INSTITUTIONAL FACTORS AND STRATEGY IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN SELECTED COUNTIES IN KENYA

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A Thesis Submitted to the Department of Business Administration in Partial Fulfillment for the Requirement of the Conferment of Degree of Doctor of Philosophy in Business Administration and Management (Strategic Management) Kenya Methodist University

MAY, 2021

DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented for any award in this or any other university.

Signnature…… Date…….
Mutea Kaumbuthu Harun **BUS-4-0089-1/2014**

Recommendation

We confirm that the work reported in this thesis was carried out by the candidate under our supervision

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DEDICATION

This thesis is dedicated to my wife Rosemary Kageni Mutea and my sons Trevor Warren Murimi and Trien Walter Munene.

ACKNOWLEDGEMENT

Let me thank the almighty God from whom all good things come for bringing me this far. My heartfelt gratitude goes to my supervisors, Prof. Thomas Senaji and Dr. Nancy Rintari for their availability, guidance and constructive criticism in the course of writing this dissertation. Special thanks to Dr. Stephen Mutunga, Dr. Ann Rintari and Dr. John Muchiri for their invaluable insights. My appreciation too goes to Faith Gitonga of KeMU library for her kind technical support.

I acknowledge Mr. Muthomi Samuel, Mr. Mwenda Kwaria, Mrs. Mary Kiogora, Mr. Mwirigi Imanene, Mr. Simon Mbogo and Mr. Jim Katharua for assisting me in data collection. My appreciation also goes to all the two hudrend and five respodents. I also thank Mr. Flanklin Mike for his role in data input and analysis. My sincere gratitude also goes to Risper Mwirigi and her family for the material and moral support they offered me in the course of writing this dissertation. My gratitude also goes to Mr. Kimathi Murungi for proofreading this document.

Finally, let me appreciate any other person that may have been of assistance to me in any way in the course of my studies.

God bless all of you.

ABSTRACT

Strategy implementation is arguably the most important phase of strategic management process because it is at this phase that benefits of the whole process should be reaped. In the same vein it is argued to be the most challenging phase and the least researched. This study therefore sought to find out the influence of institutional factors on strategy implementation in public secondary schools in the selected counties of Embu, Tharaka Nithi, Meru and Isiolo. The specific objectives of the study were; to assess the influence of regulative forces, normative forces and cognitive pressure on strategy implementation in public secondary schools in the selected counties in Kenya. Further, the effect of institutional factors combined on strategy implementation in public secondary schools in the selected counties was examined. Additionally, the moderating effect of mimetic pressure on the influence of institutional factors on strategy implementation was also assessed. The study was underpinned by the positivist philosophical paradigm and adopted a combination of correlational and descriptive research designs. A sample of 250 respondents was drawn from the 672 schools in the selected counties. Data was collected using closed ended items on a five point Likert scale. Descriptive statistics such as means, standard deviations, percentages and frequencies were obtained for the purposes of summarizing the data. Inferential statistics were obtained using spearman's rank correlation and the binary logistic regression analysis. The study found out that the regulative pressure had statistically significant influence on strategy implementation (Exp(B)=3.31, p=.001<.05), the cognitive pressure and institutional factors combined similarly had a significant positive influence on the odds for successful strategy implementation (Exp(B)=3.96, p=.003<.05 and Exp(B)=4.433, p=.001<.05) respectively. On the other hand normative pressure had no statistically significant influence on strategy implementation (Exp(B)=.664, p=.206>.05). Similarly mimetic pressure had no statistically significant moderating effect on the influence of the institutional factors on strategy implementation (Exp(B)=.632, p=.565>.05). The study made the following recommendations to the ministry of education; to ensure timely disbursement and sufficient free day secondary school funds to schools, intensify monitoring of strategy implementation by field officers, conduct in-service training for all school administrators on strategic management and establish a support system on strategy implementation.

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LIST OF ABBREVIATIONS

BoM	Board of Management
CEB	County Education Board
CS	Cabinet Secretary
DEMA	Decentralised Education Management Activity
FTE	Full Time Equivalent
GDP	Gross Domestic Product
GERA	Global Entrepreneurship Research Association
GoK	Government of Kenya
IIEP	International Institute of Education Planning
IPSAS	International Public Sector Accounting Standards
KCPE	Kenya Certificate of Secondary Education
KCSE	Kenya Certificate of Secondary Education
KESSHA	Kenya Secondary Schools Heads Association
NACOSTI	National Commission for Science, Technology and Innovation
NPM	New Public Management
PMS	Performance Management System
SEM	Structural Equation Model
SME	Small and Medium Enterprises
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The concept and practice of strategy originated from military warfare. The term strategy is a derivative of the word Strategos that in Greek language means an army general. This Greek word was used as a title for civil-military officials chosen by the masses to take up leadership role in the times of war. The strategoi's responsibility was formulation and execution of high level plans so as to attain long term objective of emerging triumphant through battles, negotiations or whatever other technique contingent upon the prevailing circumstances. Strategy found extensive use within the business world after the World War II, though it had diffused from the military to the business world much earlier (IIEP, 2010). Strategic management as a tool for an organizations meaningful development as it is known today began to be advocated for in the 1950s, and for over three decades the concept was mainly domiciled in the private sector. The idea of the performance culture in the public sector was utterly dependent upon the constitution and the laws (Nartisa et al., 2012). By 1960s strategic planning had become a standard medium of management in every big corporation and several small businesses. It too found its way into the curricula of all reputable business schools (IIEP, 2010).

The term strategy pioneered in organizational management in the second half of the 1970s. The main assumptions for this development in the organizational activities were the inefficiencies of the current positions and perspectives then and the uncertainties of the environmental conditions (Cerniauskienė, 2014).

1.1.1 Strategy Implementation

Strategy implementation is arguably the most important phase of the strategic management process. This is because it is at this stage that the formulated strategy is translated into activities that lead to an organization's operational efficiency and achievement of sustainable competitive advantage (Jooste & Fourie, 2009). Implementation is concerned with carrying out the systematically developed strategies. It can be said to be the aggregation of all the tasks whereby people use a variety of both tangible and intangible resources to achieve the set objectives (Higgins, 2005).

It is important to note that success at the earlier stages is not an assurance of success at execution. Implementation is concerned with carrying out of the chosen courses of action within the organization. In other words implementation is that stage where decisions made are transformed from abstract statements to a tangible operational activity (Harrison, 1999). The success of strategy implementation is determined by multiple interacting conditions within and without the organization. It is said to be more challenging compared to other phases of strategic management process (Muriuki & Stanley, 2017). Yang et al. (2008) have a similar view of strategy implementation, they aver that strategy execution is a constantly changing, repetitive and complicated activities made up of a chain of resolutions as well as actions by managers and workers whose ability to transform the plans into concrete actions leading to achievement of the set objectives depends on conditions within and without the organisation.

Pearce and Robinson (2011) on the other hand, refer to strategy implementation as the action stage of strategic management undertaking. They suggest that to make certain that

the implementation succeeds; the strategy should be simplified into daily activities for the employees and other stakeholders. The strategy should be embedded into the firm so that the two become one and the strategy is manifested in the daily routines of the organisation. Top management should put into place controls and the flexibility necessary to modify strategies and targets to align them with the constantly changing environment. After formulating the directional strategies and setting the long range objectives, the tasks of putting into operation and making the strategy part of the organisation culture still remains. Short term goals, functional strategies and organizational policies act as a means of communicating what should be done on daily basis and at functional levels to implement the overall strategy. Strategy needs to be institutionalized to become part of the organisational culture for its successful implementation. The structure, leadership and organizational culture are the three key elements that provide lasting means of institutionalizing the firm's strategies.

The most brilliant strategic plans would remain useless pieces of documents if its implementation failed. Available literature indicates that globally, many strategies fail at the implementation stage. Strategy formulation consumes organizational resources including the time spent in meetings and therefore failure to implement it successfully would translate into the loss of these resources. Such failures would also have negative psychological effects on subsequent efforts to implement other organizational changes (Sial et al., 2013).

A survey of organizations in China showed that 83% of organizations fail in implementing their strategies (Sial et al., 2013). Mango (2014) avers that 70% of public

institutions do not succeed in implementing their strategies. Moreover the state of affairs in Europe is not any better either. Gebczynska (2016) did an investigation on strategy implementation among the Polish firms and found the phase to be the most challenging of strategic management process.

Burton (2015) argues that about half of the ideas stipulated in the strategic plans never get to be implemented. A meticulously formulated strategy is only a part success. The majority of strategies that do not yield the expected results suffer this fate not because they did not have a good vision; but because they were not properly implemented. Unfortunately, even the best designed strategies often never get to be properly implemented. It is argued that only between 10% and 40% of strategies are implemented successfully. For example, Kaplan (2005) argues that up to about 95% of well formulated strategies are never successful due to errors committed during the implementation process. The mistakes made in the execution stage make majority of strategies to end up in shelves hence negating the importance of the entire strategy formulation process (Gebczynska, 2016).

Additionally, a well prepared strategic plan, formulated via a complex process by senior management consultants or a team of senior managers will rarely fail on its own. If failure has to occur more often than not is at the implementation stage. This notwithstanding, strategy formulation is given greater attention by the managers and strategic management scholars compared to strategy implementation. Okumus and Ropper (1998) argue that the significance of strategy implementation has not enticed many researchers into doing empirical studies in this area. They argue that the amount of

research carried out on strategy formulation far outweighs the ones that have been done on strategy implementation.

Kazmi (2008) observes that extant literature is replete with long term planning and content of the strategy rather than the actual strategy implementation where inadequate literature exists. He attributed this indifference towards strategy implementation to a number of reasons such as: the higher failure rates reported in extant literature, challenges associated with implementation, belief that execution is not as exciting as formulation and real life challenges in dealing with operational level team leaders.

Moreover studies on strategy implementation traditionally deal with challenges relating to technologies, organizational structures, employees' capabilities and adequacy of resources among others. Mate and Kaluyu (2018) further identified the following as the common reasons that make successful strategy implementation difficult to achieve; pressure from stakeholders to managers for improved performance that makes the managers to frequently redefine their strategies, difficulties in accessing sufficient resources for the strategy implementation and lack of appropriate education and skills training for the strategy implementers.

Effective strategy implementation also depends on behavioral reasoning that originates from the institutional context –whether people have to implement, ought to implement or want to implement the strategy. Some employees may implement because it is a regulated company policy (have to implement). Others may simply implement because it is the expected norm (ought to implement), while others may implement because they

personally value the implementation and therefore embrace it that is they want to implement (Palthe, 2014). Yet others may implement the strategy because other people are doing the same.

Empirical literature relating to the influence of the institutional pressures namely: regulative pressure, normative pressure, cognitive pressure and mimetic pressure on strategy implementation is very scarce. Researchers have concentrated on the earlier paradigms of the industry based view, the resource based view and managerial skills. Based on the foregoing, the researcher carried out this study on the influence of institutional factors on strategy implementation in public secondary schools in selected counties in Kenya.

1.1.2 Institutional Factors

There are two dominant paradigms that have traditionally influenced strategic management discourse. In the 1980s strategic management discipline was bestrode by industry-based view as advanced by porter (1980) while the decade of 1990s was dominated by resource based-view (RBV) whose proponent was Barney (1991). Since then, the two schools of thought have oscillated like a pendulum in trying to explain the fundamentals of strategy (Hoskisson et al., 1999). Recently a third paradigm that complement the two traditional paradigms has emerged; the institutional theory (Peng et al., 2009). The institutional theory has its origins from both the economics-view of institutions as espoused by North (1990) and Williamson (1985) and sociological-view of institutions from the works of DiMaggio and Powell (1993) and Scott (1995). This

theory recognises the role of institutions in explaining why organizations have differing competitive advantages (Garrido et al., 2014).

Institutional factors are derived from the institutional theory. Literature on the institutional theory from the works of the proponents such as DiMaggio and Powell (1983) and Scott (1995) brings out four institutional factors. These factors are variously referred to as institutions, institutional pressures or institutional pillars. They include the regulative pressure, normative pressure, cognitive pressure and the mimetic pressures.

Regulative pressure

Regulative pressure emanates from those who have legal authority and power over the organization. Due to the formal nature of these regulative forces they are distinguished from other institutional forces by the explicitness with which they are expressed. They are mainly manifested in form of laws, rules, regulations, directives, policies and sanctions. The regulative pillar is characterized by its coercive enforcement mechanism (Sutton et al., 2015). Thus an entity basically experiences regulative pressure exerted by an individual or another entity that it relies on for existence (Kauppi, 2013).

Regulative pressure may also originate from the government through legislation and policies (Masocha & Fatoki, 2018) concerning issues such as use of government funds, student admission criteria and staffing and management of teachers. Furthermore coercive forces include explicit regulative constraints such as rules, appraisals and code of regulations (Kshetri, 2009). These regulations stem from regulatory agencies coupled with the existing legislature regulating the organizations operations pertaining to the sector's environment (Masocha & Fatoki, 2018). Regulative pressure is assumed to

occur because firms are adjudged to depend on external stakeholders for resources that ensure their survival. Consequently coercive pressure is as a result of pressure coming from external entities that provide crucial resources to the organizations (González, 2010).

The enforcement of coercive pressure takes place legally and comes in two forms; Imposition of cost for those not abiding with the forces or through inducement where incentives are offered to those who abide with the pressure (Scott 2001). Thus regulative pressure may be enforced as a compulsion, persuasion or invitation to join collusion (Othman et al., 2011). On the other hand, regulative pressure may be enforced by institutional seduction or inducement whereby firms are not compelled to adopt certain practices but instead are offered incentives to adopt such practices. The incentives may involve promotion, awards and government grants (Masocha & Fatoki, 2018) or simply gaining legitimacy from the superiors.

In terms of education sector and in relation to this study the regulative force may be manifested in terms of the basic education act, the teachers code of regulations, promotion and career progression guidelines and other policy guidelines that may emanate from the Ministry of Education or the Teachers Service Commission. Breach of any of these legal directives may lead to punishment or denial of benefits such as promotion. The study sought to investigate the magnitude of these coercive pressure experienced by schools and whether they affect schools' strategy implementation.

Normative Pressure

Normative pressure emanate from collective expectations imposed by the society or the profession on the firm or the individual actors in it. The enforcement mechanism for normative pressure is driven by the sense of obligation of the organization or individuals to these two institutions (Palthe, 2014). It is further elaborated that this form of pressure occurs by the process of professionalization where identical formal education and membership to professional bodies influence behaviour (Miterev et al., 2017).

While undergoing professionalization, acquisition and infusion of similar traits such as professional norms, managerial mind sets and approaches to solving problems take place among the professionals. Further to that, professional organizations may play a critical role in monitoring and ensuring compliance with normative pressure. Normative pressure further entails the ways in which firms are supposed to adhere to standards of professionalization and the adoption of practices and systems that are considered legitimate by the relevant professional organisation (Thani, 2019).

Normative pressure involves rules of behavior that lack coercive enforcement mechanism. The actors are pressured but not required to act in a certain way. The conformity to normative pressure is more on ethical basis than legal requirement. These rules of behavior are reflected in terms of values, norms, expectations, shared understandings of the rightness of certain actions, rules of the thumb and standard operating procedures. Nonconformity to normative forces leads to sanctions by the society or the profession. The sanctions may be related to accreditation or certification by professional bodies or loss of legitimacy from the society (Kam et al., 2019).

According to Pitts et al. (2010), firms are motivated to conform to normative pressure by the need to be morally right and the feeling of being obliged to do so. Conformity to normative pressure may further be encouraged through rewards and sanctions such as loss of accreditation or legitimacy (Teodoro, 2014).

As relates to this study the normative pressure was expected to emanate from the communities in which the schools are situated. Moreover, normative pressure was expected from the stakeholders such as parents, board of management or even the sponsor. If the actors in the school feel a sense of obligation to the community then they will conform to the pressure hence weighing in on how strategies are implemented. Normative pressure may also come from professional bodies such as Kenya Secondary School Heads Association (KESSHA) or other professional bodies that the actors may be members of or may be willing to be accredited to as well as interest groups such as labour movements and non-governmental organisations. It is therefore assumed that if the strategy implementors are loyal to these organizations and would wish to appear legitimate in their eyes, they would strive to meet their expectations.

Cognitive Institution

This institution factor is largely adopted from the works of Scott (2007). He focuses more on inter-subjectivity and personal interpretations instead of the wider social processes. He argues that cognitive institutions mirror exposition and conformation of individuals and groups of actors (Friel, 2017).

The cognitive pillar of institutional theory involves knowledge, skills and taken-for-granted beliefs. It is a function of levels of education, skills training and access to

support services. It therefore deals with cognitive frameworks associated with the person's perception of their capabilities and their self- efficacy (Yousafzai et al., 2015).

Mimetic forces

Carter (2016) argues that mimicry occurs when institutions duplicate practices of other organizations that they consider superior to them. Mimetic pressure arises when organizations copy their peers in the industry that are thought to be doing well or enjoying legitimacy. Organizations copy others' practices especially when the environment in which they are operating in is uncertain. This implies that when the organizations lack clarity in what is expected of them then they are likely to copy practices from other organizations that seem to be doing better. An organization may also imitate organizations that continually out do them in a certain field.

According to Rosalinde et al. (2017) mimicry arises as a response to anxiety and uncertainty. This makes an organization to mimic the practices of more successful organizations. When organisation's technologies are not well understood, the objectives are not clear or the organizations environment lacks certainty, institutions often tend to imitate practices of their peers or competitors they perceive to be doing well. Teodoro (2014) on the other hand, avers that mimesis occurs as a result of standard responses by organizations to uncertainty. Additionally, Pillay et al. (2017) posits that mimicry takes place when public organizations perceive other public organizations as more successful than them and copy such institutions without acknowledging the unique context of such organizations and their peculiarities. Miterev et al. (2017) supports this assertion through an empirical study where he found that temporary organisations mimicked managers that

were thought to be successful and credible without doing due diligence to identify the short comings of such managers. This form of pressure focus on the successes of the organizations they copy disregarding the failures that may be happening in such organizations.

This imitation many a times take place when firms experience uncertainties and hence imitate the practices of other organizations that in their opinion are doing well to avoid failure and gain legitimacy. This mimetic behavior that is also known as modeling may take various forms such as poaching employees from rival firms, engaging the same consultants and taking part in similar industry activities (Masocha & Fatoki, 2018).

Mimetic pressure occurs in three different dimensions depending on what aspects of the organizations are imitated. Firstly, there is frequency based imitation. This is the most basic form of imitation where an organization copies practices, designs and structures that are popular with other organisations in the sector regardless of whether they will lead to better performance (Wu et al., 2013). Secondly, the trait based imitation contrast with frequency based imitation owing to its high level of selectivity. Trait based mimicry takes place when an organization exclusively aims at copying firms possessing certain traits like size or centrality. The underlying assumption is that imitating mannerisms and decisions of organisations with the characteristics is most likely going to yield similar results for the imitator (Kauppi, 2013).

Finally, the outcome based imitation is almost the same as the trait based imitation in that it is also highly selective only that outcome based imitation selectively copies decisions and practices that have yielded good results. Mimicry therefore is said to be

outcome based, when the actions copied are only those that lead to success. More specifically, trait based imitation refers to copying organizations with given desirable traits while outcome based mimicry involves imitating organizations manifesting particular desirable outcomes (Wu et al., 2013).

1.1.3 Strategy Implementation in the Public Sector

Public strategy refers to the methodical utilization of tax payer's money and exercise of power by a government institution to realize public objectives (Mulgan, 2009). It is further explained that strategy in the public sector is not a ploy to defeat competitors as is the case in private sector but rather a means of improving service delivery (Boyne & Walker, 2004).

Public sector comprises of institutions funded by the national government or the regional governments. Public sector is usually tasked with provision of public goods or services that should be accessible to every individual and are not engaged in any competition. Therefore, the only criterion for evaluating a public institution is its effectiveness.

At the global level, it took about thirty years for the strategic management paradigm to spread to other sectors from the military and private business domains. Strategic management was embraced in the public and semi- public sectors in the mid-1980s at the time when the free trade paradigm started to permeate all spheres of management thinking. Public reform mood was in the air (IIEP, 2010). From the middle of the 1980s, there was an inrush of private sector philosophies into the public sector in an effort to enhance the efficiencies and effectiveness of the public sector. The reform movement

was christened New Public Management (NPM) or New Steering Model (Mcbain & Smith, 2010).

Following the emergence of NPM, the traditional bureaucratic style of management started to lose its appeal as western nations including the Great Britain, Germany, Canada, New Zealand and the United States of America (USA) abandoned it for NPM model (Rubakula, 2014). NPM was a collection of emergent ideas and practices aimed at reforming governments' service delivery that became popular towards the end of the decade of 1980s. It involved infusion of private enterprises' styles of administration such as performance contracting practices and adoption of overt standards and performance measurements. It was aimed at curbing the chronic failures characteristic of the traditional bureaucratic management style that was found to be too hierarchical, slow in response to issues and inefficient in general (Alexander, 2014).

From Europe and America NPM diffused into third world countries mainly through the influence of Breton woods institutions and the European commission. By the end of the twentieth century many developing countries had adopted the model mainly due to pressure from the donor community that had put structural economic adjustment programmes as a condition for aid. In the years of 1990s, most of the African countries adopted the NPM model of administration hoping to scale up efficiency and effectiveness in government's service delivery. The majority of the sub Saharan countries such as Tanzania, Malawi, Zimbabwe and Kenya were passing through economic difficulties in the mid -1980s. The world bank intervened by recommending the introduction of structural adjustment programmes (SAP) that according to the bank

had to go together with the NPM model of administration (Rubakula, 2014). Structural Adjustment programmes were implemented in Kenya in mid 1980s with the assistance of the World Bank with the aim of turning around the economy into the growth and development trajectory (Mbithe & Mwabu, 2016).

Demirkaya (2015) report that strategic planning was made a fundamental requirement in public sector institutions through reforms occasioned by NPM management model. The aim was to cultivate a management culture that ensured that public institutions were run strategically. This would enhance efficiency and accountability. It was believed that adopting strategic management practices would make the provision of services by the government more cost effective by being more result oriented.

Although there exists fundamental differences between a private firm and a public institution in that public institutions are not in competition with any rivals, are non-profit making and those in charge exercise just a limited control over the human resources, they too have an obligation to deliver specific amenities and hence should produce precise measurable results. They also utilize important resources that are limited in supply and therefore their operation costs should be minimised. The government agencies have their own unique way of doing things mostly borne of long traditions and might therefore not be very efficient (IIEP, 2010). This justifies adoption of the dynamic management principles and practices from the private sector such as NPM and hence strategic management.

The organizations' environment has become very unpredictable and turbulent such that an organization that does not plan is destined to fail. Organizations have to craft

strategies and effectively execute them to ensure survival and accomplish the set goals and objectives (Pearce & Robinson, 2011). Currently, all the orgainisations both in private and public sector have adopted some form of strategic management as a means of improving the organizational efficiency or enhancing the competitive advantage. The purpose of adopting strategic management paradigm is expected to be the same whether in private or public sector. What should differ is the style of implementation and application of the tool in both sectors due to the various underlying differences. Extant literature suggests that private companies do better than public institutions in regard to efficiency and outcome based practices (Nartisa et al., 2012).

Strategic management was recommended to government institutions because it was assumed that despite the differences in the running of public and private institutions, strategic planning approach is relevant to all kinds of institutions since they have long term objectives they aim to achieve using scarce resources. Therefore, they have to device a method of employing the scarce resources to achieve their objectives. Different types of organisations have their unique characteristics and therefore strategic planning cannot be copy pasted but rather have to be adapted to the unique specificities of each type of the organisation (IIEP, 2010).

Whereas efficient implementation of strategy improves the image of the organization and the individuals in it, unsuccessful implementation may spell doom to both the institution and the individuals concerned. Successful implementation of a well-crafted strategy is vital for the success of institutions (Demirkaya, 2015).

According to Cerniauskiene (2014) the implementation part of strategic management cycle includes activities such as: formulation of programmes and design of projects for the implementation of the strategy, coming up with the budget for the programme, constitution of the working groups and setting up of strategic human resources.

1.1.4 Strategic Implementation in the Education Sector

The practice of strategic planning pioneered in American universities and colleges in the late 1970s. Half a decade later, the practice had spread to over five hundred districts mainly with the assistance of educational bodies that published and extensively distributed guidebooks on the subject of strategic planning. According to IIEP (2010), strategic planning was adopted by several other countries in the late 1980s as decentralization and management reforms took root in schools.

Caillods (1989) noted that during the United Nations Educational, Scientific and Cultural Organisation–International Institute of Education planning's (UNESCOs-IIEP) global conference to mark the institute's silver jubilee in 1988, the participants' dissatisfaction with the old planning techniques was extensively canvassed although the necessity and ways of ensuring adoption of new paradigm in educational planning was barely discussed.

In the developing world such as Kenya, development of strategic plans was introduced in schools towards the middle of 1990 and was closely associated with the advent of Sector Wide Approaches program (SWAp) that required a paradigm shift from traditional management of various sectors in the government including the education sector.

Further the inclusion of long term plan as a mandatory consideration for donor funding in education made the third world countries that were the major beneficiaries to refocus their energy to strategic planning (IIEP, 2010).

The state of education in developing world of which Kenya belongs further justifies the need to adopt strategic management practices in schools. According to Mbiti (2016), governments in the developing countries have been investing a substantial and increasing portion of their Gross Domestic Product (GDP) in education for the previous twenty years. UNESCO (2011) report revealed that the actual education expenditure in the twenty six countries surveyed expanded by an average of six percent annually. The increase in the budgetary allocation for education sector in developing countries mainly went to increasing access and provision of basic requirements such as classrooms, textbooks and teachers. The outcome of the expanded expenditure in education was that the number of primary pupils who were not schooling globally fell from nineteen percent in 1999 to eleven percent in 2013.

While expenditures in education and the number of students attending school had improved among the third world countries, numerous empirical findings and data sets indicated that the outcomes had remained poor. A study by Uwezo (2013) found out that in the East African countries, only 50% of standard five pupils could read standard two level English and only 60% had attained basic year two literacy in Kiswahili. Furtherance to low levels of learning, public education systems in developing countries experienced a myriad of other problems such as high rates of truancy among the teachers, misappropriation and embezzlement of funds in the process of transferring

them to schools and at the schools, ineffective quality assurance and standards systems and inadequate involvement of parents. These issues pointed to high levels of lack of accountability in the system. This lack of accountability negated the impact of increased budgetary allocation. This could have explained why learning outcomes had been unresponsive to the increased resource allocation (Mbiti, 2016). He therefore recommended that subsequent educational sector reforms should aim at increasing the accountability and incentives across the education systems. It is the opinion of the researcher that adoption and successful implementation of the formulated strategies is an appropriate way to enhance accountability.

The Kenyan government directly fund schools through free day secondary education (FDSE) programme. On the other hand, the obligation of the parents is to cater for direct costs such as boarding fees, school uniforms, transport and meals. The government of Kenya allocates in excess of 30% of its annual budget to the enhancement of education in the country through recurrent expenditure and infrastructure development; however the system has not yet done much in overcoming the major problems facing the country (Muricho, 2013). This investment therefore justifies the necessity for all learning institutions to respond to concerns by various interested parties and stakeholders about accountability and transparency through development of formal assessment tools for the utilization of resources and learning outcomes (Itegi, 2016). A well implemented strategic plan would be a suitable tool to ensure proper utilization of these resources and ensure improved output of the system- better learning outcomes.

