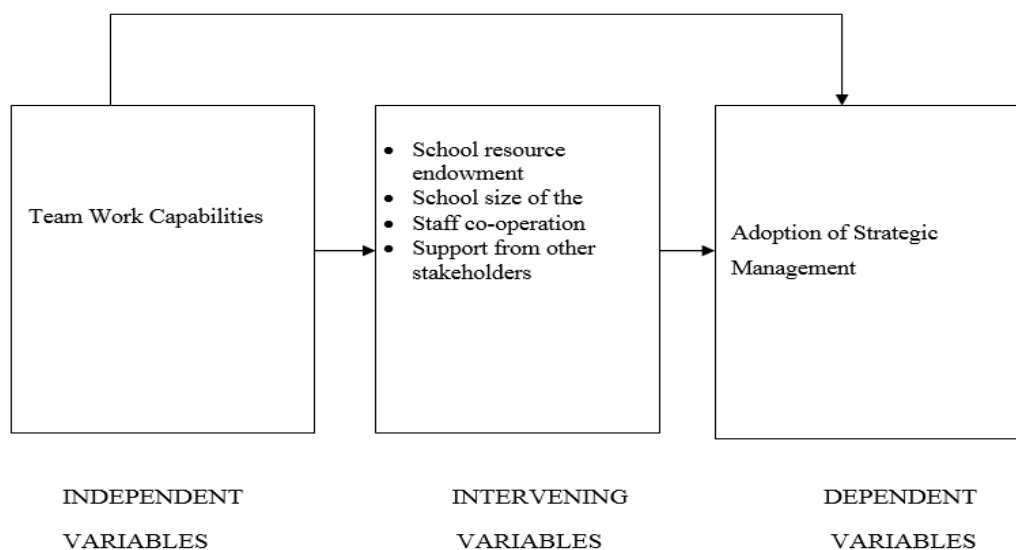
Figure 1: Conceptual Framework Showing the Relationships between the Independent and the Dependent Variables of the Study

In this study, it was likely that the adoption of strategic management in the public secondary schools may be attributable to the Principals' team work capabilities. 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 may be 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 the study because it may intervene between cause and effect (Best & Khan, 2006).The effect of these intervening variables was controlled for through purposive sampling during the selection of schools which participated in the study. 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. This implies that if after careful purposive sampling, a statistically significant effect of the Principals' team work capabilities on the adoption of strategic management is noted, it would not be attributed to chance; rather, it would be concluded that Principals' team work capabilities have a significant effect on the adoption of strategic management.

1.3 Purpose of the Research
The purpose of this research was to find out to find out the effects of Principals' team work capabilities on the adoption of strategic management in Public Secondary Schools.

1.4 Hypothesis of the Research
The following was the null hypothesis of the study.
H_o: There is no statistically significant effect of Principals' team work capabilities on the adoption of strategic management in Public Secondary Schools.

2.1   Research Methodology
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. In this research, data was collected from the teachers and Principals and it was analyzed in order to establish the effects of Principals' team work capabilities on the adoption of strategic management in Public Secondary Schools.

2.2 Sampling Procedures and the Sample Size
Cluster and purposive sampling were applied in this study. In the year 2012 there were 113 public secondary schools spread across the six Sub-Counties of Baringo County. In this study each Sub- County formed a cluster unit from which 30 percent of the schools were sampled purposively for the study. The schools sampled were purposively selected from the National, Extra County, County and Sub-County categories of secondary schools. In the purposive samples, care was taken to ensure that Mixed, Girls and Boys schools were included in the schedule of selected schools. 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). Table 1 indicates that the number of public schools and teachers in Baringo County in the year 2012 were 113.

Table 1
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.

From the Table, 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), respectively. 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), respectively. As shown in Table 1, each Principal in the 34 schools and 408 teachers in the same schools were sampled for this study. The sampling of teachers took into consideration the average calculated number of nine teachers in each school. From this average, it was reported that most County, Extra-County and National schools had more teachers on average (H. Nyangau, Personal Communication, and 30th August, 2012). This implied that an average estimate of 12 teachers from each of the 34 schools were sampled, leading to a total of 408 teachers expected to participate in the study.

2.3 Research Instrumentation
Two instruments were used in the study, namely: the Teachers' Questionnaire and the Principals' Interview Schedule. The questionnaire for the teachers was the main instrument, divided into three 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 team work 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). Part II of the questionnaire encompassed closed-ended questions which elicited short responses on data relating to Principals' levels of the adoption of strategic management in the schools. The Principals' Interview Schedule 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 team work activities a school puts in place as it adopts strategic management.