In the year 2012 the Decentralized Education Management Activity (DEMA), an initiative of the Ministry of Education in collaboration with United States Agency for International Development (USAID), initiated a capacity building program among the principals and Board of Management (BoM) members at the sub-county and school level to facilitate them develop and execute strategies at the school level. These efforts notwithstanding, education at the secondary level face unique management challenges attributable to poor implementation of plans. Failure to emphasis on proper strategic planning and implementation may cause negative consequences for operating schools in the current competitive environment. Strategic planning is viewed as a tool that creates conducive conditions for all the interested parties to give their input in the direction they want the school to take. This further ensures support from all the stakeholders leading to stability and improved performance. It is an engagement through which agencies come up with objectives to be attained within a specified time frame and using a defined amount of resources. Strategic planning aids the school management to forecast future internal and external changes in the environment that may impact on their achievement of the set objectives (Chukwumah, 2015).

Strategic plans enable the top management to come up with priorities of the organization as well as developing ways and means of attaining the organisation's goals and objectives. According to Itegi (2016), seven in every ten schools in Kenya prepared strategic plans covering about three to five years. However, many of the school did not achieve any of the objectives stipulated in the documents. This is a pointer to the fact that there are underlying challenges when it comes to implementing strategies in schools

and therefore there is need for empirical studies on the implementation phase to establish the challenges encountered.

1.1.5 Public Secondary schools in Kenya

These are post primary education institutions that are funded by the government. Secondary education takes a period of four years with students sitting for Kenya Certificate of Secondary Education (KCSE) at the end of the course. In Kenya secondary schools are categorized hierarchically ranging from nationals schools that are ranked top and day schools ranked lowest in terms of infrastructure, teaching and learning facilities as well as the academic ability of students admitted. In between the two are the extra county schools that are immediately below the national schools and then the county schools respectively. Students are admitted into secondary schools based on the results of Kenya Certificate of Primary Education (KCPE) in order of merit with national schools admitting the best performers and sub county schools the lowest. National schools admit students from all over the country ensuring regional balance. The extra county ones adopt a quota system with forty percent being selected nationally and an equal proportion drawn from schools within the host county. Another twenty percent is picked from the home sub county. County schools mainly admit students from within the county while sub county schools admit from within the schools locality because they are mainly day schools.

Regardless of the school category, the teachers and administrators possess the same qualification although administrators are required to start from lower ranking schools and rise up the ladder towards the national schools as the gain experience. The

management of secondary schools is delegated to various agencies by the Cabinet Secretary of the ministry of education. At the school level the school is managed by the Board of Management (BoM) whose members represent various stakeholders and the school principal is the secretary. The BoM is answerable to the County Education Board (CEB).

Although public schools are basically funded by the tax payer, parents pay fees as regulated by the ministry of education depending on the category. National schools pay the highest while day schools do not pay any fees save for lunch and tea by agreement between the parents and the management. In absence of such agreement, students from sub county schools can either carry food or go home for lunch. Similarly, the facilities such as the infrastructure as well as teaching and learning facilities differ across the categories with national schools being the most endowed as we go down to the day schools.

Public secondary schools face various challenges. Education news (2019, March 12 - 25) reported that the expenses incurred by schools are much more than that estimated by the government. Kenya Secondary School Heads Association (KeSSHA) argues that with the government policy of 100% transition from primary to secondary, creating conducive learning environment has become a nightmare. It argues that the actual disbursement is less than the fees guidelines the ministry issues. For example, KeSSHA reports that under the repair, improvement and maintenance vote head, the disbursement in 2018 was Ksh. 752 per student against a guideline of Ksh.2 886 per student. The personal emoluments voted received Ksh. 1, 293 against an estimated cost of Ksh.7 048

per student. The situation was the same for all vote heads in 2018 except for the activities vote head that received the exact amount as per the guideline. Many schools are also understaffed and therefore the Board of Management has to employ teachers to cover the deficits leading to a further strain on the finances.

1.1.6 Research location

The study was conducted in four selected counties of Meru, Embu Tharaka-Nithi and Isiolo. These four counties were proposed to provide the sampling frame for the research. The four counties are part of the region erstwhile referred to as Eastern Province before the new constitution took effect in Kenya in 2010. From Nairobi the capital city of Kenya, Embu county is the nearest of the four being 120 Kilometres to the Northeast of the capital city on the South-Eastern slopes of Mount Kenya. Boardering Embu is the Tharaka-Nithi County that is about 175 Kilometres on the same bearing as Embu County from the capital city on the foothills of Mount Kenya. Meru County borders Tharaka-Nithi County to the Southwest and is approximately 225 kilometres Northeast of Nairobi the capital city of Kenya. Finally Isiolo County is the furthest of them being 285 kilometers from Nairobi. It borders Meru County to the Southwest.

These counties were considered suitable for the study because alongside being accessible to the researcher, they also have all the categories of public schools that exist in Kenya and therefore are a good representative of the schools in the country.

1.2 Statement of the Problem

The Kenya vision 2030 aims at providing education to all citizens and improve the standards to match global levels for enhanced wellbeing of all the citizens and the

country at large. In connection to this, the ministry of education directed that all public schools in Kenya come up with strategic plans covering 3 -5 years and annual action plans. However, the majority of the schools were found to have prepared strategic plans to comply with the policy requirements of the ministry but were not implementing them (Itegi, 2016; Ngetich et al., 2019).

Extant literature show that globally, the majority of strategies fail at the implementation stage (Sial et al., 2013). Additionally, Gebczynska (2016) found that difficulties in executing a strategy are evidenced in studies that report that only between 10% and 40% of strategies are successfully implemented. For example, Sial et al. (2013) quotes 83% failure rate while Mango (2014) placed the failure rate at 70%. Failure to implement a formulated strategy has numerous negative effects on the organization ranging from the loss of resources and time employed in the formulation process to the psychological impact on the employees that may hinder future organizational change initiatives.

It is argued that there exists an imbalance in strategic management literature with strategy formulation receiving more attention from researchers compared to strategy implementation. Amjad (2013) argues that strategic management literature has repeatedly decried the paucity of empirical studies on strategy implementation perspective; these appeals however have not aroused sufficient interest by researchers to focus on this area as compared to the formulation phase. Strategy implementation therefore requires more vigorous research effort to cure this imbalance.

It is against this background that the researcher investigated the influence of institutional factors namely regulative pressure, normative pressure and cognitive pressure on

strategy implementation in public secondary schools in the selected counties alongside the moderating influence of mimetic pressure on the influence of institutional factors on the strategy implementation.

1.3 General Objective of the Study

The general objective of the study was to examine the influence of institutional factors on strategy implementation in public secondary schools in the selected counties in Kenya

1. 4 Specific Objectives

i. To assess the influence of regulative pressure on strategy implementation in public secondary schools in Kenya.
ii. To determine the effect of normative pressure on strategy implementation in public secondary schools in Kenya.
iii. To establish the influence of cognitive pressure on strategy implementation in public secondary schools in Kenya.
iv. To examine the combined effect of institutional factors on strategy implementation in public secondary schools in Kenya.
v. To examine the moderating influence of mimetic pressure on the relationship between institutional factors and strategy implementation in public secondary schools in Kenya.

The fourth objective that measured the effect of the institutional pressures collectively was necessitated by the fact that while some studies have measured the influence of each of the pressures individually, others have measured the effect of institutional pressures

collectively (Osewe, 2019; Al-Ma'Aitah, 2017; Zeng et al., 2016). Additionally, Woolthuis and DeJong (2017) argue that each of the institutional pressures acts separately but they also interact to act collectively.

1.5 Hypotheses

The study tested the following hypotheses

H_{01}: Regulative pressure has no statistically significant influence on strategy implementation in public secondary schools in Kenya

H_{02}: Normative pressure has no statistically significant influence on strategy implementation in public secondary schools in Kenya.

H_{03}: Cognitive pressure has no statistically significant influence on strategy implementation in public secondary schools in Kenya.

H_{04}: Institutional factors do not significantly predict implementation of strategy in public secondary schools in Kenya.

H_{05}: Mimetic pressure has no statistically significant moderating influence on the relationship between institutional factors and strategy implementation in public secondary schools in Kenya.

1.6 Significance of the Study

First this study provides insights to the body of knowledge regarding the implementation aspect of strategic management. From the extant studies, it has been found that strategy implementation has received less attention compared to strategy formulation despite the importance of this phase to the success of the organization. This study therefore responded to the appeal for more studies on strategy implementation to bridge the deficit

that exists between strategy implementation and strategy formulation in strategic management literature.

Secondly to the strategic management practitioners, the study draws their attention to a different set of factors that may influence the implementation of strategies: The behavioral factors that draw from the institutional context. This is because traditionally, it is factors such as technologies, organizational structures, employees' abilities, resources and leadership that have been considered to influence strategy implementation. The study therefore widens the scope of areas to pay attention to when considering the factors that influence strategy implementation to include institutional factors.

Strategic management in public secondary schools sector is a relatively new phenomenon. The study therefore sheds more light on the goings on in the execution of strategies. Further, the resulting findings can guide educational managers on the areas to focus on in the future reforms in education sector.

Finally, the study provides a base for other researchers and scholars that may carry out further research on the nexus between strategy implementation and institutional pressures.

1.7 Scope of the Study

The location of the study was the upper eastern region of Kenya. The region comprises of four counties; Meru, Tharaka Nithi, Embu and Isiolo. These counties were selected because alongside being more easily accessible to the researcher, schools found in these counties possess the characteristics of public secondary schools in Kenya since all categories of these institutions can be found in the four counties and therefore were

considered representative. Further, the study focused on public secondary schools only. Despite there being many factors that influence strategy implementation, the study focused on institutional factors namely the regulative pressure, normative pressure, cognitive pressure, and mimetic pressure. These factors were chosen because it has been argued that past researchers had not paid adequate attention to the influence of institutional factors on strategy implementation hence the researcher sought to fill this gap. The data for the study were collected between September and December 2019.

1.8 Limitations of the study

First the scope of this study was limited to the influence of the institutional factors on strategy implementation in public secondary schools in selected counties in Kenya despite the possibility of existence of other factors that may influence strategy implementation. Secondly, since it was impractical to study all secondary schools in Kenya; the study was limited to public secondary schools and in the selected counties only. The study however ensured that the selected counties were representative of all the public secondary schools in Kenya.

By collecting data for both dependent and independent variables from the same respondent and at the same time there could have been a risk of the common method variance (CMV) and response consistency effect that may have biased the observed relationships. To mitigate this limitation the following possible proactive measures proposed by MaCkenzie and Podsakoff (2012) were taken: The respondents were assured that their identity would not be disclosed to anybody and that their opinion on all the statements in the questionnaire would be valid. The survey instrument was also made

as simple as possible to avoid misinterpretation and finally the instrument was pretested and the improvements proposed done.

Further to these proactive measures once that data was collected, presence of Common method variance was tested using the Harman's Single factor method. This technique proposed by Harman (1960) combines all the variables into a single factor and restricts them to ensure elimination of rotation (Podsakoff et al., 2003). If this new factor explains in excess of half of the variance, then this is an indication of presence of CMV. Harman's single factor test for CMV showed that a single factor explanation of the variance was limited to only 19.868% (Appendix IV) hence ruling out the presence of common method variance.

The area of nexus between strategy implementation and institutional factors does not seem to have attracted a lot of attention by researchers. This presented a limitation in that there was not a lot of findings by other scholars against which to compare the findings of this study. However, the scarcity was supplemented by implementation of related practices analogous to strategy implementation such as environmental management practices and adoption and use of International Public Sector Accounting Standards (IPSAS) among others.

1.9 Assumptions of the Study

The following issues were assumed while embarking on this research; one, there would be willing respondents since the participation was on voluntary basis. Secondly, it was assumed that the respondents would be honest in their responses and that they would not be tempted to respond as per what they thought to be the ideal situation rather than the

reality on the ground. Third, the researcher assumed representativeness of the sample both in terms of characteristics and size.

1.10 Operational Definition of Terms

Cognitive pressure: This is pressure emanating from the inter-subjectivity and personal interpretations of situations (Sutton et al., 2015).

Mimetic pressure: This is pressure for organization to imitate practices of other institutions that are more successful or are enjoying more legitimacy (Scott, 2001).

Normative pressure: This is the pressure exerted on the school or the individuals in it by the collective expectations of the society (Palthe, 2014).

Public school: A school funded by the government and governed by the Board of Management and parents association (Education act, 2012).

Regulative pressure: This is coercive pressure emanating from the agencies that have formal authority over the school (Sutton et al., 2015).

Strategy implementation: Is the putting into action the formulated strategies to achieve the short term and long term objectives (Pearce & Robinson, 2011).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this section the theories in which the study was grounded in as well as existing empirical literature related to the research area are reviewed. Firstly, the theories underpinning the research topic are discussed. Secondly, literature relating to the area of strategy implementation starting from general implementation to implementation in education sector is reviewed. The topic further looks at the empirical studies relating to the topic under study followed by a summary of the same studies to identify the gaps that need to be filled. The chapter concludes by proposing a conceptual framework showing the hypothesized relationship between the variables.

2.2 Theoretical Framework

A theory is a general proposition that explains the connection between two or more variables. It is a reasonable general principal put forward to explain a situation. Philosophically, a theory should produce a model that can be used to predict future occurrences (Kawulich, 2009). Additionally, Grant and Osanloo (2014) argue that theoretical framework creates the foundation for the review of literature, selection of research design and method of data analysis.

Theoretical framework offers structural support to all the other sections of the study. A theoretical framework provides a perspective, an orientation or a lens through which a study topic can be explained. This makes it crucial for a researcher to review relevant theories that undergird the research. This study was underpinned mainly by the

institutional theory supported by theory of reasoned action and its improved version, the theory of planed behaviour and the social exchange theory.

2.2.1 Institutional Theory

Institutional theory forms the bedrock of this research as all the independent variables namely the regulative, the normative and the cognitive pressure is derived from it as well as the moderating variable (the Mimetic pressure). Institutional theory has its origins from the works of North (1990) and Williamson (1985) who viewed institutions through economics lens and those of DiMaggio and Powell (1993) and Scott (1995) who explained institutions in terms of social enablers and constrains. Institution is defined variously; Hoffman (1999) defines institution in regard to firms as social and cultural restrictions that establish and determine what is acceptable or not, what is implementable and what is not implementable. According to Scott (2001), institutions are the forces that act on individuals and organizations such that they apply social pressure and restrictions on them. They determine what is acceptable or not.

Institutional theory deals with the impact of forces beyond an organizations control on its behaviour (Hoffman, 1999). It creates a framework for one to look beyond the market forces in analyzing the behaviour of an organization or individuals in it and introduces institutional forces as a tool for behavioural analysis. Institutional theory seeks to comprehend organizations and managerial behaviour as a function of social and institutional pressures as opposed to economic and market forces.

These institutional forces that shape the behavior of organizations were grouped by Scott (2007) into three categories namely the regulative pressure, normative pressure

and cognitive pressure (Bruton et al., 2010) while Davidson et al. (2006) lists the three forces as coercive pressure, normative pressure and Mimetic pressure. The regulative pressure deals with both official and unofficial pressure applied to organizations by the government and non-government agencies with control or influence over the organization (Sutton et al., 2015).

Therefore the regulative element of the institutional theory concerns with aspects of the institution that is to do with the laws, regulations and the rules applicable to the organization's environment. This pressure originates from government legislation, regulations and policies that coerce organisations to comply with certain prescribed practices in order to appear legitimate (Edwards et al., 2009). There are two ways of ensuring compliance with the regulations namely imposition or induction. Imposition is implemented with the use of fear while induction involves giving incentives for compliance (Scott, 2001).

Regulative pressure coerces the focal organisations to embrace particular management practices in running the organisations (Hu et al., 2007). In general, a critical characteristic of regulative pressure is their coercive enforcement mechanism (Peton & Peze, 2014). DiMaggio and Powell (1983) argue that this regulative pressure has its roots in the resource dependency theory. According to this theory, a more powerful organisation or individual that has control over scarce and essential resources may coerce another organisation that relies on it for resources to behave in a certain manner to ensure its continued existence (Teo et al., 2003). In application to this study the regulative pressure therefore encompasses those laws, rules, policies or directives from

the government that the school must implement and failure to which there is some form of punishment or some reward to those who execute the strategies its influence on strategy implementation. It further investigated whether there were enforcement mechanisms for this formal pressure.

The normative pillar deals with the role of moral obligation and the sense of duty in carrying out ones duties. That is, they implement a certain managerial practice adopted by the organisation because they feel that it is the expected norm - they ought to implement (Palthe, 2014). Normative pressure stem from the focal organisation community's expectations that the organisation is expected to comply with as responsible corporate citizen (Appari et al., 2009). It consists of social guidelines limiting behavior that cannot be enforced coercively. These guidelines consist of shared understandings regarding ethically acceptable behavior, rule-of-thumb or standard operating procedures (Sutton et al., 2015).

In other words, normative pillar concerns itself with social patterns regulating the behavior such as values and norms. Norms consist of social expectations that pressurise the organisation to behave in a certain manner. Based on the above elaboration on what entails normative pressure, the study investigated the pressure exerted by society and the non-formal stakeholders, norms, beliefs and attitudes that exist among the implementers and how they impact the strategy implementation outcomes.

The cognitive pillar consists of knowledge and skills, and assumptive beliefs. It is concerned with cognitive frameworks associated with the person's regard for their

capabilities and self-belief. The cognitive pressure is a function of levels of education, skills training and access to support services (Yousafzai et al., 2015). This study therefore, intended to find out whether strategy implementers possess the required comprehension and competence as well as access to support services regarding strategy implementation. It further attempted to predict whether this cognitive pressure influence implementation of strategies in public schools.

This study further intended to advance the institutional theory by adding another category of institutional forces – the mimetic forces as a moderating variable. To a large, extent the influence of mimetic pressure is comparable to the band wagon effect (DiMaggio & Powell, 1983). Mimetic pressure is the pressure that forces an organisation to emulate other organizations' practices. Management practices that appear to be desirable or to enhance legitimacy in that particular industry or sector are emulated by other firms. This especially happens in the environment of uncertainty.

The study advances this theory by applying it in strategy implementation in public secondary schools, an area that it has not been applied by the preceding researchers. A number of researchers have applied the theory in other aspects of organisations such as Najeeb (2014), Human resource management, Sutton et al. (2015), entrepreneurship; Palthe (2014), Change management and Shumaila et al. (2015), entrepreneurship.

2.2.2 The Stakeholder Theory

This theory was first put forward by freeman (1984). He demonstrated that management of organizations was influenced by a web of intertwined factors in the organisation's

environment that made it complex. According to Freeman (1984), the complexity was as a result of numerous stakeholders in the organizations environment who were interested in the running of the organisation and their support was required for the long term survival of the organisation. Clarckson (1998) describe stakeholders as those who have a stake in the organisation. A stake is a valuable resource whether capital, human, physical or financial that can be lost or gained as a result of the outcome of a given action (Clarckson, 1998).

Generally, stakeholders are defined as people that either expend their tangible or intangible resources for the organization to succeed or gain or lose depending on the level of achievement of the organisation (Freeman, 1984). On the other hand, (Clarckson, 1995) refers to stakeholders as individuals or entities who lay claim, ownership or responsibility towards the organisation and hence are concerned about its wellbeing. In a school setting, there are stakeholders such as, Teachers Service Commission and Ministry of Education who exert regulative pressure, Boards of Management, Parents Associations, Kenya secondary School Heads Association and other interest groups exerting normative pressure, teachers with cognitive pressure and other schools exerting mimetic pressure.

Institutions' stakeholders can be classified into two: the primary stakeholders and the secondary stakeholders. The two categories of the stakeholders can be distinguished as follows: Primary stakeholders are those individuals or entities whose approval is crucial to the continuity of the organization while secondary stakeholders are those individuals or groups of individuals that benefit the institution or get benefits from the institution,

may injure the institution or be injured by the institution, though their support is not critical for the continuity of the organisation (Clarkson, 1995).

The examples of primary stakeholders in the school setting include those directly involved in education management such as Teachers Service Commission (TSC), Boards of Management (BoM), the Ministry of Education (MoE), teachers and parents while secondary stakeholders may include professional organisations and interest groups. Stakeholders can also be grouped into internal or external stakeholders. Internal stakeholders are those that operate from within the organization such as employees and managers while external stakeholders include those outside the organization such as government agencies, social activists and peers in the sector (Carroll & Nasi, 1997).

The influence of the stakeholders in the organisation depends on the importance the organisation attaches to them. Mitchel et al. (1997) advanced a framework that can be used to identify and classify the various stakeholders. The importance of the stakeholder is dependent on their possession of at least one of the following characteristics: Power, legitimacy and/or urgency.

Power attribute is concerned with the capacity of the stakeholders to impact on an organisation through control of material or financial resources. The power they wield over an organisation can be split into two; utilitarian and normative. To start with, utilitarian power is concerned with the use of physical resources in exercising control over an organization in need of such resources (Etzion, 1964). Therefore, an organisation or individual with access or control over critical physical inputs that are

crucial for the effective running of the organisation are said to wield utilitarian power over the focal organisation (Bravo, 2016). An example of such a stakeholder in a public school setting and in regard to strategy implementation would the board of management that ratifies the school budgets and sanctions levying of funds to parents. Another example of a stakeholder with utilitarian power over public secondary schools are the political leaders who have access to bursary funds and other grants from the national government or donor organizations as well as networks that can help the school to fundraise. The schools are therefore very likely to respond to pressure emanating from these stakeholders regarding strategy implementation.

On the other hand, the normative power is a function of recognition, reputation and/or social standing in the community. A stakeholder with normative power influences the organisation implicitly. Examples of these stakeholders for a school could be the sponsor who by the virtue of her social acceptability can influence community or funding agencies to provide resources for the school. Another example is civil societies and political activists that can lobby for development funds from county and national governments. Generally, a stakeholder with normative power influences the organisation indirectly by influencing those with utilitarian power (Bravo, 2016).

Legitimacy is a general belief or perception that certain behavior, actions or practices of an entity are right, good and acceptable within some socially built moral system (Suchman, 1995). According to Hill and Jones (1992), the source of the legitimacy may stem from agreement, licit or moral right, exchange or the extent of risk involved. This attribute borrows from the institutional theory as it identifies three forms of legitimacy

namely the cognitive, coercive and normative (Scott, 1998). Coercive legitimacy derives from legal entitlements while normative legitimacy is based on the morality. Finally, the cognitive legitimacy stems from the cultural support (Scott, 2011).

A stakeholder can derive regulative legitimacy because of the powers conferred by laws and regulations governing the sector. Such stakeholders may include the ministry of education and the teachers service commission officials because they are by law mandated to oversee the management of various aspects of public schools while stakeholder can be perceived to have normative legitimacy if their actions are assumed to be guided by widely accepted values in that society. For example, nongovernmental organisations, interest groups and individuals in the societies perceived to hold widely acceptable values can fall under stakeholders possessing normative legitimacy. Cognitive legitimacy is gained if stakeholders advocates for norms that are widely accepted by majority of the players in the organisation.

The final attribute that determines the salience of the stakeholders is the urgency. This is gained where the demand of an important stakeholder is time sensitive (Mitchel et al., 1997). Time is a scarce and nonrenewable resource (Schriber & Gutek, 1987). This urgency is manifested in the managers perception of the level of importance attached to a particular demand by a critical stakeholder hence the immediacy of the attention given to it (Mitchel et al., 1997).

In general therefore, the stakeholders' demands on a public school can influence strategy implementation. The extent to which the pressure by the stakeholder is felt and adhered

to by the school depends on their perceived level of salience according to the three characteristics namely power, legality and urgency. The stakeholders perceived to be more salient would have greater influence on the activities of the school.

2.2.3 Theory of Reasoned Action (TRA) and Theory of Planned Behaviour (TPB)

TRA was proposed by Ajzen and Fishbein in 1980. The theory was provoked by a widely accepted assumption in the 1960s and 1970s that behaviours adopted by an individual were as a result of the attitude of the individual. Various researches failed to prove existence of the relationship between attitude and behaviour, nevertheless there continued to be wide spread acceptance of this assumption (Fishbein & Ajzen, 1975). A review by Fishbein and Ajzen (1975) of a variety of studies that dwelt with the relationship between attitude and behaviour gathered insufficient evidence to back this assumed relationship. They argued that though attitude could be a determinant of behaviour, it may not necessarily be a universal phenomenon. They therefore postulated that intention rather than attitude determine the behaviour of an individual. This was the theory of reasoned action that postulated that the intent to carry out a task such as implementing strategies is influenced by the behaviour of the person. On the other hand, the intention results from point of view, intuitive norms and volitional control. The theory was grounded on the belief that a human being thinks rationally and makes decisions informed by the available information. Individuals consider the consequences of the outcome of their actions before they make a decision to perform the particular behaviour or not. This may imply that the response of the respondents to the various institutional pressures depends on the consequences of not complying.

While this theory was appropriate for explaining actions taken in situations where the person had volitional control such as in the case of normative and mimetic pressure, it was deficient when it came to explaining actions adopted by individuals in situations where the individual did not have volitional control such as in the case of regulative pressure. To fill this gap, Ajzen (1991) added behavioral control to the constructs of TRA. With this modification it was then renamed the theory of planned behavior (TPB). The two theories postulate that intention determines behavior of an individual or group. Intention refers to how likely a person or a group is to take part in a given comportment (Ajzen & Fishbein, 1980). An individual's or group's propensity to take a certain course of action is likely to increase if they had intentions to do so than if they did not. The constructs of the theory of reasoned action as well as those of the theory of planned behaviour are discussed in the subsequent paragraphs.

The first construct is the attitude. According to Ajzen (2002), attitude is built by a set of beliefs and leads to attaching a value on the results emanating from behaviour. It is a person's feeling regarding taking a particular course of action. If one believes behaving in a certain manner is advantageous or beneficial then the individual may have greater propensity to develop favourable attitude towards such behaviour and therefore more likely to engage in such behaviour. For example, regarding strategy implementation in public secondary schools, if the implementors believe that success in strategy implementation is likely to be advantageous, then there is a likelihood that they will develop a favourable attitude towards actions aimed at successful strategy implementation and consequently more likely to engage in such actions. Since regulative

pressure is coercive in nature and compliance may lead to rewards while noncompliance may lead to punishment, then it is hypothesized that if there was regulative pressure being exerted to successfully implement strategies, then the implementors were likely to develop positive attitude towards actions that would culminate into successful strategy implementation and hence implement such actions. Similarly since normative pressure emanates from key stakeholders then such pressure may lead to positive attitudes towards strategy implementation in order to gain legitimacy.

The second construct of these theories is the subjective norm. These are pressures exerted by people that wield social influence on whether to adopt or not to adopt certain actions. Normative norm is influenced by normative beliefs. Normative social influence is the influence from other individuals or entities that make one to comply in order to appear legitimate with them. These are the behaviours that an individual feels that those people or entities that matter to them desire and the individual therefore desires to comply in order to please them (Ajzen, 2002). Although the particular action may not be desirable to the individual, normative pressure is known to have strong persuasive pressure on an individual to intend to and consequently perform a behaviour that he thinks the important others desire him to perform. For example in the case of strategy implementation and institutional factors, this construct mirrors the normative pressure. This is pressure that emanate from those individuals and entities that matter to the strategy implementor. Although they lack coercive enforcement mechanisms, abiding to their desires brings about legitimacy. These individuals or entities may include the board of management, the sponsor, the civil societies or professional organizations.

The third construct of the theory of reasoned action and its improved version, the theory of planned behavior is the volitional control. While TRA postulates that the behaviour is influenced by the intention to engage in it, the person need to have volitional control over the behaviour in order for it to happen. A person is said to have volitional control over behaviour if he or she can freely decide whether to engage in it or not (Ajzen, 1991). There are situations in which an individual does not have complete volitional control over behaviour despite there being intention to engage in the behaviour. For example, there being government guidelines on how public schools should be managed, the principal may not have total freedom to engage in various behaviours because the behaviour has to be within the guidelines of the ministry and the teachers service commission.

The last construct is the behavioral control. This construct was included in the original theory of reasoned action to cater for situations in which volitional control was not available. Behavioral control is identical to the self-efficacy theory. Behavioral control is formed by a series of control beliefs. These are the beliefs harbored by a person that enhance or impede engagement in the behaviour. This is as a result of ones judgment on the degree of simplicity or complexity of the activity one is required to engage in (Ajzen, 2002). This construct is a reflection of the cognitive pressure of the institutional factors which is as a result of among other items, the self-efficacy of the people involved in the strategy implementation.

2.2.4 Social Exchange Theory (SET)

The key proponent of this theory was George Homans (1958). It is argued that SET ranks among the most dominant theoretical models in explaining interactions of individuals in an organizational environment (Cropanzano & Mitchel, 2005). Homans postulated that exchange is a basic behavioral aspect of people and is normally anchored on the doctrines of costs and benefits (Yiu & Law, 2012). He further included in the theory the concepts from psychology, such as expectations and rewards. This is because initially, many people including scientists held the belief that human beings think rationally. This concept fits into the institutional factors in that considering the regulative pressure and its attendant coercive enforcement mechanism, strategy implementers may strive to successfully implement strategies because they expect rewards or at least they want to ward off reprisals. It was later discovered that human beings do not always think rationally because there exists habitual and affective values as well as traditional values.

Further, human beings behave differently towards different tenets of value based thinking (Scott, 2000). This idea brings in the normative pressure where by the implementors aspire for approval from the significant stakeholders or they intrinsically feel that they are duty bound to ensure that strategy implementation succeeds. The issue of habitual values also fit into the cognitive pressure where due to the education and training that the implementors have gone through, then behaving differently is unthinkable.

Social exchange is defined as tradeoff between two or more persons on a course of action to take based on which one is more rewarding or is cheaper in terms of time consumed or energy expended (Holmans, 1961). By this definition, he brought about the idea that social exchange does not account for material things only like money or other material rewards but rather includes intangible values such as approval and legitimacy (Cropanzano & Mitchel, 2005).

Blau (1964) introduced the idea of intangible rewards such as praises and approving gestures to elaborate social exchange behaviour. He introduced intrinsic and extrinsic rewards. He did a comparison between economic and social exchange where he found out that the key distinguishing attribute between social and economic exchange theory was that the former entails unspecified obligations. He additionally found out that the rewards of the social exchange lacks specific quantifiable price implying that social exchanges create enduring social relationships.

Looking at the social exchange theory under the assumption that people participate in social exchange with the aim of maximizing outcomes, West and Tuner (2007) argued that the nature of human behaviour is such that human beings are interested in remuneration and awards while at the same time trying to evade penalties. Human beings are viewed from the lens of SET as being motivated by the desire to seek reward and reduce potential costs in social relations. They rationally choose rewarding behaviours after consideration of all the available information. Since all behaviours are costly, at least in terms of expended energy, only those behaviours that are rewarded or are least costly are likely to be repeated. In the absence of rewards in social exchanges,

individuals shift their attention to reducing the costs. Social exchange theory and the tendency of people to reciprocate kind deeds are often utilized by researchers to explain what motivates employees' behavior and attitudes (Blau, 1964).

SET comprises of a chain of interchanges contingent upon the deeds of the other person in a social association and generate obligations. Felt obligation is the perception that one should care about the organizations wellbeing and should help the organization reach its goals such as those in the formulated strategies. It emanates from a general belief on how much the organisation they work for value their input and whether it is concerned with their welfare (Eisenberger et al., 1986). Strategy implementation is all about the institutions wellbeing and the attainment of its vision.

The elements of SET discussed are clearly relevant to the variables of this research. The implementers of the strategy would clearly consider the rewards or costs associated with behaving in a certain manner. Therefore the rules imposed by the organisation may influence the implementors' behavior in various ways, such as feeling that they have to implement the strategy since the rules say so or have to implement the strategy to avoid the consequences of going against the regulations or even obtain a reward which may include gaining legitimacy.

In regard to the normative element, the SET mentions generation of felt obligations whereby an employee feels that he has a duty to care for the organization. This felt obligation emanating from the relationship between the implementer and the environment - internal or external maps into the normative force where one feels that he has a moral duty to implement the strategy. The cognitive pressure may find its

equivalence in the SET in terms of the costs expended in the course of implementing the strategy. Further, SET suggests that human beings rationally choose rewarding behaviours after consideration of all the available information and in absence of information therefore regarding which management practices are likely to enhance their effectiveness and efficiency, then they would opt to mime those practices adopted by their peers if they appear desirable. This is the mimetic pressure.

2.3 Empirical Literature Review

This section is dedicated to the review of studies done by other researchers on the topic. The purpose of empirical literature review is to find out what others have done in the area of interest in order to identify research gaps and avoid duplication. Empirical literature also helped in comparing the results of the study with those of other researchers.

2.3.1 Strategy Implementation

Luhangala and Anyieni (2019) assessed the influence of style of leadership, organizational structure and resource allocation on strategy implementation among the secondary schools in Nyamira devolved unit in Kenya. The underpinning theories for the study were the resource dependency and the stakeholder theory. The study concluded that the style of leadership, organizational structure and resource allocation had statistically significant impact on strategy execution among the secondary schools in Kenya. However a single county may not have been representative enough to generalize the findings to the whole country.

Similarly, Ngetich et al. (2019) investigated the role of institutional framework on execution of strategies in secondary schools where the respondents were teachers, heads of departments, deputy principals and principals using a structured questionnaire. The study concluded that although the ministry had made it mandatory for all schools to formulate strategies and allocate sufficient resources towards the implementation, there had been no substantial change in the performance of the schools. The performance was measured through timely completion of projects and academic performance that are key objectives in public secondary schools strategic plans. Failure to achieve these two objectives implies failure in implementing strategic plans. The major weakness of this study was that it covered a single sub county hence limiting the generalisability of the findings.

Salum (2018) investigated the influence of top management, resources, organizational culture and the involvement of stakeholders on strategy implementation among the Tanzanian executive agencies. The study made use of descriptive research design combining both qualitative and quantitative approaches. The collected data were analysed through multiple linear regression analysis model. The study concluded that all the four predictors had statistically significant influence on strategy implementation success among the executive agencies both individually and collectively.

In their investigation on the extent of achievement of strategy execution in insurance industry in Kenya, Munge and Kitiabi (2017) found that about forty percent of the respondents perceived their companies to have attained up to fifty percent success in executing their strategies while the remaining sixty percent rated their companies' level

of achievement in strategy execution at between fifty one and one hundred percent. Further analysis showed that the means between the two categories was significantly different meaning that the perceived success rate between the two groups was varied.

Additionally, Maina and Muturi (2016) sought to find out whether involvement of stakeholders in strategy formulation had any influence on strategy execution in public secondary schools in Kenya. The study found out that where key stakeholders like the parents, teachers and board members were involved in the formulation process, greater success in strategy implementation was observed. The study however relied on descriptive statistics for data analysis hence there were no opportunities for making inferences or establishing any causal relationships.

Chiuri (2015) did a research on the hindrances to strategy execution among the universities in Kenya. The variables studied such as institutional culture, external environment as well as managerial skills can be easily related to institutional factors. She found institutional culture to have a positive linear relationship with the strategy implementation. The study further revealed that emerging issues from without the institution negatively influenced the success of strategy implementation. In her opinion, this was because if the external environment becomes uncertain then the institutions may develop new strategies to suit the environment. This leads to change in the tasks within the organization.

Chiuri (2015) further found that managerial skills positively influenced strategy implementation. The study concluded that many strategies fail because the leaders do not utilize their skills in ensuring the success of the implementation. It was for example

found that a good number of implementers of the strategy were not aware of the expectations of their managers as regards the implementation of the strategies. Similarly, organizational structure was positively associated with strategy implementation. The scatter diagram of organizational structure versus strategy implementation implied existence of constant variance. Human resource development also had a positive relationship with strategy execution. However, considering the whole model, the influences of organizational structure and managerial skills on strategy implementation were found not to be statistically significant (Chiuri, 2015).

Kevogo and Waiganjo (2015) investigated the determinants of strategy execution in government sponsored secondary schools in Thika – West area in Kenya. The study identified factors such as constrained budgets due to paucity of resources, lack of appropriate skills among the implementors of the strategy and lack of capacity building programs. The study had a shortcoming in that the area it covered was quite small hence could not be a sufficient representative of the country. Additionally, the method of analysis of the data was simplistic such that no inferences could be made from the findings.

Mango (2014) investigated the determinants of successful strategy implementation among the schools in the Mpumalanga region of South Africa. The study used multiple research designs comprising of exploratory and the correlational designs. The study concluded that compensation management, managerial behaviour among the school managers, policies and availability of inputs influenced strategy execution in schools in South Africa.

2.3.2 Regulatory Institutions

Stenholm et al. (2011) argue that regulatory institutions mirror a rational actor model of behavior. This implies foisting and adherence to formal directives, regulations, Operating Procedures and sanctions that affect the behavior of both individuals and organizations.

Latif et al. (2020) assessed implementation of Environmental Management Accounting (EMA) in Parkistan through the institutional theory perspective. All the statistics generated through Partial Least Squares-Structural Equation Modeling (PLS-SEM) model such as the path coefficients and student-t statistics indicated that regulative pressure had a significant bearing in a company's taking up and practicing EMA.

The implementation of EMA in this study is equated to the practice of implementing strategies. They argued that the great influence of regulative pressure could be as a result of companies attempt to gain legitimacy from the government and hence escape any punishment associated with environmental degradation. Further, the effort could have been as a result of the great importance attached to environmental conservation by the government that is the major actor when it comes to exerting regulative pressure. This argument implies that the seriousness attached to the practice or activity by the source of the pressure determines whether the organization towards which the pressure is directed will comply with the demands of such a stakeholder.

Wang et al. (2019) had earlier carried out a similar study in the China's Yangste river delta. They too had found that regulative pressure played a significant role on the adoption and execution of EMA.

Bananuka et al. (2020) studied the role of institutional forces and board role performance in the adoption of internet financial reporting. The study was based in Uganda where data was collected from forty financial service companies and the data analysed using correlation and linear regression analysis. Regulative pressure was found to play a significant role in adoption of internet financial reporting by companies in Uganda.

Alziady and Enayah (2019) studied the impact of institutional pressures on plans to carry on with sustainable IT among the small business managers in the Thi-Qar province of Iraq. The study concluded that regulative pressure significantly influenced the intention to continue using green information technology.

Manini (2019) did a study on organizational homogeneity and the application of International Public Sector Accounting Standards (IPSAS) in Africa. The study was underpinned by the new public management and the institutional theories. The units of study were 29 African countries and the hypothesis tested through binary logistic regression model. The study found out that regulative pressure had no influence on the country's adoption of international public sector accounting standards.

In an inquiry into the prompters of embracing quality management practices in tertiary education sub sector in Germany, Serfried et al. (2019) investigated the role of isomorphic forces where they found regulatory isomorphism to be among the greatest influencers for the assumption and application of quality management practices in the tertiary education sub sector.

Jajja et al. (2018) did a study on the role of institutional forces on ethical and social conformity in Pakistan where they used questionnaires that were delivered and later collected for analysis. The study concluded that regulative pressure had a positive statistically significant influence on supplier's social compliance management systems.

Juarez-Luiz et al. (2018) carried out a study on institutional pressures and sustainability application among small agriculture based enterprises in the state of Oaxaca in Mexico. The study used non-probabilistic sampling method and the questionnaires administered face-to- face with the respondents. They found that regulative pressure positively influenced sustainability practices among small agricultural businesses. Nevertheless, the non- probabilistic sampling might have denied the study the required objectivity.

Mate and Kaluyu (2018) did a study on the effect of institutional forces on strategy execution among the government health facilities in Kenya where they collected data from Ishiara hospital. They employed a descriptive correlational research design and collected data using a structured questionnaire. The correlational analysis showed that regulative pressure and strategy implementation among the government hospitals had a strong and positive relationship. The regression analysis also concluded that regulative pressure had a statistically significant influence on strategy implementation success at the hospital.

Masocha and Fatoki (2018) did a quantitative investigation on the role of regulative forces on environmental conservation exercises of small enterprises in South Africa. They applied the positivism paradigm in their study and obtained their respondents through convenient sampling. The hypotheses were tested by use of structural equation

modeling. They found regulative pressure to have positive influence on the adoption of economic, environmental and social sustainability practices.

Wang et al. (2018) investigated the impact of institutional pressures on organizational citizenship behaviours for sustainability among the mega projects in china. Data was collected using a combination of questionnaires containing items in five point Likert scale and semi structured interviews. The study found out that regulative pressure did not have any statistically significant influence on the organizational citizenship behaviours for the environment.

Chu et al. (2017) investigated the impact of institutional pressures on sustainability supply network and organizational achievements. They used electronic mail survey to collect data from 241 buyer organisations drawn from manufacturing sector in Korea. The study investigated the impact of regulative, normative and mimetic pressures on senior managers' support for sustainable supply chain management. The study hypothesized that regulative pressure had a positive influence on senior managers' support towards sustainable supply chain management but after testing using SEM with maximum likelihood estimation, regulative pressure had no influence on the support of top management towards green supply chain management. The non-significance was thought to be due to the fact that the study dwelt on small firms while government regulations in Korea target large firms.

Abdulaziz et al. (2017) studied the relationship between institutional forces and the assumption of sustainability initiatives where they found that regulative pressure had a

statistically significant influence on the embracing of sustainability initiatives by the companies trading in Malaysian Bursa .

A study on the role of institutional factors on compliance with data safety measures in organizations by Alkalbani et al. (2017) collected data through an online survey. They employed structural equation modeling to analyse the data and found out that regulative pressure significantly influenced information security compliance in organizations.

Dubey et al. (2017) examined the role of exterior forces and culture on shaping appraisal systems for green bench marking. Electronic survey was done using emails and data collected from two hundred and seventy seven respondents drawn from the manufacturing companies in china. The study concluded that regulative pressure had a positive impact in shaping environmental performance metrics.

Nyahas et al. (2017) did a study on the effects of organisations' homomorphism and discretionary disclosure mediated by culture of the organisation. The data on predictor variables (regulative, normative and mimetic) isomorphism alongside the mediating variable (organizational culture) were collected using questionnaires while those of dependent variable (voluntary disclosure) were obtained from evaluation of annual reports of the sampled organisations. The data was analysed using partial least squares model and found out that regulative pressure had a statistically significant influence on voluntary disclosure.

Ochieng (2016) in his doctoral dissertation investigated the link between application of environment friendly supply logistics and outcomes of manufacturing companies in

Kenya, Uganda and Tanzania that were certified for environmental conservation by International Standards Organisation. The study did inferential analysis using three different methods namely; spearman's rank correlation coefficient, ordered probit and the likelihood ratio test. The study concluded that regulative forces had strong influence on companies' adoption of green supply chain management practices and the company performance.

Han and Yang (2016) sought to establish the influence of institutional forces on corporate social responsibilities efforts among large scale power generating companies in China with data sourced from government and industrial regulators reports. The study divided regulative pressure into government policy and industry guidelines. The data was analysed using canonical correlation analysis where they found that regulative pressure in both dimensions were found to positively influence corporate social performance among the large scale power generating companies in China. The study left out the cognitive and mimetic pressure dimensions of institutional theory. Additionally, content analysis method may not have been able to completely eliminate biasness in the process of coding.

Li (2016) did an exploratory case study where he employed the neo-institutional perspective drawn by Scott (2013). The study particularly compared how management control systems, rules and mechanisms were applied in subsidiaries located abroad. The conclusion of the study based on data analysis was that some practices such as responsibility contracted Performance Measurement System (PMS), target costing and project based responsibility management was an indication that the corporations

management control systems design mirrored with the regulatory pressure of marketization from the government.

Deng and Ji (2015) did a study on the adoption of environmental friendly information technology in Ontario Canada. The study relied on secondary data obtained from the websites of the information technology vendors such as the Oracle and the SAP. They conducted content analysis in order to achieve their study objectives. The study concluded that coercive (Regulative) pressure is a motivator towards the adoption of green information technology among Canadian firms.

Yousafzai et al. (2015) in their study titled institutional theory embeddedness of women's entrepreneurial leadership used secondary data on international comparative activity in 92 countries with their main source as the Global Entrepreneurship Research Association (GERA) as well as report on ease of doing business by World Bank. Additional data was sourced from some 446 experts from the 92 countries using a closed ended questionnaire. They used regression analysis to test the hypothesis that women entrepreneurship leadership (WEL) was influenced by coercive pressure. The hypothesis was accepted meaning that the regulatory institutions in a country had a statistically significant influence on WEL.

Weeks (2015) in his Ph.D. dissertation investigated the relationship between the levels of compliance to formal coercive institutional changes and the attitude of the owner/manager towards such pressure. He used regression analysis to test the hypothesis that positive owner/manager attitude towards regulatory institutional change pressures were positively related to organizational compliance behavior in regard to both quality

practices and practice strategy but he failed to accept the hypothesis (Weeks, 2015). This implied that the attitude of the owner/manager towards the regulatory institution change pressures had no statistically significant influence on compliance behaviours. The study however, had one major weakness in that the complete response rate was only 15%.

Zhang et al. (2015) did a study on the role of exterior forces on Chinese company's efforts to conserve energy. Partial least squares model was used to test the hypotheses. The study concluded that regulative pressure had no significant relationship with senior managers concern for energy conservation.

In a study on the institutional pressures in security management, Cavusoglu et al. (2014) collected data using a web designed questionnaire from information technology professionals at the management levels. The study employed the component based partial least squares model in assessing the plausibility of the study suppositions. The coefficient of the regulatory pressure was found to be significantly different from zero. This implied that regulative pressure had a statistically significant influence on organisations' investment in information security control. The major weakness of this study was that the response rate was at 16.3% which may present challenges in generalizing the results.

Njibu and Juma (2014) investigated the effect of institutional pressure on environmental conservation activities by manufacturing firms located in Nakuru, Kenya. They employed a questionnaire consisting of closed ended items to collect data. The results of the survey indicated a strong, positive and statistically significant influence of regulative pressure on environmental strategies executed by firms in the manufacturing sector. The

major weakness of this study was the use of correlation since it may establish association between variables which may not be a demonstration of causal effect.

Esteban-Loret et al. (2014) did an empirical study on the role of institutional forces and competitors moves on top management training and company performance where they collected data from 374 Spanish firms in the industry and service sectors. The estimated parameters of the structural equation model indicated that regulatory (coercive) pressure did not determine the percentage of managers trained. This meant that the formal agreements or labour movements had no statistically significant influence on training of managers in industrial and service sectors in Spain.

In a study that investigated the regulative and normative pressures on organization achievements among Libyan commercial banks, Elnihewi et al. (2014) collected data that was analysed using Pearson's correlation coefficients and the student t – tests. The results revealed that regulative pressure had significant influence on the banks' achievements.

In a study on institutional theory and gender diversity in boards of directors of companies in Europe, Allemand et al. (2014) collected secondary data on 2592 companies from 18 countries in Europe. The data were obtained from the BoardEx database. The influence of regulative pressure on the number of women in the company boards of directors was analysed graphically and the conclusion was that the enhanced number of women sitting in company boards could be predicted by regulative pressure such as quota laws.

Sharma and Daniel (2013) did a study on institutional processes in Enterprise Resource Planning (ERP) adoption among the Indian medium-sized companies. They had adopted a qualitative method and did a case study of some five manufacturing firms in India where they interviewed three high ranking officials that were directly responsible for adoption of such systems by virtue of their positions. The study revealed that firms experienced regulative pressure from both the parent firms and the government and this pressure was largely responsible for the adoption of ERP software among the studied companies.

Caravella (2011) explored the role of institutional forces in the assimilation of required organizational behaviours and actions. The study employed case study research methodology and relied on document analysis and interview to evaluate the usefulness of DiMaggio and Powell's institutions homogeneity change framework. The change in coercive pressure considered was measured by comparing the change in the use of prescriptive language between two amendments of higher education act. The study found that as the use of prescriptive language in the act that implied greater acceptance of distance learning was accompanied by a more zestful pursuance of distance learning in the universities. The study concluded that distance learning grew significantly with some universities recording as much as 597% increase in distance learning courses.

2.3.3 Normative Institutions

Normative institutions represent the informal and uncodified rules and norms. That is how things need to be done around the organization in conformity with the moral principles adjudged by both the people and the organization that guide the behavior of

the individual and the organization (Yousafzai et al., 2015). Normative institution brings in a prescriptive, evaluative and obligatory dimension into the social life (Ragland, 2012).

Bananuka et al. (2020) sought to establish the effect of institutional forces coupled with board role performance on the use of virtual financial disclosure. The study was based in Uganda where the respondents were some forty financial service companies. The study employed a cross-sectional and correlational research designs. Normative pressure was adjudged to have had no influence on internet financial reporting.

Latif et al. (2020) tested the role of normative institutions in the implementation of EMA in Pakistan where they found that the stronger the normative pressure the greater the probability that an organization will implement EMA. This finding pointed to the fact that organizations in Pakistan are loyal to their social partners such as clients, suppliers and labour movements among others since they are the main source of this pressure. In an earlier similar study in China, Wang et al. (2019) had come to the same conclusion that normative institutions influenced execution of EMA practices

In an inquiry into the influence of similarity among organisations as a result of responding to the similar institutional pressures on quality management practices, Serfried et al. (2019) tested the significance of normative isomorphism in embracing quality management practices in the post-secondary education sub sector in Germany. They found that though normative isomorphism was not as strong as regulative isomorphism in its influence on the adoption of the practice, it none the less had a significant impact.

Kam et al. (2019) did an analysis of the influence of institutional pressures on information safety awareness across industries. The data was collected from people occupying managerial and professional level positions using online survey approach. The study found out that perceived normative pressure influenced workers perception of their employer's effort to improve information security awareness among the employees across the industries.

Manini (2019) did a study on institutional homomorphism and the assumption of international public sector accounting standards in Africa. The study was underpinned by NPM theory and the institutional theory. The study focused on some 29 African countries and the hypotheses tested through binary logistic regression model. The study concluded that normative pressure did not influence use of IPSAS in Africa.

Alziady and Enayah (2019) studied the impact of institutional factors on the decision to retain the usage of sustainable IT among the small business managers in Thi-Qar province of Iraq. The coefficient of determination and the interaction between the variables was ascertained through PLS-SEM method. The conclusion was that normative forces significantly influence the continuance intention on the green information management usage.

Jajja et al. (2018) studied the influence of institutional factors on ethical and social conformity by suppliers in Pakistan. The study used questionnaires to collect data where they were delivered and later collected for analysis. Partial least squares method was

employed in analyzing the data. The study concluded that normative pressure was positively associated with supplier social compliance management systems.

Juarez-Luizet al. (2018) carried out a study on institutional pressures and sustainability efforts among small agricultural enterprises in the state of Oaxaca in Mexico. The study used non-probabilistic sampling method and the questionnaires filled by the respondents in the presence of the researcher. The results of data analysis indicated that normative pressure influenced sustainability practices among the enterprises.

Wang et al. (2018) explored the impact of institutional pressure on environment conservation among the mega projects in china. Data was collected using a combination of questionnaires containing items in five point Likert scale and semi structured interviews. The hypotheses were tested using partial least squares method where it was established that normative pressure influenced organizational citizenship behaviours for the environment.

Chu et al. (2017) investigated the role of institutional pressures on environment friendly supply logistics management and the organisational output using electronic mail survey to collect data from 241 Korean manufacturing companies. The goal of the study was to establish the role of coercive, normative and mimetic pressures on top management support to green supply chain management. It was concluded that senior management support for environment friendly supply logistics management was influenced by normative pressure.

Abdulaziz et al. (2017) studied institutional pressures and adoption of green initiatives among the Malaysian public listed companies where it was found that normative pressure had an influence on green initiatives in the studied companies.

A study on the role of institutional factors on compliance with data safety measures in organizations by Alkalbani et al. (2017) collected data through an online survey. They employed structural equation modeling to analyse the data and found out that normative pressure had a statistically significant relationship with security compliance in organizations.

Dubey et al. (2017) examined the role of exterior forces on designing the appraisal methodology for green benchmarking. Electronic survey was done using emails and data collected from two hundred and seventy seven respondents drawn from the manufacturing companies in china and data analysed using multiple regression analysis. It was found that normative pressure significantly influenced environmental conservation metrics.

Emamisaleh and Rahmani (2017) investigated the influence of interior and exterior drivers on environmental conservation strategy among companies in food sector in Iran. The exterior drivers composed of the normative, mimetic and coercive drivers. The study collected data using electronic questionnaire composed of five point Likert scale items and data analysed using PLS-SEM equations where it was concluded that normative pressure significantly impacted strategic sustainability orientation.

Nyahas et al. (2017) investigated the effects of organisations' homomorphism and discretionary disclosure mediated by culture of the organisation. The data on predictor variables (regulative, normative and mimetic) isomorphism alongside the mediating variable (organizational culture) were collected using questionnaires while those of dependent variable (voluntary disclosure) were obtained from evaluation of the financial statements of the sampled orgainsations. The data was analysed using partial least squares model. It was found that normative pressure significantly influenced voluntary disclosure.

De Abreu et al. (2016) studied oil companies` response to normative pressure on carbon control declaration among thirty five companies across Europe, America and Asia. The study was grounded on the institutional theory. Using qualitative research design, research information was obtained from sustainability disclosures by thirty five oil and gas companies that were ranked among the top companies in the 2011 Fortune Global 500 ranking. They found out that the levels of carbon disclosure were predominantly influenced by normative pressure.

In a study on the influences of institutional pressures on corporate social responsibility, Han and yang (2016) focused on large scale power generating firms in China. The study collected secondary data from the target companies through studying state reports, reports from industry regulators and company reports. The content from the reports was coded and the hypotheses tested using canonical correlations analysis. In the study, the normative pressure were broken down into three dimensions namely the public pressure, customer pressure and media pressure. The analysis showed that media pressure had

positive statistically significant effect on corporate social performance while public and customer pressure did not have any impact on the corporate social performance among the large scale power generating companies in China. The breaking of the normative pressure into various dimensions however did not give the study an opportunity to establish the influence normative pressure on the influence of corporate social performance.

Ochieng (2016) in his doctoral dissertation investigated the link between application of environment friendly supply logistics and outcomes of manufacturing companies in Kenya, Uganda and Tanzania that were certified for environmental conservation by International Standards Organisation. The study did inferential analysis using three different methods namely; spearman's rank correlation coefficient, ordered probit and the likelihood ratio test. The results of the test of hypotheses proved that normative forces had significantly influenced assumption of environment friendly supply logistics practices.

Deng and Ji (2015) investigated the effect of normative pressure on the assumption of green IT in Ontario Canada. The study relied on secondary data obtained from the websites of the information technology vendors such as the Oracle and the SAP. They conducted content analysis in order to achieve their study objectives. The study found out that normative pressure positively influenced the embracement of sustainability information technology in Ontario Canada. Reliance on content analysis might have influenced the results since there was a possibility of biasness when coding results for analysis.

Gichuke and Okello (2015) in their study on how institutional pressures influenced the response of universities in Kenya to changes in their environment, used institutional and resource based theories to underpin their study. The study found evidence that public universities were faced with social normative pressure. The respondents affirmed stakeholders in the immediate external environment applied pressure on these institutions and that these institutions mainly adopted a reactive approach to addressing these pressures. Correlation analysis revealed presence of strong correlation between normative forces and the institutions response to emerging issues from its external environment. Further analysis using multiple regression analysis showed that social normative pressure had a statistically significant influence on strategic responses among the public universities. A unit increase in social normative pressure was matched by a 0.1 times increase in strategic response.