2.4 Data Collection procedure

The two instruments, the Teachers' Questionnaire and Principals' Interview Schedule were administered simultaneously during the visits to schools sampled for the study. The questionnaire return rate was 84.46 percent (%), where 310 duly filled out questionnaires out of the 367 administered in the field were returned. At the end of the data collection period the data collected was sorted out in readiness for analysis.

2.5 Data Analysis

After the administration of the questionnaires in the field, each of the Likert-type statements was coded per respondent. Thereafter an index for each dependent variable per respondent was computed. This computation gave the indices for team work capabilities. The grouped indices were subjected to analysis with the aid of the Statistical Package for the Social Sciences (SPSS) The hypothesis in this study was tested by coefficient alpha (α) at the 0.05 level of significance. This significance level is often used in Psychological and Educational circles as a standard for the rejection of the null hypotheses (Best, 1977; Best & Khan, 2006). Descriptive statistics which included percentages were applied in the analysis of the data. Further, the data was clarified by use of narrative explanations on the findings as elicited by the Principals' interview schedule.

3.0 Results and Discussions

Table 2 is a summary of teachers' responses on the effects of Principals' team work capabilities on the adoption of strategic management in public secondary schools. The objective in this section was to find out the effects of Principals' team work capabilities on the adoption of strategic management in public secondary schools. Table 2 is a summary of teachers' responses on the effects of Principals' team work capabilities on the adoption of strategic management in public secondary schools.

Table 2

Responses on Principals' Team Work Capabilities on the Adoption of Strategic Management

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

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 3 and 4 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 schools had moderate to high capabilities in the adoption of strategic management, 8.4% of schools were unlikely to adopt strategic management as expected by MOE. In summary, Principals' teamwork capabilities played a supportive role in the adoption of strategic management public secondary schools. Table 3 presents a summary of the mean effect of Principals' teamwork capabilities on the adoption of strategic management. 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.

Table 3

Mean Effects of Principals' Teamwork Capabilities on the Adoption of Strategic Managemnt

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
Valid N (listwise)	288		

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 adoption f strategic plans.

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 4. 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 adoption of strategic managemnt was carried out. The results are presented in Table 5. The study found out that the difference among the low, moderate and high was significant at alpha (α)0.05 level, $F(2, 298)=36.876$, $p=0.000$. This meant that the Principals' team work capabilities had a significant effect on the adoption of strategic management for public secondary schools. 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 6 showing that the differences between groups were significant at $p<0.05$. This implied that the Principals' team work capabilities had a significant effect on the adoption of strategic management. This finding was consistent with that by Sulaiman, Mahbob, and Hassan (2012) that the close bonding among team memebers thus has been strongly developed, which could strengthen the culture of teamwork and promote institution's corporate culture. Piasecki (2013) asserts that in the current business world with fierce competitions, it is teams, not individuals, which drive performance for success

Table 4
One-Way ANOVA Mean Effects of Principals' Teamwork Capabilities on the Adoption of Strategic Management

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

Table 5
ANOVA on the Adoption of Strategic Management

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 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 5 and 6. This led to the conclusion that Principals' teamwork capabilities had a significant effect on the adoption of strategic management.

Table 6
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)

4.1   Conclusion

The research found out that Principals' team work capabilities had a significant effect on the adoption of strategic management. This implied that whereas schools headed by Principals who had high team work capabilities adopted strategic management, those schools headed by Principals who had low team work capabilities had hardships in the adoption of strategic management. This findings were consistent with Fapohunda's (2013) ,that the effects of teamwork (both positive and negative) are contingent upon many factors, including the organizations' culture and climate, effectiveness of team leadership, employee commitment, the system of compensation and rewards, and the level of employee autonomy. These research findings clearly indicated that effectiveness of team leadership plays an important role in the adoption of strategic management in public secondary schools.

4.2 Implications

The study showed that Principals' team work capabilities had a significant effect on the adoption of strategic management in public secondary schools. This implies that Principals with high team work capabilities will facilitate the adoption of strategic management in the schools they headed. This also implies that Principals who have low team work capabilities will not facilitate the adoption of strategic management in the schools they manage. . In a nutshell this implies that the adoption of strategic management in public schools is dependent on Principals' team work capabilities.

5.1   Recommendations of the Research

From the research findings, the following recommendations were made.
(i)   The study found out that Principals' team work capabilities had a significant effect on the adoption of strategic management. The study recommended that there was need to carry out Training Needs Assessment (TNA) on Principals' managerial competencies before training them on team work skills for the effective adoption of strategic management in their respective institutions.
(ii)   This study should be carried out in sampled Private Secondary schools in order to establish whether

Principals' team work capabilities had a significant effect on the development of school strategic plans for the adoption of strategic management.

(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.

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