Regarding the professional normative pressure, Gichuke and Okello (2015) found that there was absolute agreement among the respondents that both management and teaching staff were subscribed to relevant professional organizations. They further unanimously agreed that these organisations pressurize their members to act in a particular way as was evidenced from the descriptive statistical analysis ($\overline{X} = 5.00$, SD = 0.00). The impact of professional normative pressure was an enhanced performance by public universities. Correlation analysis showed that professional normative forces were strongly associated with the way the universities responded to emerging challenges. Further analysis indicated that professional normative pressure significantly influenced public universities' responses to changes in their environment. It was therefore

concluded that strategic responses by public universities were significantly influenced by institutional pressures.

Yousafzai et al. (2015) in their study titled Institutional Theory and Embeddedness of Women's Entrepreneurial Leadership hypothesized that women entrepreneurial leadership was positively associated with the country's norms regarding entrepreneurship and after data analysis the hypothesis was accepted. The study further established that the propensity of women to take part in creating new ventures was significantly influenced by normative elements such as the level of acceptability, honor and recognition offered to women entrepreneurs.

Weeks (2015) in his investigation on the moderating effect of cultural beliefs on managers reactions to coercive organisational change sought to establish the association between compliance behaviours and orientations of proprietors and managers of small enterprises towards coercive change pressure from without the enterprise. The findings indicated positive relationship between the attitudes towards normative institution and quality practices. The attitude of owner/managers of small business enterprises towards normative institutional pressure similarly had a statistically significant positive relationship with practice strategies.

Zhang et al. (2015) did a study on the mediating effect of managers' care for the environment on the relationship between exterior forces and firms' energy conservation practices in china. Data analysis confirmed that normative pressure had a positive relationship with senior managers' concern in energy conservation.

Cavusoglu et al. (2014) in a study on the institutional pressures in security management, collected data using a web designed questionnaire from information technology professionals at the management levels. The study employed the component based partial least squares to evaluate the study propositions. The coefficient of the normative pressure was significantly different from zero. This implied that normative pressure influenced organisations' investment in information security control. However the generalization of these results might not have been appropriate owing to the low response rate that stood at only 16.3%.

Esteban et al. (2014) did an empirical study on institutional and competitors' maneuvers on the training of managers and company accomplishments where they collected data from 374 Spanish firms in the industry and service sectors. Structural equation modeling was adopted for data analysis. The estimated parameters of the SEM indicated a significant relationship between normative pressure and managers training. This implied that pressure emanating from professional bodies, research institutions and the media positively influenced the number of managers trained in an organization.

In a study that investigated the moderating effect of performance indicators in the nexus between regulative and normative pressures and organization outcomes by Elnihewi et al. (2014), data was obtained from one hundred and fifty four commercial bank branches in Libya and analysed using Pearson's correlation coefficients and the student t – tests. The analysis of the data showed that normative pressure had no statistically significant influence on organizational performance. Allemand et al. (2014) did a study on institutional theory and gender diversity on company boards in Europe. The study

obtained data of 2592 companies from 18 countries in Europe from the BoardEx database regarding the boards of directors. The conclusion of the study was that the percentage of women in the company boards in Europe was significantly influenced by normative pressure experienced by the companies.

McQuarrie et al. (2013) studied the effects of government's regulative pressure on the legitimacy of post-secondary education institutions in Canada. They underpinned their study on the institution theory, they analysed two policies and legislative laws by the government concerning the legitimacy of post-secondary educational institutions in Canada. The study concluded that social pressure had greater influence on legitimacy than the regulative pressure.

Caravella (2011) explored the role of institutional forces in the assimilation of required organizational behaviours and actions. The normative pressure that influence distance learning policies in institutions of higher learning were identified as professional networks, in service interactions and accreditation to professional boards for their personnel. The study found existence of compliance to normative pressure, for example, loyalty to professional organizations and publishing in academic journals over the years. This was an indication of shared professional values. That this was accompanied by a growth of up to 597% of the distance learning Full Time Equivalents (FTEs) and courses indicates a positive association between normative pressure and expansion of distance learning in the institutions of higher learning.

2.3.4 Cognitive Institution

According to vann (2011) Cognitive institutions relates to the managers' assessment of his capability to meet the expected level of performance as well as their confidence level in their skills to implement the strategy. It is characterised by formation of individual as well as collective mental frames of the unknown through previous experiences by individuals operating in a particular setting. Cultural cognitive pillar heavily borrows from anthropological and psychological perspectives including folklores, customs, the meaning attached to symbols and the reconstruction of actuality based on ones interactions and experience. Cognitive institutions are further typified by the way people comprehend their environment and meaning arising from interactivity among the people and require personal explication and social synthesis individually and collectively (Scott, 2003).

Kam et al. (2019) did an analysis of institutional pressures on information safety awareness across industries. The data was collected from people occupying managerial and professional level positions using online survey technique. The study found out that perceived cognitive pressure had a positive influence on employees' commitment to improve general information security awareness among the employees across the industries.

Similarly, Oh and Ryu (2019) did a study on foreign direct investment, institutional quality and bribery among the foreign multinational enterprise subsidiaries in China and managed by a local. The data collection instrument for the study was a structured questionnaire with closed ended items. The study sample was some 500 foreign owned

subsidiaries in China. The conclusion of the study was that cognitive pressure offer significant inhibition to bribery practices among the multinational enterprises' subsidiaries headed by locals.

On the other hand, Shnayder et al. (2016) did a study on the drivers to engagement in corporate social responsibility activities by companies in food sector where they focused on institutional pressure and stakeholder management. The data was obtained from the firms' sustainability reports and supplemented by structured interviews conducted through face to face meetings, video conferencing or telephone. The proceedings of the interviews were taped through with consent from the respondents and sent to third parties for transcription. The data was then analysed through constant comparative method. The key finding of the study was that cognitive pressure was a strong motivation for companies to engage in corporate social responsibility activities.

Weeks (2015) in his investigation on the moderating effect of cultural beliefs on managers reactions to coercive organisational change distributed 1261 questionnaires and got back 307 questionnaires out of which only 255 were deemed sufficiently complete for analysis. After subjecting the data collected to regression analysis the study concluded that positive owner/manager attitudes towards cultural-cognitive institutional change pressure had no statistically significant relationship with organization's compliance behavior

Yousafzai et al. (2015) did a study on Institutional Theory and the embeddedness in the context of Women's leadership in entrepreneurship. The study data was collected from

ninety two countries. The results of regression analysis of the data collected showed that a country's entrepreneurial cognitions influenced women leadership in entrepreneurship in that country. Saeed et al. (2013) aver that entrepreneurial research had indicated that individuals perceived ability to identify entrepreneurial openings and with self confidence that they can succeed in entrepreneurial ventures was positively related to enhancement of entrepreneurship. Yousafzai et al. (2015) cited Davis (2012) who investigated the causes of shortage of professional development opportunities among the women in entrepreneurial ventures. The study asserted that women entrepreneurs especially in developing countries are affected by weak entrepreneurial role models, and insufficient training in entrepreneurship. They also suffer from lack of support service and information on business growth.

Alvarez and Urbano (2012) studied the link between cognitive institution and entrepreneurship across countries. The study utilised data that was retrieved from a database of values and beliefs of communities around the world. The sample size was 42 countries across the world. The collected data were analysed using a linear regression model where it was concluded that contrary to the importance of institutional pressures on entrepreneurship espoused in the extant literature, there was little evidence that cognitive pillar of the institutional theory influence entrepreneurial activity.

2.3.5 Mimetic Institution

Bananuka et al. (2020) investigated the effect of institutional forces and board role performance on the use of virtual financial reporting. The study was based in Uganda where questionnaires were employed in data collection from a sample of forty each

drawn from a different financial service companies. They applied across-sectional and correlational approaches where mimetic pressure was found out to have no statistically significant association with internet financial reporting.

Latif et al. (2020) used institutional theory perspective in exploring environmental management accounting (EMA) in Parkistan. The results of PLE-SEM indicated that implementation of EMA was significantly affected by mimetic pressure. This meant that since all organisations would wish to appear legitimate in the eyes of the various stakeholders in their environment, then companies felt compelled to copy their competitors that had implemented EMA.

Serfried et al. (2019) did an inquiry into the drivers of adoption of quality management practices in tertiary education sub sector in Germany where they investigated the role of isomorphic forces. They found that mimetic though not as strong as regulative isomorphism had significant influence on the assumption and application of quality management practices in the tertiary education sub sector.

Manini (2019) did a study on institutional homogeneity and the assumption of international public sector accounting standards in African. The new public management theory and the institutional theory underpinned the study. The study sampled 29 African countries and the hypothesis tested through binary logistic regression model. The analysis of the data showed that mimetic pressure had no statistically significant role on the country's assumption of international public sector accounting standards.

Jajja et al. (2018) on the other hand studied the role of institutional pressures on ethical and social conformity by suppliers. The study done in Pakistan used questionnaires that were delivered and later collected. Partial Least Squares method was used to generate inferential statistics. The conclusion was that mimetic pressure positively influenced supplier social compliance management systems.

Alziady and Enayah (2019) in their study on the impact of institutional pressures on a firm's decision to persist the usage sustainable information technology among the small businesses in the Thi-Qar region of Iraq found that mimetic forces influenced managers of small enterprises to continue using sustainable information technology.

Wang et al. (2018) investigated the role of institutional pressures on corporates responsibility for the environment where data was collected from mega projects in china. Data was collected using a combination of questionnaires containing items in five point Likert scale and semi structured interviews. The test of hypotheses was conducted through PLS method. The study found out that mimetic pressure had a statistically significant influence on the organizational citizenship behaviours for the environment among the mega projects in China.

Chu et al. (2017) investigated the impact of institutional forces on sustainable supply chain management and organisation's accomplishments. They used electronic mail survey to collect data from 241 Korean manufacturing enterprises. The goal of the study was to explore the influence of coercive, normative and mimetic pressures on senior managements' support for green supply logistics. They concluded from the results of

data analysis that mimetic pressure had a positive statistically significant impact in influencing top managers towards supporting green supply chain management.

Abdullah et al. (2018) sought to find out whether dividend policies among the Pakistani companies were influenced by mimicry effects within the focal firm's industry. The study adopted a longitudinal approach where financial reports for the previous 17 years of 398 companies listed in the Pakistan stock exchange were studied. Binary logistic regression model was applied in establishing whether the propensity of a company to declare dividends for its owners was associated with the percentage of its peers declaring dividends for its owners. On the other hand ordinary least squares regression was used to examine whether the dividend payout ratio was influenced by the industry average. The study concluded that the likelihood of dividend payout and the payout ratio were significantly influenced by mimicry effects within the industry.

Abdulaziz et al. (2017) did a cross-sectional study on the effect of institutional pressures on a company's assumption of environmental conservation measures among the companies listed in Bursa Malaysia where it was concluded that mimetic pressure had no influence on the assumption of sustainability efforts among the companies trading in Malaysian bourse.

A study on the impact of mimetic pressure on compliance with information safety in organisations by Alkalbani et al. (2017) collected data through an online survey. They employed structural equation modeling to analyse the data and found out that information security compliance in organizations was significantly influenced by mimicry.

Emamisaleh and Rahmani (2017) investigated the influence of interior and exterior drivers on environmental conservation strategies among companies in food sector in Iran. The exterior drivers composed of the normative, mimetic and coercive drivers. The study collected data using electronic questionnaire composed of five point Likert scale items and data analysed using PLS-SEM equations. The study found mimetic pressure not to have any statistically significant role on strategic sustainability orientation among the food industries.

Dubey et al. (2017) examined the impact of pressures originating from outside of the organization and the culture of the organization on determination of systems for measuring performance for sustainability bench marking. Electronic survey was done using emails and data collected from 277 respondents drawn from the Indian manufacturing firms and data analysed using multiple regression analysis. The study concluded that mimetic pressure had no statistically significant influence on shaping environmental performance metrics.

Nyahas et al. (2017) did a cross sectional study on isomorphic influences and discretionary disclosure mediated by the organizational culture. The data for the predictor variables (regulative, normative and mimetic) isomorphism alongside the mediating variable (organizational culture) were collected using questionnaires while information on response variable were obtained from evaluation of financial statement of the sampled organisations. The conclusion was that mimetic pressure had no statistically significant influence on voluntary disclosure.

Ochieng (2016) did a study on the environment conservation efforts on supply chain management and the company's accomplishments among environmental conservation certified companies in the manufacturing sector in East Africa. The study adopted positivist philosophical orientation. The data collection instrument was a semi structured questionnaires with closed ended items. The study did inferential analysis using three different methods namely; spearman's rank correlation, ordered probit and the likelihood ratio test. The results showed that mimetic pressure had no association with the enforcement of sustainable supply logistics management efforts. The test of hypotheses revealed that mimetic pressure had no effect on enforcement of sustainable supply chain management efforts by the companies.

Deng and Ji (2015) did a study on the acquisition of green IT in Ontario Canada. The study relied on secondary data obtained from the websites of the information technology vendors such as the Oracle and the SAP. They conducted content analysis to get data to enable them meet their research goals. The study however did not find any evidence that mimetic pressure influenced adoption of green information technology among the firms in Canada.

Zhang et al. (2015) did a study on the mediating effect of managers' interest in conservation of the environment focusing on exogenous forces influence on company's energy conservation efforts in china. The hypotheses were tested through partial least squares method. The data analysis revealed a positive relationship between mimetic pressure and senior managers' concern for energy conservation.

Cavusoglu et al. (2014) in their study on the effect of institutional pressures on security management investigated the explicit and implicit effects of institutional pressures on the organizations' investments in ensuring safety of information. The study employed web based questionnaire to collect data from four hundred and nine information technology professionals in the management levels. The outcome of regression analysis showed that the coefficient of mimetic pressure was not significantly different from zero implying that mimetic pressure had no statistically significant influence on investment in information security control by organisations. It was notable that the response rate of this study was 16.3% which is considered low and might hinder generalization of the results.

Esteban et al. (2014) did an empirical study on the role of institutional forces and competitors moves on top management training and company performance where they collected data from 374 Spanish firms in the industry and service sectors. The study found out that mimetic forces had a positive relationship with the number of managers that had undergone training. This meant that imitation of the organizations perceived to be doing well in the sector significantly influenced the implementation of training programs.

Huang and Yang (2014) studied reverse logistics, creativity, institutional pressures and performance where they found that mimetic pressure significantly moderated the association between reverse logistics, creativity and environment conservation.

A case study of India manufacturing firms by Sharma and Daniel (2013) on the influence of institutional processes on the acquisition and use enterprise resource

planning systems found that to a great extent the acquisition and use of ERP system was influenced by the acquisition and use of the system by competitors. The firms mimed the perceived successful firms through bench marking.

2.3.6 Institutional pressures

This sub section deals with empirical studies that analysed the influence of combined effect of institutional pressures. While some studies separately evaluated the effect of individual categories of institutional pressures others either had an additional objective on the combined effect or studied the combined effect only.

Osewe (2019) did a doctoral dissertation titled "Balanced score card adoption rationale and achievements of government corporations in Kenya". He hand delivered questionnaires to chief executive officers and supplemented primary data with secondary data. The conclusion was that institutional pressures positively influenced organizational performance. The study further showed that the rationale for adopting balanced scorecard influenced the institutional performance. The use of institutional forces as a single independent variable and the use of only six items to measure it might not have provided enough scope for studying the institutional pressures. Further, assessing the items used to measure institutional pressures revealed that the cognitive dimension was not assessed.

Amiruddin and Barat (2018) studied the effect of organizational homogeneity and availability of financial statements towards public confidence. Transparency in financial management was included in the study as a mediating variable. The study was underpinned by the institutional theory and adopted an exploratory research design. The

study sample was generated purposively while the hypothesis was tested using partial least squares model. It was found that institutional pressures positively influence shareholder trust. The use of purposive sampling however might have compromised the objectivity of the results.

Al-Ma'Aitah (2017) did a study titled "The drivers of Enterprise Resource Planning cloud computing from an institutional point of view" in Jordan. The study did a judgmental sampling of seventeen companies and sent one hundred and thirty questionnaires to multiple respondents in each company. The study used structural equation modeling and partial least squares to validate the hypothesis. The study found that institutional pressures significantly influenced assumption and use of cloud enterprise resource planning system. The greatest weakness of this study was the use of judgmental sampling that might have compromised the objective selection of the respondents.

Zeng, et al. (2016) carried out a study titled "Institutional forces, green supply network management where they focused on eco-industrial park firms in China. The study used closed ended questionnaires with five point Likert scale items to collect data. The conclusion was that institutional pressures had a positive statistically significant influence on sustainable supply chain management.

2.4 Gaps in the Empirical Literature

The Table 2.1 gives a synopsis of the studies reviewed in terms of the main focus of the researcher the research methodology employed, the main findings and the gaps identified.

Table 2.1

Summary of the Gaps in the Empirical Literature

Researcher	Focus	Methodology	Findings	Knowledge Gap/Comments
Bananuka et al. (2019)	Influence of isomorphic forces on internet financial reporting adoption	Data was collected using questionnaires. The study employed a combination of cross – sectional and correlational designs Hypotheses tested using linear regression analysis	Regulative pressure positively influenced internet financial reporting however normative and mimetic pressures had no significant influence	The independent variable was adoption of internet financial reporting and not strategy implementation
Osewe (2019)	Balanced score card adoption rationale and organizational performance	Used a descriptive research design and tested the hypotheses using simple regression analysis	Relationship between institutional pressures and firms performance was moderate.	Treated institutional pressures as a single variable. Six items were not sufficient to assess institutional pressures
Kam et al. (2019)	Influence of institutional pressures on organisational information security awareness	Data was collected through online survey. Hypotheses tested using partial least squares	The institutional pressures were perceived to raise general information security awareness across the employees.	The dependent variable was the organisational effort to raise information security awareness

Researcher	Focus	Methodology	Findings	Knowledge Gap/Comments
Mate and Kaluyu (2018)	institutional factors and strategy implementation in public hospitals	Data collected using questionnaire, correlation and regression analysis done	Both regulative and normative pressures influenced strategy implementation	Data was collected from only one hospital which could be insufficient for generalization
Jajja et al. (2018)	Role of institutional forces on organisations good corporate citizenship	The research instrument was questionnaires that were hand delivered and later collected. PLS model tested the hypotheses.	The regulative, normative and mimetic pressures are positively related to supplier social compliance management system.	The dependent variable was supplier social compliance management system
Juarez-Luis (2018)	Institutional pressures and environmental conservation practices by small agricultural enterprises	Applied non probabilistic sampling and administered the questionnaire face to face. Used simple regression to test the hypothesis	There existed positive relationship between institutional pressures and implementation of sustainability practices	Non-probabilistic sampling might have denied all the respondents equally likely chance to participate in the study.
Wang et al. (2018)	The impact of institutional pressures on corporations care for environment	Employed partial least squares method to test the hypotheses	Normative and mimetic pressures had positive influence on organizational concern for the environment while coercive forces did not	The dependent variable of the study was concern for environment and not strategy implementation

Researcher	Focus	Methodology	Findings	Knowledge Gap/Comments
Chu, Yang, Lee and Park (2017)	institutional pressures on sustainability supply network practices and organisational achievement	Electronic mail survey used to collect data. The researcher used SEM and MLE structural equation with maximum likelihood validate the propositions	normative and mimetic pressure affected assumption of environment friendly supply network practices, while regulative forces did not	The response variable for the study was adoption of sustainability supply chain practices and company's performance.
Abdulaziz, Senik, Yau and San (2017)	Institutional Pressures and the adoption of sustainability initiatives	Applied partial least structural model to test the hypotheses	Adoption of sustainability initiatives was influenced by regulative and normative pressures but mimicry had no significant effect	The dependent variable was adoption of green initiatives and not strategy implementation
Alkalbani, Deng, Kam and Zhang (2017)	Compliance with information safety through institutional theory lens.	Used structural equation modeling	Institutional factors influence information security practices	The dependent variable was information security and not strategy implementation.
Al-Ma'Aitah (2017)	Institutional pressures as drivers of ERP cloud computing	Sample selected purposively. Hypotheses tested through structural equation modeling using partial least squares.	Institution pressures positively influenced ERPs application	The dependent variable was adoption of ERP cloud computing.

Researcher	Focus	Methodology	Findings	Knowledge Gap/Comments
Dubey et al. (2017)	Impact of external forces and the culture of the organization in determining performance evaluation styles for sustainable bench marking.	Multiple regression analysis method used for inferential analysis	Coercive and normative pressures significantly influenced performance appraisal systems. Mimetic pressure had no impact on performance appraisal systems	The dependent variable is performance measurement system and not strategy implementation
Li (2016)	Development and application of management control systems in chinese multinational corporations	The study was an exploratory case study. Data was collected through interview, documents and archives	Some management control systems mirrored regulatory controls from the government.	Dwelt on design and use of management control systems rather than strategy implementation
DeAbreau, Albequerque and Olivera (2016)	Response to normative pressure on issues concerning disclosure on carbon control	Qualitative research design	Carbon disclosure was due to normative pressure	Dealt only with the normative pressure leaving out other institutional pressures

Researcher	Focus	Methodology	Findings	Knowledge Gap/Comments
Han & Yang (2016)	Relationship between institutional pressures and CSR performance	The study obtained data from state, industry regulators, and company reports. Used canonical correlation analysis to test the hypotheses	Regulative pressure positively affected corporate social performance while some dimensions of normative affected while others did not	The regulative and normative pressures were split into constituent dimensions instead testing each pressure as a variable
Zeng et al. (2016)	Institutional pressures, green supply network and non-wasteful economy	Data collection tool had Likert scale items and hypotheses through SEM and hierarchical regression analysis	Institutional pressures positively influenced the adoption and implementation of green supply network practices	The study did not involve strategy implementation
Chiuri (2015)	Hindrances to strategy implementation among the universities in Kenya	A combination of descriptive survey and correlational approaches used Quantitative data was obtained through questionnaires. Significance of variables and model tested through t-statistic and ANOVA respectively	Institutional culture, managerial skills, organizational structure and Human Resource Management had positive influence on strategy implementation while changes in the external environment had a negative influence.	The study did not consider any of the institutional factors. The unit of study was the higher education institutions. The study proposes that other variables be studied.

Researcher	Focus	Methodology	Findings	Knowledge Gap/Comments
Deng & Ji (2015)	Influence of institutional pressures on organisation green IT adoption	Relied on secondary data collected from official websites of IT vendors. Objectives were tested through content analysis	Normative and regulative pressures motivate organisation to adopt green IT. No evidence found mimetic pressure as a motivator for green IT adoption.	Content analysis might have lacked objectivity during coding. The dependent variable was adoption of green IT and not strategy implementation
Yousafzai, Saeed and Mufatto (2015)	Institutional Theory embeddedness in the context of women leadership in entrepreneurship	Used secondary data from GEM database developed by GERA and World bank reports. Study hypotheses were tested using regression analysis model	Regulative, normative and Cognitive forces, positively influence women entrepreneurial leadership (WEL)	The dependent variable is WEL and not strategy implementation
Weeks (2015)	Moderating effects of institutional cultural beliefs, on organisations reaction to coercive organisational change.	The primary data was collected through public debates and secondary data came from articles, government documents as well as stakeholders comment letters.	Attitude towards normative and cultural cognitive institutional pressures had influence on compliance behaviours but attitude towards regulative changes had no significant influence on compliance behaviours.	The response variable was institutional change. Response rate was 15% which is too low to make a generalization.

Researcher	Focus	Methodology	Findings	Knowledge Gap/Comments
Gichuke and Okelo (2015)	Influence of institutional pressures and universities response to changes in the environment	Descriptive survey. Data was collected using structured questionnaire. Hypotheses tested through multiple regression analysis	Normative forces had significant influence on strategic responses by institutions of higher learning.	The study looked at the relationship between institutional pressures and strategic responses and not strategy implementation
Elnihem, Fadzil and Mohamed (2014)	The effect of institutional pressures on organizational outcomes.	Used Pearson correlation coefficients and the student t-test to test the association	Coercive pressure had positive influence on firm performance. Normative pressure had no statistically significant influence on the firms' performance.	The student left out cognitive and mimetic pressures
Esteban, Aragon and Carrasco (2014)	The influence of institutional pressures on managers' training and firms' performance.	Analysis done using correlation and multiple regression analysis models.	It was an empirical study where data was collected using mail survey method. The hypotheses was tested using structural equations	The dependent varable was training and performance. The response rate was too low (6%) to allow for generalization.
Cavusoglu et al. (2014)	institutional pressures and information security management	Data collected using web based questionnaire. Used component based partial least squares approach to test the hypotheses.	Coercive and normative pressures significantly influence internal security control resources while mimetic does not.	Low response rate 16.3% The dependent variable was information security management

Researcher	Focus	Methodology	Findings	Knowledge Gap/Comments
Sharma and Daniel (2013)	Isomorphic processes in ERP adoption	Qualitative study based on case studies	Regulative and mimetic pressures positively influence adoption of enterprise resource planning systems	Normative and cognitive pressures not studied.
Caravella (2011)	The influence of institutional pressures on institutionalisation of institutional practices	It was a case research. Data was collected from document analysis and interviews	Regulatory, normative and cognitive pressure have a positive influence on the growth of distance learning	The dependent variable was distance learning not strategy implementation.

Table 2.1 shows various knowledge gaps in the studies reviewed that this study sought to address. Firstly, some of studies that dealt with strategy implementation as the response variable did not consider the institutional pressures. They had instead investigated the influence of other factors such as management control systems, institutional culture, organizational culture, organizational structure and human resource management.

Studies that used institutional factors as independent variables did not directly adopt strategy implementation as their dependent variable. They instead studied other related organizational practices such as environmental management, women entrepreneurial growth leadership, institutional change, growth of distance education, personnel training, expansion into foreign markets and strategic responses to institutional pressures. Some of the studies also had a limitation of having as low as six percentage response rates that may not allow the generalization of their findings. There is also a general gap of imbalance between strategy formulation and implementation in favor of the former. This study therefore assist in bridging these gaps on the influence of institutional factors on strategy implementation in public secondary schools in Kenya.

2.5 Conceptual Framework

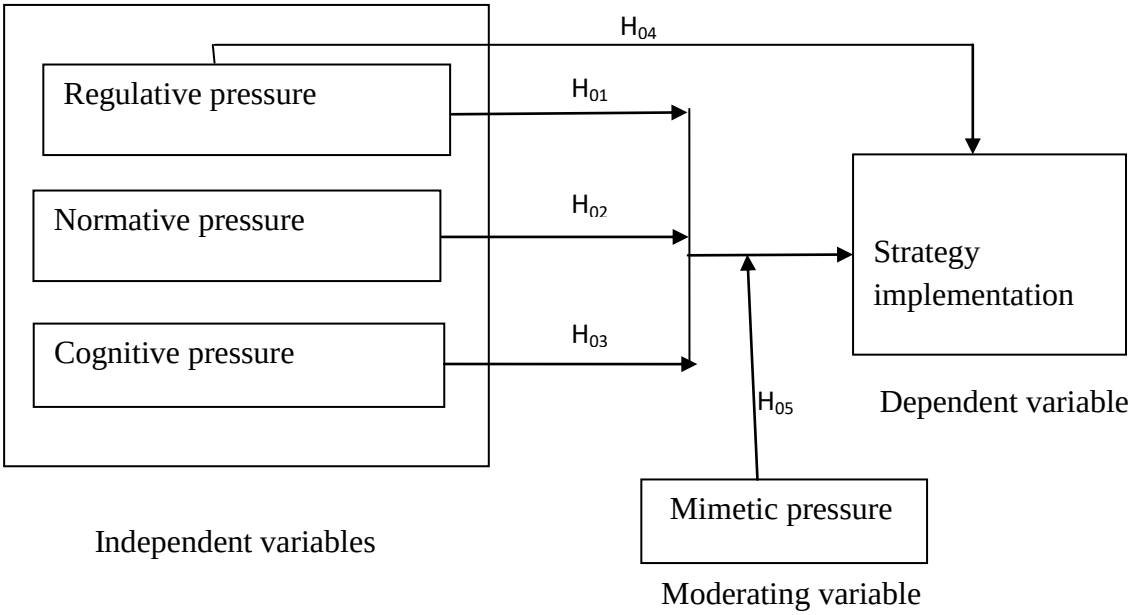
A conceptual framework is a representation of the researcher's synthesis of the extant literature on how to explain a situation or a phenomenon. It highlights the actions required in the process of the study based on the previous knowledge of other scholars' point of view and the researchers own understanding on the research subject. In other

words the conceptual framework is the researcher's visual impression of how the particular study variables relate to each other.

Figure 2.1 shows the conceptual framework for this study.

Figure 2.1

Conceptual Framework



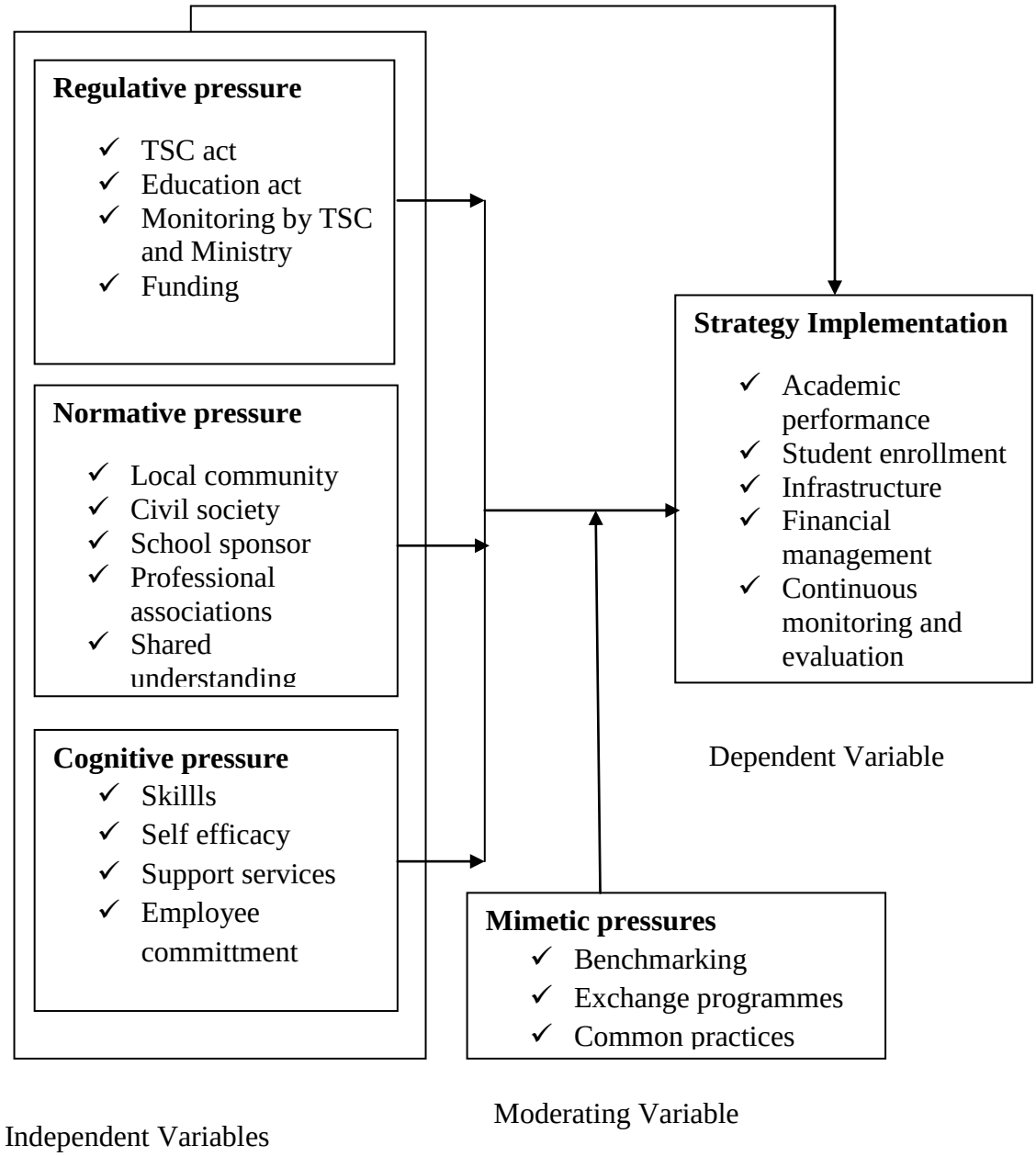
As illustrated in figure 2.1 the study had four independent variables namely the regulative, normative, cognitive pressures and institutional factors alongside moderating variable namely the mimetic pressure. The directed lines labeled H_{01} to H_{04} show that each of the independent variable is thought to have influence on strategy implementation. The directed line labeled H_{05} shows that the research predicted that mimetic pressure moderated the influence of institutional factors on strategy implementation. Personal characteristics (age, gender) were tested to whether they affect the assessment of the dependent and independent variables.

2.6 Operational Framework

Figure 2.2 shows the operational framework of the study.

Figure 2.2

Operational Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter elaborates the technical procedures that were followed during the research process. The various methods that were followed in the process of the research culminating in testing the research hypotheses are elaborated. The chapter contains the research design, the philosophical orientation and the target population. It also elaborates on the determination of the sample size and techniques of sampling, the instrument for data collection and the methods of collecting the data. The chapter finally concludes by discussing the adopted data analysis techniques, model specification as well as the operationalization of the study variables.

3.2 Research Philosophy

Research philosophy is the paradigm along which a research data is collected, analysed and used. The research philosophy is the underpinning assumptions upon which the study is based. There are two major epistemological paradigms that are common in organizational theory literature; positivism and phenomenology/interpretism. The positivism stance postulates that the researcher is free thinking and neutral. This implies that he is neither influenced nor does he influence the situation under study. This implies that the choice of the study and the methods of study are governed by objective measures of quantitative data. According to this paradigm, knowledge exists naturally and is based on reality, impartiality, non-intervention and plausibility of results (Cooper & Schindler, 2013). The most important feature of positivism is that it follows a

deductive reasoning starting with formulating research hypotheses and operational definition of characteristics of the situation under study based on an existing theory, then the hypotheses are tested using statistical methods leading to acceptance or failure to accept the hypothesis (Muganda, 2010).

On the other hand, phenomenology/interpretism is premised on the assumption that the basis of knowledge is individual experiences making the approach subjective. Phenomenology deals with immediate experiences, personal knowledge and individual interpretation and assumes a quantifiable approach (Saunders et al., 2012). According to this paradigm the researcher holds that the only appropriate method of gaining knowledge is by experience and therefore the researcher becomes part of the phenomena under study. The validity of knowledge can only be established through experience (Klein & Myers, 1999). Further, Klein and Myers (2001) suggest that phenomenological study does not initially define the explanatory and the response variables but it instead dwells on the researcher's interpretation of the whole phenomenon understudy as it unfolds. One major limitation of this paradigm is that the researcher is intertwined with the research to the extent that the findings from different researchers on the same issue may not be consistent (Kaonda, 2015).

Based on the foregoing positivism paradigm underpinned this study. This is because the researcher was not part of the phenomena under study and therefore the data collected was objective. Secondly, the formulated hypotheses were based on an already existing theory (institutional theory). Thirdly, the study hypotheses were tested using statistical methods and the results led to either accepting or failure to accept the hypotheses. Other

researchers that have previously used the same paradigm in doctoral dissertations include (Chiuri, 2015; Mulaa, 2015; Kibicho, 2015; Albugamy, 2014; Alotaibi, 2013).

3.3. Research Design

Research design refers to a scheme detailing how the research objectives would be met and research questions answered (Cooper & Schidler 2013). On the other hand, Mugenda and Mugenda (2003) refer to research design as the specification of techniques and procedure to be used in the study.

This study chose to use two approaches namely the descriptive survey and correlation research designs. Lavrakas (2008) argues that descriptive survey is the most common research design applied in non-experimental studies across disciplines. The design is well suited for collecting huge quantities of survey information from a representative sample selected from a target population using closed ended and/or open ended questionnaire. Fraenkel and Wallen (2008) further describes this design as appropriate in reporting the conditions as they exist, opinions as held and processes that are ongoing as well as in collecting data without manipulation of the variables.

On the other hand, correlation research helps to discover presence of association between dependent variable and independent variables by applying correlational statistics. It involves collecting data and analyzing to establish whether there exists and the strength of the association between the variables. Correlational design also renders itself to the study of causal relationships and to infer scores on one variable based on research participants score on an influencing variable (Borg & Gall, 2007). Mugenda and Mugenda (2003) argue that the core advantage of correlation research design is that

it is useful in analysing association between numerous variables in one study. It also enables a researcher to establish how several independent factors affect the dependent variable whether singly or in combination.

The above attributes informed the choice of these two designs for this study. The research collected data from the respondents and reported the situation as it was. The researcher did not manipulate the variables. Further the research examined the relation between strategy implementation (dependent variable) and each institutional pressure individually (independent variables) and also between strategy implementation and all the institutional pressures (regulative, normative and cognitive) combined.

3.4 Target Population

Pandey and Pandey (2015) explain that target population also known as the universe consists of all members from whom the results will be generalised. The unit of analysis for this study was the secondary school. The target population therefore was all the six hundred and seventy two public secondary schools in the selected counties. The distribution of the schools by county is displayed in Table 3.1.

Table 3.1

Study Population

County	Number of schools
Meru	354
Embu	166
Tharaka Nithi	135
Isiolo	17
Total	672

Note**:** *The source of the data was Ministry of Education Science and Technology (2014).*

The principals of the said secondary schools were purposively selected as the respondents. The rationale for selecting the principals as the respondents was because they were the accounting officers of their respective institutions and therefore it was their responsibility to oversee the implementation of school programs including strategic plans.

3.5 Sample and Sampling Procedure

According to Orodho and Kombo (2002), a sample is a subspace of the universe that contains the characteristics of the population. Since it may be impractical to study the entire population because of time and resource constraints, then a representative sample in terms of characteristics and size is selected for a study. The findings from the representative sample are then generalized for the universe. The study determined the sample size using the Slovin's formula that states as:

$$n = \frac{N}{1 + N e^2}$$

Where n = Sample size

N = target population

e = margin of error

Assuming a margin of error of 0.05 then the sample size for this study was determined as follows:

$$n = \frac{672}{1 + 672(0.05)^2} \approx 250$$

The study adopted a multistage probabilistic sampling that included cluster and simple random sampling for the study units. However the respondents within the study unit who were the principals were purposively selected since they are the ones tasked with day to day running of the school including strategy implementation. The study units were clustered according to their geographic location (counties). This was meant to ensure that each of the counties had a representation proportionate to its population in the total sample. Table 3.2 indicates how the sub-sample from each cluster was determined.

Table 3.2

Sample Size

County	Ratio	Sample size
Meru	$\frac{354}{672} X 250$	132
Embu	$\frac{166}{672} X 250$	62
Tharaka Nithi	$\frac{135}{672} X 250$	50
Isiolo	$\frac{17}{672} X 250$	6
Study Sample Size		250

In the second stage, the study units were selected through simple random sampling method. According to Cooper and Schildler (2013), simple random sampling is a unique method where every member of the target population has a defined and equally likely opportunity for selection into the sample. The probability of any of the element of the population being selected into the sample is given by;

$$\text{Probability of inclusion} = \frac{\text{Sample size}}{\text{Total Population}}$$

All the elements in each cluster were listed in a Microsoft excel spreadsheet and assigned a random number. They were then sorted out in ascending order and those falling within the required sample size for that cluster included in the study sample.

3.6 Data Collection Instrument

The type of data collection instrument largely determines the success of the research. Various factors are considered in selecting the best data collection instrument for a research. According to Kothari (2004), factors such as the level of difficulty of the topic, the desired response rate, time available for data collection and the type of respondent should inform the most appropriate instrument to be used. Chiuri (2015) asserts that a questionnaire is the most widely used instrument for collecting survey data. This is because a questionnaire provides some structured data that is almost numerical. It further has the advantage that the researcher need not be present when the respondent is filling the questionnaire.

This study used a self- administered questionnaire as the data collection instrument. Because of the nature of the instrument, the researcher was able to reach a large sample that was geographically dispersed. The response rate was also expected to be high since the respondents could fill the questionnaire at their own free time. The questionnaire was not expected to present any challenges since all the respondents were literate people and therefore could read and understand the items in the questionnaire. The questionnaire largely consisted of closed ended items on a five-point Likert Scale. This type of items were preferred because as Cooper and Schindler (2013) suggests Likert scale items are easier to construct, are more reliable and collect much more data than a number of other scales. Each of the statement is allocated a numerical value to indicate the level of agreement and the results can be summed to establish the overall attitude of the respondent. Among the examples of previous researchers that have successfully used five point Likert scale items include Kihara (2016) who studied the influence of

strategy execution on the level of achievements of Small and Medium Enterprises (SMEs) and Gakuu (2019) who assessed the credit risk and lending performance of commercial banks in Kenya.

3.7 Pilot Testing

This is the process of evaluating a research instrument before rolling out into the main survey. It tests if: different respondents interpret the items similarly, the items are clear and comprehensible or whether the instrument is too long. Pretesting is very important because it may save the researcher from costly errors in the main research (Chiuri, 2015). The research instrument was piloted to ensure reliability and validity. The instrument was distributed to some 25 (10% of the sample size). This is based on Simon (2011) that a 10 to 20% of the study sample is reasonable for a pilot test. The respondents were drawn from within the Meru County. These were selected randomly from those who had not been included in the study sample. The data collected during piloting was analysed to test for validity and reliability of the research instrument.

The values of cronbach's alpha for the dependent and independent variables obtained from the analysis of the pilot study were all above 0.7; however the moderating variable registered much lower value of Cronbach's alpha. This was mediated by deleting and modifying some of the items used to measure the mimetic pressure. Discussion of the responses obtained from the pilot study with supervisors led to the conclusion that the instrument possessed validity and that the instrument was able to measure what it was meant to measure. The pilot study's spearmans rank correlation results further did not show any threat of multicollinearity among the variables.

3.8 Data Collection Procedure

Saunders et al. (2012) asserts that reasonably high response rate is guaranteed through use of self-administered questionnaires. It is for this reason that the study preferred such a method in collecting raw data. The questionnaires together with introduction letter and letter of authority attached were hand delivered to the sampled respondents who were allowed a fortnight to respond after which they were collected for analysis. The researcher trained research assistants on how to handle the respondents to ensure cooperation and hence high response rate. Among other doctoral scholars that have successfully used similar procedure to collect data include (Chiuri, 2015; Mulaa, 2015; Kibicho, 2014).

3.9 Reliability Tests

Reliability is the quality of a data collection instrument to produce the same findings if used to collect data again at a later date (Veal & Darcy, 2014). Reliability is affected by unstable errors which is the departure from the true measure as a result of factors not properly addressed by the researcher. These factors include unclear instructions to the respondents, interviewer/interviewee fatigue and/or interviewer bias (Mugenda & Mugenda, 2003). Kibicho (2014) adds inaccuracy in the instruments, incorrect scoring by the researcher and unexplained errors from unknown sources as other factors that may affect the reliability of a research instrument.

The study tested for reliability using Cronbach's alpha (α). Albugamy (2014) argues that Chronbach's alpha is the most successful and popular method of assessing reliability of an instrument. The value of Chronbach's Alpha varies from 0 to 1. Kurpus and Staford (2006) recommend an alpha value of 0.7 as an acceptable measure of reliability. Ekolu

and Quainoo (2019) on the other hand argue that while there is no universal consensus on the exact threshold for Cronbach's alpha, commonly used guideline regards an instrument whose alpha value less than .5 as having low reliability, one with an alpha value between 0.5 and 0.8 as possessing moderate reliability and is acceptable while an instrument with an alpha value greater than 0.8 is considered to have high reliability. As the value of Cronbach's alpha approaches 1 the instrument reliability increases.

3.10 Validity Tests

Validity refers to the quality of a research instrument to accurately measure what it was meant to measure (Saunders et al., 2012). Validity reflects how real the results obtained are. A key indicator of validity is whether the findings obtained using such an instrument agrees with the expectation (Kibicho, 2013). While face validity is simply the relevancy of the research instrument to the research objectives (Newman, 2014), the content validity deals with the level of subjective agreement by experts that the research instrument accurately captures what is intended to be measured (Cooper & Schindler, 2013). The researcher ensured the validity of the instruments by holding intensive discussions with various experts including the supervisors, lecturers, statistical data analysts and colleagues. The results of pilot study were also scrutinized with an aim of rectifying any inadequacies reflected by the kind of responses obtained.

3.11 Operational Measurement of Variables

The study adopted strategy implementation as the dependent variable. The independent variables were derived from the institutional theory and they include the regulative, normative and cognitive pressures. Mimetic pressure was also included as a moderating

variable. For each of the variables, a five point Likert scale items were developed to test the level of agreement of the respondent with each of the statements. The scale ranged from 1 = Strongly Disagree, 2 = Disagree 3 = Neither agree or disagree, 4 = Agree, and 5 = Strongly Agree). Elaborate operationalization of each of variables is presented in the subsections that follow.

3.11.1 Strategy Implementation

Strategy implementation was measured in terms of the following indicators; action planning, coordination and achievement of key performance indicators such KCSE performance, student population and infrastructure improvement. The mean score of the eight items from each respondent was calculated to determine the score for the variable from that particular respondent.

3.11.2 Regulative Pressure

The regulative pressure emerges from individuals and organizations or agencies that have power over the organization. In education sector the most likely sources of regulative pressure are the government through the ministry of education, Teachers Service Commission and/or other semi-autonomous agencies of the ministry. The influence of institutional pressures was measured through the opinion of respondents on whether legal tools like the basic education act of 2013 Teachers Service Commission act of 2012, the Kenya constitution (2010), teachers' code of regulations and policies such as performance contracts, and TPAD had any influence on strategy implementation in public schools. Allocation of funds by the government is also a factor that was considered under regulative pressure. To test each of the indicators of the regulative

pressure, the average score of the seven items for each respondent was then calculated to determine the overall perception of the respondent on the regulative pressure.

3.11.3 Normative Pressure

Normative pressure emanate from collective expectations imposed by the society or the profession on the institution or individuals in the institution. The enforcement of normative pressure is driven by the sense of obligation of the organization or individuals to the society and the profession (Palthe 2014). This variable was measured through examining whether the respondents feel a sense of obligation to the school, the community, the stakeholders such as Boards of Managements, and Parents Associations. The variable was also measured in terms of values, norms, expectations, shared understandings of the rightness of certain actions, rules of the thumb and standard operating procedures in the school. The average score of the eight items for each respondent was then calculated to determine the overall perception of the respondent on the normative pressure.

3.11.4 Cognitive Pressure

The cognitive pillar of institutional theory involves knowledge, skills and taken-for-granted beliefs. It was therefore measured through constructs such as levels of education, skills training and access to support services and also the respondent's perception of their capabilities and self- efficacy. Taken-for-granted beliefs in the institution were also used to measure this variable. The average score of the eight items for each respondent was then calculated to determine the score for the variable from that particular respondent.

3.11.5 Mimetic Pressure

Finally, the mimetic pressure reflect the tendency of organizations to mimic other organizations that are perceived to be doing better especially in the environment of uncertainty. This leads to presence of isomorphism in organizations in the same industry. This variable was measured through examining evidence of schools adopting practices from other schools through benchmarking, interschool visits and generally borrowing best practices from other institutions. The average score of the eight items for each respondent was then calculated to determine the score for the variable from that particular respondent. Table 3.3 gives a summary of the operational measurement of the varieables.

Table 3.3

Operational Measurement of Variables

Name of variable	Variable type	Operational variable	No. of items	Level of measurement	Measurement scale
Strategy implementation	Dependent	- Performance in national exam -Student enrollment -Infrastructure improvement -Financial management -Resource allocation -Assignment of responsibility -Continuous monitoring	8	Ordinal	5-point Likert scale
Regulative pressure	Independent	-Prescription of strategy implementation in education act and TSC act -Presence of enforcement measures by Ministry of Education and Teachers Service Commission - Sufficient funding by the Government	7	Ordinal	5-point Likert scale
Normative pressure	Independent	-Perceived persuasion from local community, sponsor, professional associations, civil society to implement strategy -Shared understanding	8	Ordinal	5- point Likert scale

Name of variable	Variable type	Operational variable	No. of items	Level of measurement	Measurement scale
Cognitive pressure	Independent	-Possession of required skills -Availability of support services -Cooperating and committed individual employees	7	Ordinal	5-point Likert scale
Mimetic pressure	Moderating	- Benchmarking -Copying best practices from peers -Exchange of ideas among peers	5	Ordinal	5- point Likert scale

3.12 Data Analysis

The key reason for analysis is to transform the raw data into meaningful information that can be used in drawing conclusions and making decisions. After collecting the data, it was processed to make it suitable for analysis. Data processing involved handling blank responses, editing, coding and keying them into the computer. The analysis was done in two steps where the first step dealt with descriptive statistics and the second stage involved the inferential statistical analysis.

3.12.1 Descriptive Statistical Analysis

Descriptive analysis was done for the purposes of summarizing the data obtained. Descriptive statistics involved measures of central tendency (means), measures of dispersion (standard deviations), frequencies and percentages. In this study, the response rate was calculated per county and presented in Table 4.2. The characteristics of the respondents that included the gender, age, education level and the length of service were also summarized in terms of frequencies and percentages and presented in Table 4.3.

The summary of the responses to each item in each of the variables was analysed in terms of the means and the standard deviations and presented in Tables 4.4 to Table 4.8. The skewness and kurtosis statistics were also generated and presented in a Table 4.9.

3.12.2 Diagnostic Tests for the Data

The suitability of an analytic model for a research study depends on the properties of the collected data. To enable the researcher select the most appropriate model for data

analysis, diagnostic tests including linearity, normality and multicollinearity were carried out.

The first diagnostic test for the data was the normality. The majority of inferential statistical models are based on the assumption that the data is normally distributed. This makes testing for normality paramount if the study has to adopt the appropriate inferential analytic model. The normal distribution also known as Gausian distribution is a bell shaped frequency distribution curve with values scattered around the mean such that the curve is symmetrical about the mean (Veter, 2017). While there are a variety of measures for testing normality of data including the box plot, P- P plot, Q- Q plot and histogram as stated by Mishra et al. (2019), this study used Skewness and Kurtosis statistics and sought further confirmation through Kolmogorov-Smirnov and Shapiro–Wilk tests.

According to Čisar and Čisar (2010) skewness refers to the extent of asymmetry of a given distribution of data about its mean. If the distribution is symmetric about the mean then the skewness statistic approaches zero. Positive skewness statistic is an indication of asymmetrical distribution with the tail extending towards the positive values of the data while negative skewness statistics points to a data distribution where the asymmetric tail extends into the more negative values. If Skewness statistics lie within the threshold of ± 1 (Hair et al., 2017) then the data is normally distributed.

On the other hand, kurtosis is the measure of the flatness or peakedness of the distribution of the data vis-à-vis normal distribution. Kurtosis statistic is zero where the data is normally distributed. Positive kurtosis points to a comparatively peaked

distribution while negative kurtosis points to a comparatively flat distribution (Čisar & Čisar, 2010). If kurtosis statistic lies outside the range of $-1 \leq k_s \leq 1$ (Hair et al., 2017) then the data distribution significantly deviates from normal distribution.

According to Čisar and Čisar (2010), skewness and kurtosis is not conclusive on whether the data is normally distributed, therefore it is usually necessary to confirm further graphically (histogram) or through Kolmogorov-Smirnov and Shapiro–Wilk test. This study chose to confirm the normality of the data through Kolmogorov-Smirnov and Shapiro–Wilk test. A p-value larger than .05 implies that the distribution of the data on a variable is not significantly different from a normal distribution.

Secondly, the nature of the relationship between the dependent and independent variables was tested. Linearity between the outcome variable and the predictor variable is said to exist if the rate of change of dependent variable with independent variable is constant. A plot of dependent and the independent variables yields a straight line. Applying a linear model on a nonlinear data poses the risk of underestimation of the true relationship (Field, 2009). Linearity between variables can be measured using graphical method or statistical methods (bivariate correlation). This study adopted Spearman's rank correlation coefficient to test for linearity between the criterion and each of the predictor variables. The decision criteria was that if $P>0.5$ then the null hypothesis that the correlation coefficient was not statistically different from zero was rejected.

Lastly, a diagnostic test for multicollinearity was performed**.** Data is said to be multicolinear when the explanatory variables are not only correlated to the response variable but also to each other. Presence of multicollinearity leads to type II error where

the researcher may fail to reject a null hypothesis that in actual fact was not true in the universe (Banerjee et al., 2016). The researcher used Spearman's rank correlation analysis to test the presence of multicolinearity. Spearman's rank correlation coefficient of 0.7 is the recommended indicator of the threat of multicolinearity (Chiuri, 2015). Absence of multicollinearity was further confirmed using Tolerance and variance inflation factor (VIF). The tolerance and VIF threshold values should be less than 5 for VIF and less than 0.2 for tolerance (Kim, 2019).

3.12.3 Inferential Statistical Analysis

The purpose of inferential statistics is to help the researcher draw conclusions as well as make inferences upon analysis of the collected data. Inferential statistics encompasses hypotheses testing, making comparisons and predictions as well as drawing generalized conclusions based on the sample data (Rodrigues et al., 2017).

In this study, a number of inferential statistical tests were done. Analysis of variance was done to compare the perception of institutional pressures across gender and age. The decision rule for this statistics was that there exists a statistically significant difference between the groups if $p<.05$. The study further performed a spearman's rank correlation analysis to assess the magnitude and direction of the relationship between each of the independent variables and the dependent variable. The correlation was judged to be statistically significant if $p<.05$. This statistic was further supported by Chi square test where the association between the dependent and independent variable was adjudged to be significant if $p<05$.

Finally the study hypotheses were tested and based on the results of the diagnostic tests binary logistic regression analysis was best suited to determine the influence of the institutional factors on the strategy implementation as well as establish the moderating effect of the mimetic pressure on the relationship. Binary logistic regression model can be used to test the influence of any type of regressor variable on a dichotomous regressand. It is an adaptation of generalized linear model applicable in cases where the data fails the test of normality (McCullagh & Neider, 1989). According to Reddy et al. (2015) the model makes the following assumptions that the data satisfied hence the choice.

Binary logistic regression model assumes a particular coding of variables to make it easier to interpret the coefficients. Conventionally, the desired category is coded as "1" and the other category as "0". The data was then re-coded following suggestions by Mihiretu (2017) who avers that likert scale data can be converted to dichotomous by adding all the scores of likert scale item to calculate the mean and then defining the boundaries such that if the calculated mean is above the median is recoded as "1" to represent the desired outcome else "0." This study employed a 5 point likert scale which implies that the median score was three. In this regard the mean of institutional factors; Regulative pressure (X_1), Normative Pressure (X_2), cognitive pressure (X_3) and the mimetic pressure (X_4) as well as the dependent variable; strategy implementation (Y) was done as follows:

$$X_i = \begin{cases} 1 \, for \overline{X} \geq 3.5 \\ 0 otherwise \end{cases} \quad \text{and} \quad Y = \begin{cases} 1 \, for \overline{Y} \geq 3.5 \\ 0 otherwise \end{cases}$$

Where Y = the dependent variable, $X_i = i^{th}$ independent variable and I = 1, 2, 3, 4.

Binary logistic regression further, assumes linearity between continuous independent variable and the logit form of the criterion variable which implies that this study was exempted of that assumption since all the independent variables were categorical. The categorical independent variables further made binary logistic regression suitable for the collected data since it does not require them to be in interval scale like the linear models. Additionally, the model assumes absence of multicollinearity that the data statistically satisfied.

The logit model took the form:

$$\text{Logit Y} = \ln\left(\frac{P}{1-P}\right) = Z \qquad \text{(Model 1)}$$

Where

Y = strategy implementation

$Z = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$

Where

X_1 = regulative pressure

X_2 = normative pressure

X_3 = cognitive pressure

β_0 = the constant term and

β_1, β_2 and β_3 are the coefficients of X_1, X_2 and X_3 respectively.

The decision criterion was that null hypotheses was rejected if $p<.05$ else it failed to be rejected.

The test for the moderation effect of the mimetic pressure on the relationship between institutional factors and strategy implementation was done in two stages: in the first stage, the combined direct effect of mimetic pressure and institutional factors on strategy implementation was tested as follows:

$$\text{Logit } Y = \ln\left(\frac{P}{1-P}\right) = Z \qquad \text{(model 2)}$$

Where

$Z = \alpha_0 + \alpha_1 X + \alpha_2 M + e$

Y = Strategy implementation

X = Composite of institutional factors

M = Moderator

α_0 = the constant term,

α_1 = the coefficient of institutional factors and

α_2 = the coefficient of the moderator

This was followed by the introduction of the interaction term between institutional factors and mimetic pressure (X*M) hence the model took the form:

$$\text{Logit } Y = \ln\left(\frac{P}{1-P}\right) = \alpha_0 + \alpha_1 X + \alpha_2 M + \alpha_3 X*M + e \qquad \text{(Model 3)}$$

Where Y, X, and M have their previous meanings (see Model 2) and X*M = interaction term,

α_2 = coefficient of mimetic pressure and α_3 = coefficient of the interaction term.

3.13 Ethical Considerations

Before engaging in the distributing of the questionnaires to the respondents, the researcher applied for and obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) and an introductory letter from the university. These documents were used to seek permission from the county directors of the participating counties to collect data from the sampled schools in the county. The respondents were informed that participation was on voluntary basis and no one would be forced to participate in the study. The respondents were further informed that the information given would not be used for any other purpose other than academics. They were also assured the information obtained would be treated with utmost confidentiality.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

In this chapter the results of data analysis, interpretation and discussion are presented. First reliability, response rate, characteristics of respondents are presented followed by descriptive statistics for items and variables. Further the results of the analysis of variance (ANOVA) on the attributes of the respondents namely; age, gender, level of education and length of service were done for purposes of establishing whether the assessment of the extent of success in strategy implementation and the perception of institutional pressures differed across the groups and the results discussed. Similarly diagnostic test results for the data such as linearity, normality and collinearity is presented. Finally the correlation between the variables, chi square test of indepence between the dependent and independent variables and the tests of hypotheses is presented in tabular form, interpreted and discussed.

4.2 Response Rate and Respondent Characteristics

This subsection presents the reliability of the instrument, the response rate and the respondent characteristics.

4.2.1. Reliability of the instrument

The reliability of the data collection instrument was assessed using Cronbach's Alpha statistics and the results were as shown in Table 4.1.

Table 4.1

Reliability of Instruments

Variable	Cronbach's Alpha	N. of Items
Strategy implementation	0.722	7
Regulative pressure	0.749	6
Normative pressure	0.760	8
Cognitive pressure	0.711	7
Mimetic pressure	0.542	5

According to Table 4.1 the dependent variable (strategy implementation) returned an alpha value of 0.722. Among the dependent variables, normative pressure had 0.760 while that of the regulative pressure was 0.749. The cognitive pressure returned alpha value of 0.711. This is an indicator that the instrument reliably measured the dependent and independent variables as Kurpus and Staford (2006) recommend an alpha value 0.7 as an acceptable measure of reliability. The moderating variable (Mimetic Pressure) returned a relatively lower Cronbach's alpha value (α=0.542) which was acceptable since as Gavin (2016) avers, a value of at least 0.4 is acceptable for some unstable psychological variables such as the mimetic pressure. Ekolu and Quainoo (2019) argue that while there is no universal agreement on the exact threshold for Cronbach's alpha, commonly used guidelines regards an instrument whose alpha value is less than .5 as having low reliability, one with an alpha value between 0.5 and 0.8 as possessing moderate reliability and is acceptable while an instrument with an alpha value greater than 0.8 is considered to have high reliability. In this regard the researcher considered the instrument to be acceptably reliable.

4.2.2. Response Rate

The data was collected from the four selected counties of Embu, Tharaka Nithi, Meru and Isiolo. The response rate per county was computed and summed up to give the overall response rate. The results are presented in Table 4.2.

Table 4.2

Response Rate per County

County	Questionnaires issued	Questionnaires returned	Response rate (%)
Meru	132	122	92.4
Embu	62	43	69.4
Tharaka Nithi	50	34	68
Isiolo	6	6	100
Total	250	205	82

Table 4.2 shows that out of the two hundred and fifty (250) questionnaires distributed to the potential respondents, two hundred and five (205) were collected back representing a response rate of 82%. This rate was considered acceptable as Mugenda and Mugenda (2003) consider a response above 70% as excellent while Lewis and Thornhill (2009) recommends a response rate of between 30 and 40%. This response rate compares favourably with other earlier Ph.D dissertations both locally and internationally as follows: Namada (2013) from the University of Nairobi had a response rate of 62.3%, Albugamy (2014) from Brunel university London had a response rate of 55.3 %, while Chiuri (2015) had a response rate of 96%.

According to results shown in Table 4.2, Isiolo County had the highest response rate at 100% followed by Meru County at 92.4%. Embu County was third at 69.4% while Tharaka Nithi closely followed Embu at a response rate of 68%.

4.2.3 Respondents Characteristics

The distribution of the respondents by gender, age bracket, level of education and work experience were conducted and the results are presented in Table 4.3

Table 4.3

Characteristics of Respondents

Variable		Frequency	Percent	Valid Percent	Cumulative Percent
Gender					
	Male	108	52.7	52.7	52.7
	Female	97	47.3	47.3	100
	Total	205	100	100	
Age of respondents	Below 40 years	7	3.4	3.4	3.4
	41 - 50 years	105	51.2	51.2	54.6
	51 - 60 years	93	45.4	45.4	100
	Total	205	100	100	
Level of education	Diploma	6	2.9	2.9	2.9
	Bachelors degree	129	62.9	62.9	65.9
	Masters degree	69	33.7	33.7	99.5
	Ph.D	1	0.5	0.5	100
	Total	205	100	100	
Work experience	Below 5 years	40	19.5	19.5	19.5
	6 - 10 years	66	32.2	32.2	51.7
	11 - 15 years	70	34.1	34.1	85.9
	16 - 20 years	27	13.2	13.2	99
	Over 20 years	2	1	1	100
	Total	205	100	100	

In reference to Table 4.3, the majority of the respondents lied between 41 – 50 years age bracket representing 51.2 % followed by those aged between 51–60 years at 45.4%. Respondents aged below forty years were the least at 3.4%. This distribution is justifiable because the earliest a teacher can become a principal is after serving for

twelve years and this rarely happens given the high number of teachers against the few principal's positions.

On the levels of education, the majority of the respondents had a bachelor's degree (62.9%), followed by master's degree holders (33.7%). Diploma holders constituted only 2.9% of the respondents while Ph.D holders were the fewest at 0.5%.This distribution is justified because until recently, a bachelor's degree with pre-requisite experience was sufficient for appointment as a principal. The route to becoming a principal for a diploma holder is however long and winding and only a few make it to the level of a principal. This is because while the requirement to becoming a principal was job group M, a diploma holder gets automatic promotion from the entry grade (Job group J) to job group K. This means that such a teacher has to be competitively selected for promotion to job group L and yet another one to job group M to qualify for a deputyship where one has still to get a rare chance to serve as a deputy. One has then to serve as a deputy principal for three years to at least qualify to be considered for principal's position.

In terms of the length of service most of the respondents had served as principals for a span of 11-15 years (34.1%) followed closely by those that had 6-10 years experience (32.2%). The least were those that had over 20 years experience as principals and that stood at only 1%. This is explained by the process of becoming a principal where according to the schemes of service for teachers, one has to serve for a minimum of twelve years to qualify for appointment as a principal. Even after meeting this mimimum

requirement, length of stay since qualifying is a key consideration for promotion to the position of a principal.

The results suggest that the respondents had sufficient experience that enabled them to provide accurate responses to the questions that were posed to them in the data collection instrument. Further, the fact that they were principals; they were suitable respondents because they were in charge of the formulation and ensuring the implementation of strategic plans of their respective schools.

4.3 Description of Institutional Pressures and Strategy Implementation

The status of institutional pressures and strategy implementation was examined using descriptive analysis comprising of means and standard deviations. The means and the standard deviations of all the items measuring the dependent variable, the independent variables and the moderating variables were established and presented in the Table 4.4 to Table 4.8

4.3.1. Means and Standard Deviations Results of Strategy Implementation

To assess the extent of perceived success in strategy implementation in public secondary schools in the selected counties in Kenya, the respondents rated each of the indicators of strategy implementation success in their schools with the score ranging from 1 to 5 where 5 = Strongly agree and 1 = Strongly Disagree. The scores from all the respondents were summed and the average score alongside the standard deviation for that item obtained. The mean and standard deviation of each of the items assessing strategy implementation are displayed in Table 4.4.

Table 4.4

Mean and Standard Deviations of Strategy Implementation

Variable	Measure	Mean	S.D
Strategy implementation	The school population has been increasing for the last three years.	4.05	0.784
	The school infrastructure has been improving for the last three years.	3.87	0.848
	My rating on financial management by my supervisor has been improving every year for the last three years.	3.93	0.585
	We have assigned responsibilities of strategy implementation to various teams in the school	3.91	0.777
	We hold regular meetings to review the extent of achievement of short term strategic objectives.	3.78	0.751
	We allocate sufficient funds to various strategic objectives	2.92	0.994
	We have always met our annual strategic objectives for the last three years.	2.81	0.843

N = 205

The statement that the school population had been increasing for the last three years received the most favourable scores (mean = 4.05, S.D =0.784). The high mean score is supported by Mwikya et al. (2019) who in their study of the relationship between cost of education and progression from primary to secondary institutions of learning found out that the transition rate had been increasing since 2014. This trend is further confirmed by Wanja (2019) who quoted the minister for education reporting that in 2019 the ministry had enrolled all the class eight candidates into secondary school hence achieving the government's 100% transition policy.

The second rated indicator of the extent of strategy implementation was the suggestion that principal's rating on financial management by his/her supervisor had been increasing over the last three years (mean =3.93, SD = 0.585). The next in terms of the mean was whether the school had assigned responsibilities of strategy implementation to various teams (mean = 3.91, SD = 0.777). The high mean contradicts the finding of Amukowa (2017) who on the study on the influence of organizational structure on strategy implementation revealed that there were conflicts in the roles of the strategy implementation process. This implied that there were no properly constituted teams with clear cut roles in the strategy implementation. The item assessing whether the school infrastructure had been improving for the previous three years returned an average score of 3.87 and a standard deviation of 0.848. The above 50% average could be attributable to the fact that the government had developed a policy to fund infrastructure development in schools. Kinyanjui (2019) quoted the minister for education reporting that the ministry had allocated Ksh. 6000 per student to be used in the improvement and maintenance of public secondary school facilities such as classrooms, multipurpose halls, science laboratories and halls of residence among other immovable assets. This is further corroborated by KNA (2019) that reported that the government of Kenya in partnership with the World Bank had allocated Ksh. 1.5 billion in the 2019/2020 financial year for the improvement of infrastructure in primary and secondary schools.

Onyango et al. (2019) however, found to the contrary; in their study on the impact of expansion of infrastructural capacity on enrollment of students in secondary schools in Siaya County, found that schools did not have adequate infrastructure to accommodate

the increasing number of students because of inadequate funding of development by the government through the free secondary education fund. They also found shortcomings in the free day secondary education funding policy that require approval by the cabinet secretary for education to undertake major development projects. This aspect discouraged donations from stakeholders and well wishers.

Regarding the school holding regular meetings to review the extent of achievement of short term strategic objectives, the mean of the responses was 3.78 and the standard deviation was 0.751. Previous studies have come up with similar results. For example, Chiuri (2015) found that most of the respondents in her investigation on the challenges facing strategy implementation in institutions of higher learning agreed that the top management allowed employees to give feedback on the progress of strategy implementation. The findings are further supported by Gitahi (2016) shows assertion that organisations evaluated their strategy implementation four times a year and that the leaders met on monthly basis to review the progress and scored a mean of above four on a scale of 1 to 5. Second last rated indicator of the extent of success in strategy implementation was the allocation of sufficient funds to various strategic objectives every year (mean = 2.92, SD = 0.994). The low mean is corroborated by Amukoya (2017) who studied on the school based factors influencing strategy implementation among the public secondary schools and concluded that most of the respondents identified scarcity of resources as key factor hindering successful strategy execution among the studied institutions. Similarly, Kevogo and Waiganjo (2015) who found that the respondents were almost unanimous that there was a limited budgetary allocation for

strategy implementation in secondary schools and that this was among the greatest impediments to successful strategy implementation.

That the institution always met its annual targets received least favourable rating (mean = 2.81, SD=0.843). These results are similar to the findings of Sial et al. (2013) who did a survey of organisations in china and found out that 83% of organisations fail in implementing their strategies. This is further confirmed by Mango (2013) who observed that only 30% of strategies in public institutions were successfully implemented. Here in Kenya, Ngetich et al. (2019) while investigating the relationship between organisation structure and strategy implementation in secondary schools found that the majority of the schools had not accomplished their strategic objectives for the last three years. In general, the responses were almost homogenous since the standard deviation for every item was less than one.

4.3.2. Means and Standard Deviations Results of Regulative Pressure

To establish the perceived strength of the regulative pressure in public secondary schools in the selected counties in Kenya, the respondents were requested to rate the various sources of regulative pressure in their schools on a scale of 1 to 5 where 5=Strongly agree and 1=Strongly Disagree. The scores from all the respondents were summed and the average score alongside the standard deviation for that item obtained. Table 4.5 shows the mean and standard deviations of each of the items that was used to assess the perceived regulative pressure.

Table 4.5

Mean and Standard Deviations of Regulative Pressure

Variable	Measure	Mean	Std. Deviation
Regulative pressure	The basic education act (2013) mandates the implementation of strategic plans in public schools	3.81	0.843
	The ministry of education enforces the implementation of strategic plans.	3.54	0.872
	Career progression guideline for teachers rewards those who have successfully implemented their strategic plans.	2.61	0.966
	The code of regulation for teachers enforces the implementation of strategic plans.	2.93	0.97
	Implementation of strategic plans is rated in the performance contract for principals.	3.78	0.878
	The ministry of education and Teachers Service Commission (TSC) field officers monitors the implementation of strategic plans in schools.	3.23	0.919

N = 205

From the output in the Table 4.5, the most prevalent source of regulative pressure is the education act of 2013 (mean =3.8, SD = 0.843). The finding agrees with that of Chiuri (2015) who in the context of higher institutions of learning found that the largest percentage of the respondents were in agreement that regulations from the commission for university education impacts strategy implementation in these institutions. On whether implementation of strategic plans was rated in the performance contract for principals, the analysis returned an average score of 3.78, with a 0.878 standard deviation. The rest of the items were assessed as follows by means; the ministry of

education enforces the implementation of strategic plans (mean = 3.54, SD = 0.843). This finding differs with that of Mate and Kaluyu (2018) who in their study on strategy implementation in public hospitals found that less than half of their respondents agreed with the statement that they strictly abided with the laws and regulations. The assertion that the ministry of education and teachers service commission field officers monitor the implementation of strategic plans in schools had a mean of 3.23, standard deviation of 0.919. This relatively low mean is supported by the findings of Jonyo and Jonyo (2017) who asserted that monitoring was not done as it should have because the officers lacked transport, some schools were inaccessible and some field officials covered vast areas. This is further confirmed by Sessional paper no. 1 of 2019 which states that Education Standards and Quality Assurance Council (ESQAC) that is the body established by the basic education act (2013) and mandated to deal with all quality and standard issues in institutions of basic education face a variety of challenges including resource constraints. Regarding the statement that the code of regulations for teachers enforced the implementation of strategic plans the results were, (mean = 2.93, SD = 0.97). This low mean could be attributable to the fact that the code of regulations for teachers is much more concerned with the discipline and conduct of teachers and not the performance outcomes. The assertion that Career progression guidelines for teachers' rewards those who successfully implement their strategic plans was least rated among the indicators of regulative pressure at (Mean = 2.61, SD = 0.966). This finding could be attributable to the fact that whereas strategy implementation is essentially a function of the ministry of education, career progression is a function of the teachers' service

commission that is autonomous from the ministry. The TSC act (2012) mandates the commission to formulate policies for regulation of the teaching profession and teacher management functions. This involves facilitating career progression and professional development of teachers. Strategy implementation however, may indirectly contribute to career progression since some requirements such as favourable performance in appraisal report counts during promotion interviews. In general the regulative pressure exerted on principals to implement strategic plans was moderate (mean < 4.00)

4.3.3. Means and Standard Deviations Results of Normative Pressure

To establish the perceived strength of normative pressure in public secondary schools in the selected counties in Kenya, the respondents were requested to rate the various sources of normative pressure in their schools on a scale of 1 to 5 whereby 5 = Strongly Agree and 1 = Strongly Disagree. The scores from all the respondents were summed and the average score alongside the standard deviation for that item obtained. The mean and standard deviations of each of the items that was used to assess the perceived normative pressure are displayed in Table 4.6.

Table 4.6

Mean and Standard Deviations of Normative Pressure

Variable	Measure	Mean	Std. Deviation
Normative pressure	Local community exert pressure on the school to perform	3.6	0.964
	The board of management (BoM) exerts pressure on the school to achieve the strategic objectives	4.03	0.667
	The school sponsor is interested in the implementation for the school strategic plan	3.37	0.901
	The Kenya Secondary School Heads Association (KeSSHA) pressures its members to successfully implement its strategic plans.	2.69	0.809
	The civil society and pressure groups around the location of the school are interested in the performance of the school in academics and other areas.	2.95	1.093
	Our school is proactive in responding to social pressure from the various stakeholders	3.59	0.699
	Our school strives to successfully implement strategic plans even when there is no pressure to do so.	3.95	0.643
	In our school successful implementation of strategic plans is extremely important to all the players	3.79	0.842

N = 205

According to Table 4.6, the most prevalent source of normative pressure to implement strategies comes from the board of management (Mean=4.03, SD=0.667). Keter (2019)

concurs with this finding where in the study on the participation of board of management in determining the institutions direction and achievements of public secondary schools in Kenya, found that on average, the majority of the participants agreed that the boards of management participated in the various aspects of strategy implementation.

The second in terms of the mean was the intrinsic motivation among the players in schools to implement the strategy (Mean = 3.95, SD = 0.643). The finding was corroborated by Paul (2015) who while studying how the principals leadership affected teachers interest in seeking chances of professional growth on new technology, the aspect of self motivation arose from the interviews when some respondents asserted that they were self-motivated in seeking chances of growth. The rest of the constructs were ranked as follows by mean, successful implementation of strategic plans is extremely important to all the players in the school (mean = 3.79, SD = 0.842) followed by statement that the local community exerted pressure on the school to perform (mean = 3.60, SD = 0.964). This finding agreed with that of Gichuke and Okello (2015) who realized that majority of their respondents felt that universities experienced social pressure from the local community. The results are further corroborated by Ochieng (2016) who found that the majority of the respondents felt that there was pressure from community organisations for firms to implement environment friendly supply logistics practices.

The statement that the school was proactive in responding to social pressure from the various stakeholders was rated at an average score 3.59 with a standard deviation of

0.699. The finding agrees with McCormic et al. (2018) who studied proactive personality and proactive behaviour and found that the leaders perceived those under them to be proactive with some being proactive due to personality while others adopted proactive behaviour due to situation cues while Gichuke and Okello (2015) to the contrary found that universities in Kenya were not proactive in dealing with social pressure.

The statement on whether the school sponsor was interested in the implementation of the school strategic plan was assessed as (mean = 3.37, SD = 0.901) while the item to assess whether the civil society and pressure groups around the location of the school were interested in the performance of the school in academics and other areas rated as (mean =3.37, SD = 0.901). The results of Gichuke and Okelo (2015) on the link between institutional factors and public universities' responses to emerging changes in their environment were not conclusive on pressure exerted by civil societies. The results were further not conclusive on whether, the magnitude of normative pressure from the community were dependent on where the entity in question was situated. Ochieng (2016) on the other hand, studied on the nexus between application of environment friendly supply logistics and outcomes of manufacturing companies in Kenya, Uganda and Tanzania that were certified for environmental conservation by International Standards Organisation and found that the majority(of the respondents felt that trade unions exerted pressure on the firms to implement sustainability supply networks.

The Kenya secondary school heads association was found to be the least source of normative pressure (Mean = 2.92, SD = 0.809). The finding contradicted with that of

Mate and Kaluyu (2018) where the majority of the respondents agreed that professional organisations in the health sector strongly influenced the way medical professionals worked. This contradiction could be because while professional organisations in the medical industry check the conduct of their members, Kenya Secondary schools association is more or less a welfare association. Overall, moderate normative pressure were exerted on the principals to implement strategy (Mean = 3.50).

4.3.4. Mean and Standard Deviations of Cognitive Pressure

To establish the perceived strength of cognitive pressure in public secondary schools in the selected counties in Kenya, the respondents rated the various indicators of cognitive pressure in their schools on a scale of 1 to 5 where 5 = Strongly Agree and 1 = Strongly Disagree. The scores from all the respondents were summed and the average score alongside the standard deviation for that item obtained. The means and standard deviations of each of the items that were used to assess the perceived cognitive pressure are displayed in Table 4.7.

Table 4.7

Mean and Standard Deviations of Cognitive Pressure

Variable	Measure	Mean	Std. Deviation
Cognitive pressure	I have adequate skills to implement strategic plans.	3.95	0.914
	Principals go through regular in service training on strategic management.	2.94	0.96
	The ministry provides adequate support services on implementation of strategic plans.	2.83	0.839
	I believe that I have what it takes to lead successful implementation of strategic plan in our institution.	3.9	0.775
	Our school is results oriented, teachers are very competitive and achievement oriented.	3.78	0.738
	Our school environment is characterized by teamwork, consensus and participation.	3.89	0.62
	The chords that bind our staff together are fidelity, trust and high levels of commitment.	3.69	0.678

N = 205

According to the results in Table 4.7, the possession of adequate skills to implement the strategy received the highest mean score (Mean= 3.95, SD = 0.914). Previous findings are inconclusive on the adequacy of strategy implementation skills possessed by the principals. This finding is confirmed by Okendo (2018) who in his investigation of the level of strategy implementation among public secondary schools in Nyamira County asked teachers and board of management members to rate the school management on their skills and knowledge on strategy implementation. Over half of the respondents

were in agreement that the school management possesed skills and knowledge to implement strategic plans.

This finding is refuted by Nyaga (2015) where investigation of the challenges facing strategic planning in public secondary schools in coast region of Kenya concluded that the principals who are the top managers in secondary school lacked the skills and knowledge required for effective strategic planning. Mbaka and Mugambi (2014) further contradict the finding as they found that the employees did not possess the requisite skills and capabilities to successfully implement strategies.

The assessment of whether the respondents believed that they had what it took to lead successful strategy implementation in their institutions returned a mean of 3.90 and a standard deviation of 0.775. This finding concurs with that of Brouwer (2018) who in a doctoral dissertation on the "relationship between principal's perceived self-belief and collective self-belief among teachers in four mid-western states found that both the principals and teachers rated themselves highly as having the confidence in their ability to carry out various management aspects of the school. Similarly, Neuss (2016) reported that school principals produced average scores on self-rating on self-belief above the half mark of the measurement scale implying that they had high perception of their self efficacy.

In the third place was that the school was characterized by teamwork, consensus and participation (mean = 3.89, SD = 0.62). Moindi et al. (2016) concur with this finding. In their study done in Baringo county of Kenya, they found that the schools were rated between moderate and high in terms of team work. The study further found out that all

the teachers were included in the strategy implementation activities and that conflicts were rare between the staff members or the departments.

The assertion that the school was results oriented, teachers were very competitive and achievement oriented returned a mean of 3.78 with a standard deviation of 0.738. This finding was supported by Chiuri (2015) who in a study on hindrances to strategy execution among the institutions of higher learning concluded that the internal culture of majority of the institutions was tailored towards successful implementation of institutions' strategies.

The test on the level of agreement with the statement that chords that bide the teachers together were fidelity, trust and high levels of commitment' was rated thus (mean = 3.69, SD = 0.678). The finding corroborate with Omagwa et al. (2016) who in their study on the impact of monitoring on the teachers' commitment in secondary school found that the majority of the teachers were committed to their work despite being unsatisfied with the profession. On the other hand, Vliet (2017) did a study on proactive and adaptive agility among the employees and found the mean score of employees' perception to range on the upper half of a 1 - 5 scale of measurement. This implied that there was a high level of trust by the employees that reduced their resistance to both planned and unplanned change.

On whether the principals went through regular in-service training on strategic management the mean score was 2.94, with a standard deviation of 0.96. The low mean is suggestive that the majority of the respondents did not agree with the assertion that they underwent regular in-service training. This finding was contrary to that of Chiuri

(2015) who found out that majority of the respondents felt that there were numerous training opportunities and that it was good for successful strategy implementation. They further agreed that their institutions were keen in improving their employees' soft skills necessary for successful strategy implementation. The variance could be attributed to the fact that secondary schools do not have the capacity to organize internal in-service trainings and therefore had to rely on the ministry of education and its partners for such trainings.

The Provision of adequate support services by the ministry of education received the least rating (Mean = 2.83, SD = 0.839). The low mean is indicative that the support from the ministry of education is minimal. The finding is supported by Jonyo and Jonyo (2017) who found that monitoring was not done as it should because the officers lacked transport, some schools were inaccessible and some field officials covered vast areas.

4.3.5. The Mean and Standard Deviations of Mimetic Pressure

To establish the perceived strength of mimetic pressure in public secondary schools in the selected counties in Kenya, the respondents rated the various indicators of mimetic pressure in their schools on a scale of 1 to 5 where 5 = Strongly Agree and 1 = Strongly Disagree. The scores from all the respondents were summed and the average score alongside the standard deviation for that item obtained. The mean score and standard deviations of each of the constructs that were used to assess the perceived mimetic pressure are presented in Table 4.8.

Table 4.8

The Mean and Standard Deviations of Mimetic Pressure

Variable	Measure	Mean	Std. Deviation
Mimetic pressure	Successful strategy implementation by other schools provides a benchmark for our strategy implementation.	3.87	0.598
	Same level schools have a strong influence on strategy implementation in our school.	3.61	0.825
	Schools usually copy "best practices" from other schools.	4.03	0.703
	Principal often hold interschool visits and consultative meetings to learn from each other.	3.67	0.849
	There is pressure from education officials for schools to copy 'high performing schools'.	3.9	1.017

N = 205

According to Table 4.8, the practice of copying 'best Practices' from other schools was the most prevalent source of mimetic pressure (Mean = 4.03, SD = 0.703). The high mean is supported by Amdur and Mero-Jaffe (2017) who found evidence that mimetic isomorphism existed among the schools in their study of schools in Israel.

On the assessment of whether the respondents experienced pressure from education officials for schools to copy "high performing" schools the results were (Mean = 3.9, SD= 1.017). The results are supported by Kosia and Okendo (2018) who in their study on the influence of quality assurance communications in enhancing teaching and learning among public secondary schools in the city of Arusha in Tanzania concluded that school inspectors should set realistic standards and mutually agreed targets against

which to gauge the school because some schools only improve when there is external pressure to hold them responsible.

The assertion that successful strategy implementation by other schools provided a benchmark for the respondent's strategy implementation (mean = 3.87, SD = 0.598) came third as assessed by the respondents. Similar results were obtained from the study by Chiuri (2015) where the investigation of the challenges of strategy implementation in institutions of higher learning found that the largest percentage of the respondents affirmed the assertion that the institutions they worked for regularly benchmarked with the best practices.

On inquiry on whether the principals often held interschool visits and consultative meetings to learn from each other, the results were (mean = 3.67, SD = 0.849) implying a high level of agreement. This finding is in conformity with Duff et al. (2019) who in their study titled managing networks for school improvement reported that principals and network facilitators made regular interschool visitations that they referred to as leaning walks with particular organisational objective. The study further noted that some principals went beyond the visits to organize network-wide retreats to discuss issues that were difficult to handle during short, formal meetings.

Response to the statement that same level schools had strong influence on strategy implementation in the respondents school was assessed as the source with the least mimetic pressure (mean = 3.61, SD = 0.825) among the indicators used although it is still strong. The results agree with those of Ochieng (2016) who investigated the link between application of environmentally friendly supply logistics and outcomes of

manufacturing companies in Kenya, Uganda and Tanzania that were certified for environmental conservation by International Standards Organisation (ISO) and reported high mimetic pressure to implement environment friendly practices originated from local competitors. Generally all the indicators pointed at Mimetic pressure being high with means coalescing around 4.00.

4.3.6 Summary descriptive Results

Descriptive statistics for all the variables; strategy implementation (response variable) and the explanatory variables namely the regulative pressure, normative pressure, cognitive pressure as well as the moderating variable (mimetic pressure) were summarized and presented in Table 4.9.

Table 4.9

Summary Descriptive Statistics

	N	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
Strategy implementation	205	3.50	0.46	-0.725	0.17	3.579	0.338
Regulative pressure	205	3.12	0.59	0.173	0.17	0.116	0.338
Normative pressure	205	3.49	0.51	-0.191	0.17	-0.433	0.338
Cognitive pressure	205	3.57	0.47	-0.589	0.17	0.828	0.338
Mimetic pressure	205	3.82	0.49	-0.513	0.17	0.342	0.338

Table 4.9 shows that the respondents perceived strategy implementation in their institutions as moderately successful (Mean = 3.50, SD = 0.46) the low standard deviation being indicative of the fact that the perception of the respondents regarding the level of success in strategy implementation approached homogeneity. These results are

comparable with the findings of Mate and Kaluyu (2018) who in their study found that perception of the extent of strategy implementation in government health facilities averaged at 3.94 on a scale of 1 to 5 with a standard deviation of 1.69.

Regarding the regulative pressure, the respondents perceived it as being low (mean = 3.12, SD = 0.59). Low standard deviation again shows that the respondents neared agreement on their perceived presence of regulative pressure for them to successfully implement strategies. The results again agree with those of Mate and Kaluyu (2018) whose analysis of the perception of regulative pressure yielded an average score of 2.20 and a standard deviation of 1.26.

This finding by Mate and Kaluyu (2018) slightly contradicts that of Ochieng (2016) who found that there was high regulative pressure on the firms to implement environmentally friendly supply logistics practices. The difference here could be attributed to the importance attached to environmental conservation activities that may have led to strict laws and regulation by the government and other regulatory bodies and strict monitoring. Similarly, Munge and Kitiabi (2017) in their investigation of macro and micro environmental factors influencing execution of strategies in the insurance industry reported that regulative pressure were cited as the strongest macro environment factor experienced in the insurance sector. This departure could be attributed to insurance industry being more strictly regulated by the government to protect those insured from exploitation.

The respondents perceived the normative pressure they experienced to successfully implement strategies as moderate (M=3.49, SD = 0.51). This finding is corroborated by Onyango (2016) who similarly found the perceived normative pressure exerted to manufacturing firms to implement environmentally friendly management practices in their supply network activities to average at 3.38 on the same scale with a standard deviation of 0.77. This was contrary to the finding by Mate and Kaluyu (2018) who on their study on the normative pressure exerted on public hospitals to implement strategic plans found that the pressure was low (mean = 2.20, SD = 1.35). Higher standard deviation shows that the perception of the exerted normative pressure had a high variation among the respondents as compared to the other two studies.

In the matter of cognitive pressure experienced by the respondents to implement strategies, the analysis showed their perception of the cognitive pressure to be strong (mean = 3.57, SD = 0.47) with the low standard deviation indicating that the rating of the presence of this pressure across the respondents as homogenous. On the other hand, the respondents perceived mimetic pressure as being the highest of them all (mean = 3.82, SD = 0.49). The standard deviation shows homogeneity of the perception across the respondents regarding the perceived mimetic pressure. The finding is in agreement with that of Onyango (2016) who on the same scale found out that manufacturing firms in East Africa experienced high mimetic pressure (mean = 4.11, SD = 0.76) to practice environmentally friendly approaches in their supply logistics.

Regarding the statistics on Skewness and Kurtsosis, Table 4.9 further shows that the skewness statistics for strategy implementation was -0.725 while that of the regulative

pressure was 0.173. The skewness statistics for normative pressure and cognitive pressure was -0.191 and -0.589 respectively while the value of skewness statistic for mimetic pressure was -0.513. These results indicate that the distribution of all the variables approached a normal distribution since the skewness statistics were within the $-1 \leq S \leq +1$ threshold (Hair et al., 2017).

The results displayed in Table 4.9 further shows that the kurtosis statistic for strategy implementation was 3.579, while that of regulative pressure was 0.116 and that of normative pressure was -0.433. The kurtosis statistic for cognitive pressure was 0.828 and that of mimetic pressure was 0.342. This indicates that strategy implementation was not normally distributed because the statistic was above the +1 threshold. On the other hand, the distribution of independent variables (regulative pressure, normative pressure, cognitive pressure) and the moderating variable (mimetic pressure) approached a normal distribution since their kurtoses were within the $-1 \leq K \leq +1$ threshold (Hair et al., 2017).

These results had an implication for the analytical model that was used because the distribution of the data particularly on the dependent variable (strategy implementation) was not normal hence violating the assumption of the classical linear regression model. In this study, the binary logistic regression models were used upon the coding of strategy implementation into a binary variable with 0 = “unsuccessful strategy implementation” and 1 = “successful strategy implementation”. Similarly, institutional pressures were coded into binary variable such that 0 = “low pressure” and 1= “high pressure”

4.4 Relationship between institutional factors and strategy implementation

In order to assess the magnitude and the nature of the association between institutional factors and strategy implementation, correlation was run from the SPSS software. Correlation is generally an indication of the extent and direction of association between two variables. If two variables are correlated, it means that change in the quantity of one variable is accompanied by a corresponding change in the quantity of the correlated variable. The change may either be in the same direction in the case positive correlation meaning that increase in one leads to increase in the other and vice versa or in the opposite direction in the case of negative correlation where increase in one variable leads to decrease in the other and vice versa.

While Pearson's product moment correlation is used to test for correlation between two normally distributed variables, Spearman's rank correlation is best suited for either continuous or ordinal data whose distribution deviate from normal. The latter was therefore the most suited method of correlation analysis since the distribution of strategy implementation was not normal. Spearman's rank correlation on summated scores of all variables was therefore done. Table 4.10 present the correlation analysis results.

Table 4.10

Relationship between Institutional Pressure and Strategy Implementation

Correlations	SI	RP	NP	CF	MP
Strategy implementation(SI)	1				
Regulative pressure (RP)	.480**	1			
	<0.001				
Normative pressure (NP)	.155*	.361**	1		
	0.027	<0.001			
Cognitive pressure (CP)	.420**	.415**	.293**	1	
	<0.001	<0.001	<0.001		
Mimetic pressure(MP)	.142*	.275**	.261**	.166*	1
	0.042	<0.001	<0.001	0.017	
	205	205	205	205	205

Note. ** Correlation is significant at the 0.01 level (2 tailed).
* Correlation is significant at the 0.05 level (2-tailed).

From the results in Table 4.10, regulative pressure had moderate, positive statistically significant relationship with strategy implementation (ρ =.480, $p < .001$). This implies that holding all other factors constant, a unit increase in regulative pressure would lead to an increase in successful strategy implementation by a factor of .480. This means that those agencies or individuals with the legitimacy to exert regulative pressure in public secondary schools should exert more pressure as it yields positive results in strategy implementation. This finding is corroborated by Alziady and Enayah (2019) who in their study on the effect of institutional pressures on the intention to carry on with the practice of sustainability information technology found a moderate relationship between regulative pressure and the intention to keep on using sustainability information technology ($r = 0.43$, $p < .05$).

Contrary to these findings, Barton (2014) in his study on external influences on the organisational management's dedication to information system safety found that the

correlation between regulative pressure and organisational management's dedication to information system safety to be low ($r = .222$, $p < .01$). This deviation could be attributed to the fact that safety of an organisation's information is an internal affair while regulative pressure usually originates from without the organization. On the other hand, Njibu and Juma (2014) found that regulative pressure were strongly associated with the adoption of environmental management practices among the manufacturing companies ($r = 0.752$, $p < .01$). Although the strength of the relationship varied across the various aspects of management, it shows that the correlation between regulative pressure and each aspect is positive and statistically significant.

Regarding the normative pressure, Table 4.10 shows shows a weak but positive association between them and strategy implementation in public secondary schools ($\rho = .155$, $p = .027 < .05$). The import of this statistic is that a unit increase in normative pressure exerted on the strategy implementors in public secondary schools would lead to improvement in strategy implementation by a factor of 0.15 holding all other factors constant. A doctoral dissertation by Barton (2014) similarly, found a weak but positive statistically significant association between normative pressure and senior management commitment to information management security ($r=0.205$, $p < .05$). To the contrary however, Mate and Kaluyu (2016) on their study on the influence of institutional forces on strategy execution in public hospitals established existence of a strong, positive statistically significant association between normative pressure and execution of strategies.

The results presented in Table 4.10 further indicate that cognitive pressure was moderately correlated to strategy implementation in public secondary schools (ρ=.420, $p < .001$). This means that if the strength of cognitive pressure increased by a unit, then the likelihood of success in strategy implementation in secondary schools would increase by 42%. It is therefore beneficial to have increased cognitive pressure exerted on the strategy implementors in secondary schools as it impacts positively on the strategy implementation.

The study further found out that (Table 4.10) there exists a weak but positive, statistically significant association between the mimetic forces and strategy implementation in public secondary schools (ρ=.142, $p = .042 < .05$). This implies that for every unit increase in mimetic pressure exerted on the implementors of strategies in public secondary schools, the success in the implementation would increase by 0.142. It is therefore advisable that this bandwagon effect that mimetic pressure is be encouraged because it enhances strategy implementation in public secondary schools albeit marginally. This finding was supported by that of Barton (2014) who found that mimetic pressure were positively associated with organization management's dedication to information system safety though the association was weak. Ochieng (2016) found no statistically significant correlation between mimetic pressure and environmentally friendly supply logistics among the manufacturing firms in East Africa.

The results also confirm the absence of multicollinearity because the largest value of the correlation coefficient was between regulative and cognitive pressures ($r = .415$) which

was way below the threshold of 0.7 for there to be a threat of multicollinearity (Chiuri, 2015).

4.4.1 Perception of Institutional Pressures and Strategy Implementation across Gender

F-test was used to assess whether perception of the institutional factors and strategy implementation in secondary schools was similar across gender. Table 4.11 shows the findings.

Table 4.11

ANOVA across Gender

		Sum of Squares	Df	Mean Square	F	Sig.
Strategy implementation	Between Groups	1.246	1	1.246	5.952	0.016
	Within Groups	42.501	203	0.209		
	Total	43.747	204			
Regulative pressure	Between Groups	1.903	1	1.903	5.496	0.02
	Within Groups	70.294	203	0.346		
	Total	72.198	204			
Normative pressure	Between Groups	0.076	1	0.076	0.287	0.593
	Within Groups	53.59	203	0.264		
	Total	53.666	204			
Cognitive pressure	Between Groups	0.043	1	0.043	0.196	0.658
	Within Groups	44.45	203	0.219		
	Total	44.493	204			
Mimetic pressure	Between Groups	0.301	1	0.301	1.267	0.262
	Within Groups	48.2	203	0.237		
	Total	48.501	204			

While no significant difference existed ($p > .05$) in the perception of normative, cognitive and mimetic pressure across gender, the assessment of strategy implementation and regulative pressure were significantly different across gender at 5% level of significance ($F = 5.952$, $p < .05$ and $F = 5.496$, $p < 0.05$) respectively. This implies that while assessing the status of strategy implementation and the perception of regulative pressure, gender cannot be assumed. As a follow up to these results of the analysis of variance across gender, the study did a cross tabulation of the means of each of the variables. The Table 4.12 shows the results.

Table 4.12

Composite Means across Gender

Descriptive		N	Mean	Std. Dev	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
Strategy implementation	Male	108	3.42	0.50	0.048	3.33	3.52	1.00	5.00
	Female	97	3.58	0.40	0.041	3.50	3.66	2.75	4.50
	Total	205	3.50	0.46	0.032	3.43	3.56	1.00	5.00
Regulative pressure	Male	108	3.03	0.61	0.058	2.91	3.14	1.43	4.86
	Female	97	3.22	0.57	0.057	3.11	3.33	1.71	4.29
	Total	205	3.12	0.59	0.042	3.04	3.20	1.43	4.86
Normative pressure	Male	108	3.51	0.52	0.050	3.41	3.61	2.38	4.63
	Female	97	3.47	0.50	0.051	3.37	8	2.13	4.50
	Total	205	3.49	0.51	0.036	3.42	3.57	2.13	4.63
Cognitive pressure	Male	108	3.58	0.47	0.045	3.49	3.67	2.00	4.57
	Female	97	3.55	0.47	0.047	3.46	3.65	2.14	4.71
	Total	205	3.57	0.47	0.033	3.50	3.63	2.00	0.471
Mimetic pressure	Male	108	3.78	0.53	0.051	3.68	3.88	2.40	4.80
	Female	97	3.86	0.43	0.044	3.77	3.94	2.60	4.80
	Total	205	3.82	0.49	0.034	3.75	3.88	2.40	4.80

According to the Table 4.12, the female gender assessed the extent of success in strategy implementation slightly more favourably (mean = 3.58, SD = 0.40) than the male gender (mean = 3.42, SD = 0.50) implying that female respondents assessed themselves as doing better in terms of strategy implementation than male respondents. With respect to regulative pressure, Table 4.12 further shows that the female respondents perceived regulative pressure as being higher (mean = 3.22, SD = 0.57) compared to the perception of the same pressure by the male respondents (mean = 3.03, SD = 0.61). In both cases, it shows that the female respondents registered lower standard deviations than male respondents implying a more homogenous assessment of both the strategy implementation and regulative pressure by the female respondents. The results from the rest of the variable confirms the results of the analysis of variance since the highest difference in the mean of the female and male respondents was 0.08 in absolute terms.

4.4.2 Perception of Institutional Pressures and Strategy Implementation across Age

F-test was used to assess whether perception of the institutional factors and strategy implementation in public secondary schools was similar across age. The findings are displayed in Table 4.13.

Table 4.13

ANOVA across Age

		Sum of Squares	df	Mean Square	F	Sig.
Strategy implementation	Between Groups	.390	2	.195	.908	.405
	Within Groups	43.36	202	.215		
	Total	43.75	204			
Regulative pressure	Between Groups	3.511	2	1.756	5.163	.007
	Within Groups	68.69	202	.340		
	Total	72.20	204			
Normative pressure	Between Groups	.808	2	.404	1.544	.216
	Within Groups	52.86	202	.262		
	Total	53.67	204			
Cognitive pressure	Between Groups	.755	2	.378	1.744	.178
	Within Groups	43.74	202	.217		
	Total	44.49	204			
Mimetic pressure	Between Groups	1.762	2	.881	3.807	.024
	Within Groups	46.74	202	.231		
	Total	48.50	204			

According to the results in Table 4.13, there was no statistically significant difference ($p > .05$) in the assessment of the level of success in strategy implementation as well as in the perception of normative and cognitive pressure across age brackets. On the other hand, assessment of regulative pressure displayed a statistically significant difference (F

=5.163, p<.05) across age brackets. Similarly, the assessment of mimetic pressure were significantly different across ages at 5% level of significance (F = 3.807, p <.05). The implication of these findings is that age of the respondents cannot be assumed when assessing the opinion on the extent of strategy implementation success and the assessment of the perception of mimetic pressure.

4.4.3 Perception of Institutional Pressures and Strategy Implementation across Age

F-test was used to establish whether perception of the institutional factors and assessment of level of strategy implementation in public secondary schools was similar across education levels. Table 4.14 contains the findings.

Table 4.14

ANOVA across Education Level

		Sum of Squares	df	Mean Square	F	Sig.
Strategy implementation	Between Groups	2.990	3	.997	4.915	.003
	Within Groups	40.76	201	.203		
	Total	43.75	204			
Regulative pressure	Between Groups	6.279	3	2.093	6.382	.000
	Within Groups	65.95	201	.328		
	Total	72.20	204			
Normative pressure	Between Groups	4.571	3	1.524	6.239	.000
	Within Groups	49.09	201	.244		
	Total	53.67	204			
Cognitive pressure	Between Groups	7.858	3	2.619	14.37	.000
	Within Groups	36.63	201	.182		
	Total	44.49	204			
Mimetic pressure	Between Groups	1.028	3	.343	1.451	.229
	Within Groups	47.47	201	.236		
	Total	48.50	204			

The findings presented in Table 4.14 shows that the assessment of the extent of strategy implementation in public secondary schools was significantly different across the educational levels of the respondents ($F = 4.915$, $p = 0.003 < .05$) Similarly, the perception of the respondents on regulative pressure ($F = 6.382$, $p < 0.05$), normative pressure (6.289, $p < .05$) and cognitive pressure ($F = 14.372$, $p < 0.05$) were significantly different across education levels of the respondents. However, there was no statistically significant difference in the perception of mimetic pressure across the education levels of the respondents ($F = 1.451$, $p = 0.229 < .05$).

4.4.4 Perception of Institutional Pressures and Strategy Implementation across Age

F-test was used to establish whether perception of the institutional factors and assessment of level of strategy implementation in public secondary schools was similar across management experience. The results are displayed in Table 4.15.

Table 4.15

ANOVA across Work Experience

		Sum of Squares	df	Mean Square	F	Sig.
Strategy implementation	Between Groups	3.165	4	.791	3.899	.005
	Within Groups	40.58	200	.203		
	Total	43.75	204			
Regulative pressure	Between Groups	2.155	4	.539	1.538	.192
	Within Groups	70.04	200	.350		
	Total	72.20	204			
Normative pressure	Between Groups	2.738	4	.685	2.689	.032
	Within Groups	50.93	200	.255		
	Total	53.67	204			
Cognitive pressure	Between Groups	1.722	4	.431	2.013	.094
	Within Groups	42.77	200	.214		
	Total	44.49	204			
Mimetic pressure	Between Groups	.983	4	.246	1.035	.390
	Within Groups	47.52	200	.238		
	Total	48.50	204			

According to Table 4.15, the assessment of the extent of strategy implementation was significantly different ($F = 3.899$, $p = .005 < .05$) across the years of experience as a principal. Similarly the perception of normative pressure was significantly different ($F=2.689$, $p = .032 < .05$) across the work experience, however there was no significant difference in the perception of the regulative pressure ($F = 1.538$, $p = .192 > .05$),

cognitive pressure (F = 2.013, p= 0.94 >.05) and mimetic pressure (F = 1.035, p = .390 > .05) respectively across the years of experience as principals.

4.5 Influence of Institutional Factors on Strategy Implementation

Prior to the assessment of the influence of institutional factors on strategy implementation, diagnostic tests were done on the collected data to enable selection of a suitable model.

4.5.1 Diagnostic Tests for the Data

The linearity assumption was satisfied by the fact that there existed linear relationship among the variables and especially between strategy implementation and institutional factors because the Spearman's rank correlation analysis yielded statistically significant correlation coefficients at $p<0.05$ for all pairs as shown in Table 4.10. Further, there was no threat of multicollinearity because there was weak to moderately strong correlation between the pairs of independent variables. There would have been a threat of multicollinearity if the correlation coefficients were very strong ($r>0.8$, $p<.05$).

The strongest correlation was between cognitive pressure and regulative pressure ($r = .415$, $p<0.001$) which was much less than the threshold for multicollinearity which is $r>0.8$ (Berry & Feldman, 1985). On the other hand, the test of normal distribution of data on variables failed for strategy implementation (Table 4.9) since there was excessive kurtosis (Kurtosis = 3.58, SE = 0.34) on this variable.

Normality was also assessed using Kolmogorov-Smirnov and Shapiro-Wilk tests and the results are presented in Table 4.16. Kolmogorov-Smirnov was more relevant for this study since it is suited for studies with fifty or more participants while Shapiro-Wilk is

used if participants are less than fifty and even when there is one independent variable (Mishra et al., 2019)

Table 4.16

Tests of Normality using Averages

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Regulative pressure	0.091	205	<.001	0.988	205	.078
Normative Pressure	0.081	205	.002	0.985	205	.030
Cognitive pressure	0.119	205	<.001	0.968	205	<.001
Mimetic pressure	0.123	205	<.001	0.963	205	<.001
Strategic implementation	0.078	205	.004	0.953	205	<.001

The normality tests (Table 4.16) suggest that all the variables except regulative pressure ($p = .078 > .05$) were significantly different from a normal distribution because the significance of the K-S and S-W statistics were below 0.05; a p-value greater than .05 implies that the distribution of data on a variable is not significantly different from a normal distribution.

Absence of multicollinearity was further confirmed using Tolerance and variance inflation factor (VIF). The findings are presented in Table 4.17

Table 4.17

Collinearity Statistics

Variable	Tolerance	VIF
Regulative pressure	0.741	1.35
Normative pressure	0.819	1.22
Cognitive pressure	0.804	1.25
Mimetic pressure	0.893	1.12

As seen from the results in Table 4.17, the tolerance and VIF values are within the threshold of absence of multicollinearity since VIF<5 and tolerance > 0.2 (Kim, 2019).

Since some assumptions for classical linear regression analytical model were violated, non-linear regression analysis was adopted to examine the influence of institutional pressures on strategy implementation; and the effect of mimetic pressure (moderator) on this relationship. In this regard, binary logistic regression was used to examine how institutional factors (regulative, normative and cognitive) predicted strategy implementation and how mimetic pressure moderated the relationship.

4.5.2 Effects of Institutional Factors on Strategy Implementation

This sub section presents the various tests that were carried out to assess the effect of institutional factors on strategy implementation. Firstly, there is a cross tabulation between the binary composite scores of independent variables to assess whether the pressures were high or low against successful strategy implementation or unsuccessful

strategy implementation. Secondly, there is the chi-square test for the association between strategy implementation and institutional factors and finally the logit tests for direct effects of institutional factors on strategy implementation.

Cross tabulation of Strategy Implementation versus Institutional Factors

Binary variables were defined from composite scores on the study variables as low or high for pressures (Regulative, normative and mimetic) high: $m \geq 3.5$; low: $m < 3.5$, strong or weak for cognitive pressure (strong: $m \geq 3.5$; low: $m<3.5$) and successful or unsuccessful for strategy implementation (Successful: $m \geq 3.5$; unsuccessful: $m < 3.5$). In all cases, $m \geq 3.5$ was coded as '1' while $m < 3.5$ was coded as '0' where 'm' is the composite mean of each variable from the 205 responses that were received.

Table 4.18 shows cross tabulation of strategy implementation versus institutional factors

Table 4.18

Cross tabulation of Institutional Factors versus Strategy Implementation

		Strategy Implementation		
		0	1	Total
Regulative pressure	0	79 (38.3%)	63 (30.7%)	142 (69.2%)
	1	17 (8.3%)	46 (22.4%)	63 (30.7%)
Total		96 (46.8%)	109 (53.2%)	205 (100%)
Normative pressure	0	43 (21%)	46 (22.4%)	89 (43.4%)
	1	53 (25.9%)	63 (30.7%)	116 (56.6%)
Total		96 (46.8%)	109 (53.2%)	205 (100%)
Cognitive pressure	0	39 (19%)	15 (7.3%)	54 (26.3%)
	1	57 (27.8%)	94 (45.9%)	151 (43.7%)
Total		96 (46.8%)	109 (53.2%)	205 (100%)
Mimetic Pressure	0	24 (11.7%)	18 (8.9%)	42 (20.5%)
	1	72 (35.1%)	91 (44.4%)	163 (79.5%)
Total		96 (46.8%)	109 (53.2%)	205 (100%)

In reference to Table 4.18 the largest percentage of the respondents (39%) felt that low regulative pressure led to unsuccessful strategy implementation while the smallest percentage (8.3%) perceived high regulative pressure as leading to successful strategy implementation. On the other hand, 30.7% perceived regulative pressure as low but rated the strategy implementation as successful while 22.4% felt that regulative pressure were high and had successfully implemented the strategies. Regarding the normative pressure, the majority (30.7%) of the respondent's perception was that high normative pressure led to successful strategy implementation while 25.9% of the respondents felt that normative pressure was high but rated strategy implementation as unsuccessful. A further 22.4% perceived normative pressure asserted to them as low but had successfully implemented their strategies while 21% of the respondents felt that normative pressure was low and that they were unsuccessful in implementing the strategies.

The results further, show that the majority of the respondents (46%) perceived strong cognitive pressure as leading to successful strategy implementation while 27.8% perceived cognitive pressure acting on them as strong although strategy implementation was unsuccessful. Additionally, 19% of the respondents experienced weak cognitive presssure and were unsuccessful in strategy implementation while 7.5% had rated their strategy implementation as successful despite perceiving cognitive pressure acting on them as low. Finally as regards the moderating variable (Mimetic) pressure, a majority (44%) perceived high mimetic pressure as corresponding to successful strategy implementation while 35.1% perceived mimetic pressure as high but rated strategy implementation as unsuccessful. On the other hand 11.7% felt that the mimetic pressure

acting on them to implement strategies in their schools as low and were unsuccessful in implementing the strategies while 8.8% rated strategy implementation as successful despite their perception of mimetic pressure as low.

Test for Association between Strategy Implementation and Institutional Factors

Chi square statistics and Fisher's exact test were used to assess the association between strategy implementation and institutional factors namely regulative pressure, normative pressure, cognitive pressure and mimetic pressure. The findings are contained in Table 4.19.

Table 4.19

Association between Strategy Implementation and Institutional Pressure

Regulative pressure	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	14.385a	1	<.001		
Continuity Correctionb	13.258	1	<.001		
Likelihood Ratio	14.848	1	<.001		
Fisher's Exact Test				<.001	<.001
Linear-by-Linear Association	14.315	1	<.001		
Normative pressure					
Pearson Chi-Square	.139a	1	0.709		
Continuity Correction[b]	0.054	1	0.816		
Likelihood Ratio	0.139	1	0.709		
Fisher's Exact Test				0.778	0.408
Linear-by-Linear Association	0.139	1	0.71		
Cognitive pressure					
Pearson Chi-Square	18.985a	1	<.001		
Continuity Correction[b]	17.626	1	<.001		
Likelihood Ratio	19.383	1	<.001		
Fisher's Exact Test				<.001	<.001
Linear-by-Linear Association	18.892	1	<.001		
Mimetic Pressure					
Pearson Chi-Square	2.257a	1	0.133		
Continuity Correctionb	1.766	1	0.184		
Likelihood Ratio	2.255	1	0.133		
Fisher's Exact Test				0.166	0.092
Linear-by-Linear Association	2.246	1	0.134		
N of Valid Cases	205				

For chi square and Fisher's exact test, the association is considered to be statistically significant if $p < 0.05$. According to Table 4.19, there exist a statistically significant association between strategy implementation and regulative pressure ($P < 0.001$). Similarly, there exists a statistically significant association between the cognitive

pressure and strategy implementation ($p<0.001$). However, Table 4.18 shows that there exists no statistically significant association between strategy implementation and normative pressure ($P = 0.709>0.05$). There also was no statistically significant association between strategy implementation and mimetic pressure ($p=0.133>0.05$).

Logit for strategy implementation (Direct effects)

The direct effects of the institutional pressures on strategy implementation were tested using the binary logistic regression. The results are presented in terms of the model summary table to establish the goodness of fit of the model and variables in the equation table to interpret how each of the independent variables (regulative pressure, normative pressure and cognitive pressure) individually contributes to variations in the strategy implementation controlling for the other variables. The results are presented in the subsections that follow.

Goodness of fit of the model

The goodness of fit test of a model is usually aimed at establishing the robustness of the fitted model in making inferences on the fitted data. A poorly fitting model leads to biased or false conclusions hence the need to test the goodness of fit of the model before employing it in analyzing research data. Binary logistic regression offers a variety of tests for goodness of fit such as the omnibus test, Hosmer-Lemeshow Test of goodness of fit and the Pseudo R squared all of which were carried out in this study.

The omnibus test of model coefficients indicates the overall statistical significance of the model. This test that includes all the independent variables test the null hypothesis that

including the independent variable in the model does not improve its ability to predict the dependent variable. The results are shown in Table 4.20

Table 4.20

Omnibus test of model coefficients

		Chi-square	df	Sig.
Step 1	Step	31.34	3	.000
	Block	31.34	3	.000
	Model	31.34	3	.000

Table 4.20 indicates a chi-square value of 31.34 which is statistically significant ($p=0.001<0.05$). Since the Omnibus test of model coefficients is significant at $\alpha = 0.05$ the null hypothesis was rejected implying that including the institutional pressures in the model improved its ability to predict the probability of successful strategy implementation in public secondary schools.

Secondly, the goodness of fit was tested using the Hosmer-Lemeshow Test of goodness of fit. This test calculates the Pearson chi- square statistic that compares the predicted frequencies to the observed frequencies by dividing the predicted probability into seven groups using the ranked percentiles. The observed frequencies are the total number of 0's and 1's obtained from the collected data for the dependent variable (strategy implementation) while the predicted frequencies are obtained from the full binary logistic regression model. If the chi- square is not significant, that is $p>0.05$ the model fit is adequate. The Table 4.21 shows the results of Hosmer-Lemeshow Test of goodness of fit.

Table 4.21

Hosmer-Lemeshow Test of Goodness of Fit

Step 1	Chi-square	df	Sig.
	6.924	5	.226

Contingency Table for Hosmer and Lemeshow Test

		Strategy Implementation		Strategy Implementation		Total
		Observed	Expected	Observed	Expected	
Step 1	1	13	15.32	6	3.685	19
	2	20	19.08	6	6.917	26
	3	5	2.783	0	2.217	5
	4	25	24.07	22	22.93	47
	5	1	1.818	3	2.182	4
	6	21	20.53	29	29.47	50
	7	11	12.40	43	41.60	54

According to Table 4.21, ($p = .226 > 0.05$) hence the null hypothesis that the model is a poor fit for the data is rejected meaning that the model is a good fit for the data.

Finally the goodness of fit of the model was tested using the pseudo R squared. The pseudo R squared tested the extent to which variations in strategy implementation was due to variations in the institutional factors, two such measures namely the Cox & Snell R Square and the Nagelkerke R Square were produced. For linear (OLS) models R squared shows the proportion of variance in the dependent variable explained by the independent variables. For other types of models such as the logit, R-squared is not defined. They therefore use pseudo R square such as Cox & Snell R and Nagelkerke R Square. However, the pseudo R square can neither be directly comparable to the R

square in the OLS nor can it be interpreted as the variation in the dependent variable explained by the model (Mangiofico, 2016).

Table 4.22

Pseudo R square

Model Summary		
-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
252.021a	0.142	0.189

From Table 4.22 the Cox & Snell Pseudo R is 0.142 while that of Nagelkerke is 0.189. This generally meant that between 14.2% and 18.9% of the variations in strategy implementation is explained by the institutional pressures. This implies that there are other factors that influencing strategy implementation. This value was considered sufficient because as Hair et al. (2013) argues, the minimum value of R square (R^2) should be higher that a minimum sufficient level of 10%. Low value of R square has been encountered even when using ordinary least squares to analyse data. For example, Namanda (2013) found that strategic planning systems explained only 10.4% of sales growth rate. Similarly, Kim and Stanton (2016) on their study on influence of institution and individual factors affecting scientists' data sharing behavior found out that institutional factors explained only 16.4% of data sharing behavior among the scientists.

Category prediction

Binary logistic regression is usually applied in the prediction of whether the occurrence or non-occurrence of the outcome variable can be correctly predicted from the

independent variables. This study generated a classification table to establish the effectiveness of the model in predicting the occurrence of successful strategy implementation or the non-occurrence against the observed occurrence or non-occurrence. Table 4.23 shows the findings

Table 4.23

Classification Table

Observed		Predicted		
		Strategic implementation		Percentage Correct
		0	1	
Strategy implementation	0	63	33	65.6
	1	34	75	68.5
Overall Percentage				67.3

The result in Table 4.23 shows that, with the inclusion of all the independent variables, the model correctly predicted 67.3% of all the cases of the dependent variable. This is an improvement from 53.2% correct prediction by the model without the independent variables (APPENDIX IV). This was an indication that addition of the independent variables increased the prediction ability of the model. The other measure obtained from the Table 4.23 was the sensitivity of the model. Sensitivity is the proportion of the cases of successful strategy implementation that were accurately predicted. They are also referred to as true positives. Table 4.23 shows that 68.5% of the cases that were observed to have successfully implemented the strategies were also correctly predicted by the model.

Additionally, the specificity of the model was assessed; this is the percentage of the cases of non-occurrence of the desired outcome (successful strategy implementation) that was accurately predicted by the model. Specificity is also referred to as the true negatives. The Table 4.23 shows that 65.6% of the cases that were observed not to have successfully implemented the strategies were also correctly predicted by the model. Further the positive predictive value of the model was established. This is the proportion of the observations accurately predicted to have the desired characteristic (successful strategy implementation) to all the cases predicted to have successfully implemented the strategies. In this study the positive predictive value was 69.4% i.e {75 ÷ (75 + 33)}*100. Finally the study tested the negative predictive value. That is, the percentage of the cases that were correctly predicted not to have successfully implemented the strategy to all the cases that were predicted not have successfully implemented the strategy. The negative predictive value for this model was {63 ÷ (63+ 34)}*100 =65.0%.

Test of the hypotheses

The binary logistic regression analysis was employed in testing the effect of regulative pressure, normative pressure and cognitive pressure on the odds of successful strategy implementation. The results are presented in Table 4.24.

Table 4.24

Direct Effects of Institutional Factors on Strategy Implementation

Variables in the Equation								
	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
Regulative pressure(1)	1.197	.359	11.136	1	.001	3.310	1.639	6.686
Normative pressure(1)	-.410	.324	1.602	1	.206	.664	.352	1.252
Cognitive pressure(1)	1.376	.362	14.482	1	.000	3.960	1.949	8.044
Constant	-1.015	.339	8.978	1	.003	.362		

The results of the test of each of the hypothesis are discussed in the subsections that follow.

H_{01}: Regulative pressure has no statistically significant influence on strategy implementation in public secondary schools in Kenya

The results indicate that a unit increase in regulative pressure increased the odds of successful strategy implementation by a factor of 3.31 {exp (B) = 3.31, p=0.001<0.05}. This implied that those schools that perceived regulative pressures exerted to them as high were 3.31 times more likely to implement the strategies successfully compared to those who perceive them as low. The conclusion therefore is that regulative pressure had a statistically significant influence on strategy implementation at 5% level of significance. This implies that the null hypothesis that regulative pressure has no statistically significant influence on strategy implementation was rejected. The conclusion therefore is that regulative pressure had a statistically significant influence on strategy implementation in public secondary schools in Kenya. This finding was in agreement with various other findings from previous studies: Mate and Kaluyu (2018) finding that regulative pressure had a positive and moderate statistically significant relationship with strategy implementation. Jajja et al. (2018) too found that regulative pressure was positively associated with social compliance management systems by suppliers. Additionally, this finding agreed with that of Kim and Stanton (2016) who found that regulative pressure had a positive statistically significant influence on data sharing behaviours by scientists as well as Abdulaziz et al. (2017) finding that regulative pressure positively influenced adoption of sustainability initiatives among public listed

companies in Malaysia. It further agreed with the findings of Yousafzai et al. (2015) who did a regression analysis on the direct effect of regulative pressure on women entrepreneurial leadership and found it to have a positive statistically significant effect as well as Bananuka et al. (2020) who explored the influence of institutional forces and board role performance on the assumption of virtual financial reporting among Ugandan companies and found out that regulative pressure had a positive statistically significant association with internet financial reporting.

On the other hand, Wang et al. (2018) found to the contrary where their investigation on the impact of institutional factors on corporations care for the environment concluded that regulative pressure had no influence on the practice just as Zhang et al. (2016) investigated the nexus between managers' concern for environment and external pressures in organisations' energy practices found that regulative pressure had no relationship with environmental concern by top managers.

H_{02}: Normative pressure has no statistically significant influence on strategy implementation in public secondary schools in Kenya.

According to the results displayed in the Table 4.24, a unit increase in normative pressure reduces the odds of successful strategy implementation by a factor of 0.66. However, this effect was not statistically significant at 5% level of significance {exp (B) = 0.66, p=0.206 > 0.05}. Therefore, the null hypothesis that, normative pressure had no statistically significant influence on strategy implementation failed to be rejected. The conclusion therefore, was that normative pressure had no statistically significant influence on strategy implementation in public secondary schools in Kenya. This finding

agreed with that of Grob and Benn (2014) that concluded that there was no enough literature to support the influence of normative pressure on adoption of sustainable procurement. Similarly, Manini (2019) studied institutional homomorphism and the assumption of IPSAS among the African countries and found that normative pressure had no statistically significant influence on the country's assumption of IPSAS.

Mate and Kaluyu (2018) on the other hand found to the contrary that a positive though weak statistically significant relationship existed between normative pressure and strategy implementation success. The difference could be due to the research units studied since while the current study dealt with public secondary schools, Mate and Kalayu's was a case study of a level four hospital. The findings by Chu et al. (2017) similarly found to the contrary where in their analysis of the influence of institutional pressures on sustainability supply network practices on organizational achievement found that normative pressure positively affected assumption of environmental friendly supply network practices. This deviation could be as a result of there being greater activism and concern for environmental conservation compared to strategy implementation in secondary schools.

H_{03}: Cognitive presure has no statistically significant influence on strategy implementation in public secondary schools in Kenya.

According to the results shown in Table 4.24 a unit increase in cognitive pressure increase the odds of successful strategy implementation by a factor of 4 (exp (B) = 3.96, $p=0.003<0.05$). This meant that those schools that perceived cognitive pressure acting on them as strong were four times more likely to succeed in strategy implementation

than those who perceived the pressure as weak. Therefore, the null hypothesis stating that cognitive pressure has no statistically significant influence on strategy implementation was rejected. This implies that cognitive pressure have a statistically significant influence on strategy implementation in public secondary schools in Kenya. This finding agrees with that of Yousafzai et al. (2015) who found out that Women's entrepreneurial Leadership had a positive statistically significant relationship with women entrepreneurial cognations. Similarly the finding resonates with that of Shnayder et al. (2016) who in a study on the drivers of corporate social responsibility among companies in food packaging sector found that cognitive pressure was a strong motivation for companies to engage in corporate social responsibility activities. In this case women entrepreneurial leadership and corporate social responsibility were equated to strategy implementation.

H_{04}: Institutional factors have no statistically significant influence on strategy implementation in public secondary schools in Kenya.

To examine the ssseffect of institutional factors on strategy implementation, the composite mean ($\overline{X}$) of all the institutional factors (regulative pressure, normative pressure and cognitive pressure) were calculated and coded as $\overline{X} = \begin{cases} 1 for \overline{X} \geq 3.5 \\ 0 otherwise \end{cases}$ and subjected into a logit equation of the form:

$$\text{Logit}Y = \ln\left(\frac{P}{1-P}\right) = Z_c$$

Where

$$Z_c = \alpha_0 + \alpha_1 \overline{X} + e$$

Y = strategy implementation

$\overline{X}$ = composite mean of institutional factors

The outcome of the analysis is shown in the Table 4.25.

Table 4.25

Combined effect of institutional factors on strategy implementation

Model Summary

-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
256.912[a]	.121	.162

Classification Table

Observed		Predicted		
		Strategy implementation		Percentage Correct
		0	1	
Strategic implementation	0	65	31	67.7
	1	35	74	67.9
Overall Percentage				67.8

Variables in the Equation

	B	S.E.	Wald	Df	Sig.	Exp(B)
Institutional factors	1.489	.300	24.713	1	.000	4.433
Constant	-.619	.210	8.718	1	.003	.538

From Table 4.25, the results show that a unit increase in the institutional pressures acting together increased the odds of strategy implementation success by a factor of 4 {Exp(B) = 4.433, $p < 0.05$}. That is, those who perceived institutional pressures as high were four times more likely to succeed in strategy implementation compared to those who perceived the institutional pressures exerted to them as low. From the foregoing, the null hypothesis stating that institutional factors have no statistically significant influence on strategy implementation in public secondary schools failed to be accepted. This implies that institutional factors had a statistically significant influence on strategy implementation in public secondary schools in Kenya. The findings were supported by Osewe (2019) who in his doctoral dissertation found out that there existed a positive statistically significant relationship between institutional pressures and organizational performance just as Juarez-Luis (2018) who on analysis of the relationship between institutional pressures and environmental conservation practices by small agricultural enterprises concluded that there existed a positive relationship between them. Similarly the finding was corroborated by Alkalbani et al. (2017) who established that institutional factors had a positive statistically significant impact on information security compliance in organizations and Dubey et al. (2017) who found that institutional factors had a positive statistically significant influence in shaping environmental performance metrics in organisations. Additionally, Al-Ma'Aotah (2017) studied the influence of institutional pressures on enterprise resource planning cloud computing and found that the pressures positively influenced the application of enterprise resource planning. In each of these examples, organizational practices such as organizational performance, information

security and environmental performance were analogous to strategy implementation since in all cases there are objectives to be attained.

4.6 Moderating Effect of Mimetic Pressure on the Relationship between Institutional Factors and Strategy Implementation.

The study perceived mimetic pressure as a moderating variable to the association between the strategy implementation and institutional forces. A moderator is a variable which influences the relationship between the dependent and the independent variables. This influence of the moderator variable is referred to as the interaction effect (Hayes et al., 2012).

To find out whether mimetic pressure moderated the influence of institutional factors on strategy implementation, the composite mean ($\overline{X}$) of all the institutional factors (regulative pressure, normative pressure and cognitive pressure were calculated and coded as

$$\overline{X} = \begin{cases} 1 \, for \overline{X} \geq 3.5 \\ 0 otherwise \end{cases}$$

The moderating effect was tested in two steps whereby in the first step, the direct association between the moderating variable and the dependent variable was tested using the model:

$$\text{LogitY} = \ln\left(\frac{P}{1-P}\right) = Z_m$$

Where

$Z_{m} = \alpha_0 + \alpha_1 m + \alpha_2 \overline{X} + e$

Y = strategy implementation

M = moderator (mimetic pressure)

$\overline{X}$ = Composite mean of institutional factors

The findings from the binary logistic regression analysis are displayed in the Table 4.26

Table 4.26

Direct Association between the Moderating Variable and the Dependent Variable

Model Summary

-2Log likelihood	Cox & Snell R Square	Nagelkerke R Square
256.522a	0.123	0.164

Classification Table

Observed		Predicted Strategy implementation		Percentage Correct
		0	1	
Strategic implementation	0	65	31	67.7
	1	35	74	67.9
Overall Percentage				67.8

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Institutional factors	1.458	0.303	23.11	1	0.000	4.296
Mimetic pressure	0.234	0.375	0.39	1	0.532	1.264
Constant	-0.789	0.347	5.189	1	0.023	0.454

From the results in Table 4.26, a unit increase in mimetic pressure (moderator) increased the odds of successful strategy implementation by a factor of 1.3 {Exp (B) = 1.26}. However, this increase was not statistically significant at 5% level of significance (p = 0.532 > 0.05). This implied that mimetic pressure had no direct statistically significant influence on strategy implementation in public secondary schools. This finding is in agreement with Dubey et al. (2017) who found that mimetic pressure had no statistically significant influence in shaping performance measurement systems for sustainable benchmarking.

The second step tested the multiple associations between the institutional factors, strategy implementation, the mimetic pressure and the interaction factor using the model:

$$\text{Logit}Y = \ln\left(\frac{P}{1-P}\right) = Z_m$$

Where

$Z_m = \alpha_0 + \alpha_1 X + \alpha_2 M + \alpha_3 X*M + e$

Y = strategy implementation

X = composite mean of institutional factors

M = Moderator (mimetic pressure)

X*M = the interaction term

The findings from the binary logistic regression analysis are displayed in Table 4.27

Table 4.27

Moderating Effect of Mimetic Pressure

Model Summary		
-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
256.184a	0.124	0.166

Classification Table

Observed		Predicted		
		Strategy implementation		Percentage Correct
		0	1	
Strategic implementation	0	65	31	67.7
	1	35	74	67.9
Overall Percentage				67.8

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Institutional factors	1.833	0.725	6.397	1	0.011	6.25
Mimetic Pressure	0.405	0.484	0.702	1	0.402	1.5
Interaction factor	-0.459	0.798	0.33	1	0.565	0.632
Constant	-0.916	0.418	4.798	1	0.028	0.4

According to the Table 4.27 the interaction term X*M reduces the odds for strategy implementation success by a factor of 0.632 {exp (B) = 0.632} however the decrease was not statistically significant {X*M: $\beta = -0.459$, exp (B) = 0.632, $p = 0.565 > 0.05$}. This implied that mimetic pressure had no moderating effect on the influence of institutional factors on strategy implementation. This is because moderation is only observed when the interaction term has statistically significant coefficient. This finding contradicts the finding by Huang and Yang (2014) who found out that mimetic pressure positively moderated the relationship between reverse logistics innovation and environmental performance. The difference could be associated with sensitivity of environmental performance and the activism involved in environmental issues. Table 4.28 dispalys the summary of the results of the hypotheses tested.

Table 4.28

Summary of Hypotheses Tests

Hypothesis	B	Exp (B)	Sig	Conclusion
H_{01}: *Regulative pressure has no statistically significant influence on strategy implementation in public secondary schools in Kenya*	1.197	3.31	0.001	Rejected
H_{02}: *Normative pressure has no statistically significant influence on strategy implementation in public secondary schools in Kenya.*	-0.41	0.664	0.206	Failed to be rejected
H_{03}: Cognitive pressure has no statistically significant influence on strategy implementation in public secondary schools in Kenya.	1.376	3.96	0.000	Rejected
H_{04}: Institutional factors have no statistically significant influence on strategy implementation in public secondary schools in Kenya.	1.489	4.433	0.000	Rejected
H_{05}: *Mimetic pressure has no moderating effect on the relationship between strategy implementation and institutional factors.*	-0.459	0.632	0.565	Failed to be rejected

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of key findings of the study, conclusions and recommendations. It also makes recommendations for further research. Firstly the summary of general findings such as the reliability and other pre-analysis results are presented. Secondly the summary of the findings, conclusions and recommendations are presented as per the objectives of the study.

5.2 Summary of the Findings

The study collected data using questionnaires from four selected counties of Embu, Tharaka-Nithi, Meru and Isiolo where a response rate of 82% was achieved. The reliability of the research instrument was assessed using the Cronbach's alpha and the results were that it met the threshold of reliability.

The descriptive statistics showed that the respondents rated themselves as marginally successful in strategy implementation. The cognitive and mimetic pressure to implement strategies were assessed as being high while the regulative pressure and normative pressure experienced were rated as being low. The spearman's rank correlation analysis showed that all the independent variables had a positive statistically significant relationship with the dependent variable. However, the relationship ranged from moderate to weak.

The analysis of variance showed that the assessment of the extent of success in strategy implementation and the perception of regulative pressure was significantly different

across gender. On the other hand, perception of regulative pressure and mimetic pressure was significantly different across age.

5.2.1 Influence of Regulative Pressure on Strategy Implementation in Public Secondary Schools in Kenya

The First objective of the study was to assess the influence of regulative pressure on strategy implementation in public secondary schools in Kenya. The spearman's rank correlation indicated a moderate but statistically significant relationship between the regulative pressure and the strategy implementation in public secondary schools in Kenya. On the other hand the Chi-square test for association results showed that there was no statistically significant association between the regulative pressure and strategy implementation in secondary schools.

The results of the logit model show that regulative pressure had a statistically significant influence on strategy implementation in public secondary schools in Kenya. The results show that a unit increase in regulative pressure increases the odds of successful strategy implementation by a factor of 3.31. Therefore the null hypothesis that regulative pressure has no statistically significant influence on strategy implementation was rejected. This implies that increase in regulative pressure can help in improving the success rate of strategy implementation in public secondary schools in Kenya.

5.2.2 Influence of Normative Pressure on Strategy Implementation in Public Secondary Schools in Kenya

The second objective of the study was to determine the influence of normative pressure on strategy implementation in public secondary schools in Kenya. The Spearman's rank correlation indicated a weak but statistically significant relationship between the normative pressure and the strategy implementation in public secondary schools in Kenya. The Chi-square test for association results showed that there was no statistically significant association between the normative pressure and strategy implementation in secondary schools.

The results of the logit model similarly, showed that normative pressure had no statistically significant influence on strategy implementation in public secondary schools in Kenya. Therefore the null hypothesis that normative pressure has no statistically significant influence on strategy implementation failed to be rejected. The researcher attributed this lack of influence of normative pressure on strategy implementation to the fact that normative pressure lacks coercive enforcement mechanism and therefore the targets of such pressure may disregard it.

5.2.3 Influence of Cognitive Pressure on Strategy Implementation in Public Secondary Schools in Kenya

The third objective of the study was to establish the influence of cognitive pressure on strategy implementation in public secondary schools in Kenya. The Spearman's rank correlation indicated a moderate but statistically significant relationship between the cognitive pressure and the strategy implementation in public secondary schools in

Kenya. The results of Chi-square test for association showed existence of statistically significant association between the cognitive pressure and strategy implementation in public secondary schools in Kenya.

The results of the logit model showed that cognitive pressure had a statistically significant influence on strategy implementation in public secondary schools in Kenya. The results obtained indicated that a unit increase in normative forces would increase the odds of successful strategy implementation by a factor of 4. Therefore, the null hypothesis that cognitive pressure has no statistically significant influence on strategy implementation was rejected. This implied that increase in cognitive pressure would help in improving the success rate of strategy implementation in public secondary schools in Kenya.

5.2.4 Influence of Institutional Factors on Strategy Implementation in Public Secondary Schools in Kenya

The fourth objective examined the combined effect of regulative pressure, normative pressure and cognitive pressure on strategy implementation in public secondary schools in Kenya. The results of the binary regression analysis showed that institutional factors had a statistically significant influence on strategy implementation in public secondary schools in Kenya. The results indicated that a unit increase in institutional pressures would increase the odds ratio of successful strategy implementation by a factor of 4. In this regard the null hypothesis that institutional factors had no statistically significant influence on strategy implementation in public secondary schools was rejected. This implied that institutional factors (regulative pressure, normative pressure and cognitive

pressure) collectively influenced the implementation of strategy in public secondary schools in Kenya. This meant that if the institutional pressures were increased then the probability of schools successfully implementing their strategies would also increase.

5.2.5 Moderating Influence of Mimetic Pressure on the Relationship between Institutional Factors and Strategy Implementation in Public Secondary Schools in Kenya

The last objective of the study was to examine the moderating influence of mimetic pressure on the relationship between institutional factors and strategy implementation in public secondary schools in Kenya. The binary logistic regression test for direct effect of mimetic pressure on implementation of the strategies in public secondary schools in the selected counties showed that mimetic pressure had no statistically significant influence on strategy implementation.

On testing for the moderating effect of mimetic pressure on the influence of institutional factors on strategy implementation in public secondary schools in Kenya, it was observed that the effect of interaction term on the odds of successful strategy implementation was not statistically significant. This meant that mimetic pressure had no moderating effect on the influence of institutional factors on strategy implementation in public secondary schools in Kenya. Therefore, the null hypothesis that stated that mimetic pressure had no statistically significant moderating influence on the relationship between institutional factors and strategy implementation in public secondary schools in Kenya failed to be rejected. The implication of this finding was that whether public

secondary schools mimed each other or not it had no influence on the effect of institutional factors on strategy implementation in public secondary schools in Kenya.

5.3 Conclusion

This subsection draws conclusions of the study based on the findings. The conclusions are organized as per the study objectives.

On the regulative pressure, the following conclusions were drawn; based on the descriptive results it was concluded that the regulative pressure exerted on the schools to implement strategy was just moderate and homogenous across the respondents. The highest regulative pressure emanates from the basic education act and the performance contracts. Regarding the tested hypothesis the study concluded that the regulative pressure had a statistically significant influence on strategy implementation. Increase in regulative pressure increased the odds of success in strategy implementation in public secondary schools in Kenya. This implies that regulative pressure from people or entities that have authority over the implementers and can met out consequences for non-compliance are effective in ensuring success in strategy implementation.

Regarding normative pressure, it was concluded that the strategy implementers experienced moderate normative pressure where the board of management was the leading source of this pressure. This could be because the board of management is the entity appointed to represent the ministry in the management of schools. The Kenya secondary school heads association exerted the least pressure to the principals to implement strategic plans. This could be due to the fact that although it is a professional association, it mainly deals with the welfare of the members. The inferential statistics

showed that normative pressure had no statistically significant influence on strategy implementation in public secondary schools in Kenya. This could be attributable to the fact that this pressure has no coercive enforcement mechanism and for it to have an impact then the person it is directed to should feel a sense of obligation to the entity. Additionally, the sanctions for not conforming to this pressure include denial of accreditation to a professional body or loss of legitimacy to the community or the entity causing the pressure. This may be perceived by the recipients as less punitive as opposed to regulative pressure where the entities exerting the pressure have powers to reward or punish.

There existed a strong cognitive pressure for principals to implement strategic plans. The principals perceived themselves as having adequate skills to implement strategic plans. They however felt that the ministry did not provide adequate support services for the implementation of strategic plans in public secondary schools. Further cognitive pressure had a statistically significant positive influence on strategy implementation such that an increase in cognitive pressure would lead to a proportional increase in successful strategy implementation. This therefore underscored the importance of equipping the strategy implementors with skills and support services. The managers also can enhance this cognitive pressure by ensuring that the attitude of the stakeholders towards strategy implementation is right.

The study further concluded that collectively, institutional factors had a positive statistically significant influence on strategy implementation in public secondary schools in Kenya. This implied that an increase in the pressures increased the chances of

successful strategy implementation in public secondary schools in Kenya. Entire absence of institutional factors would lead to a decrease in the odds of success of strategy implementation in public secondary schools in Kenya.

Mimetic pressure was included in this study as a moderating variable on the relationship between institutional factors and strategy implementation in public secondary schools in Kenya. The study concluded that strong mimetic pressure is exerted on the implementers of strategies in secondary schools. However, mimetic pressure did not have any direct statistically significant association with strategy implementation. Further, mimetic pressure did not have any statistically significant moderating effect on the influence of institutional factors on strategy implementation in public secondary schools in Kenya. This implied that whether schools mime the activities and practices of other schools, it does not impact on the influence of the institutional factors on strategy implementation in public secondary schools in Kenya.

5.4 Recommendations

Based on the findings, the study made the following recommendations to the various stakeholders and actors in the general field of strategic management and specifically in the area of strategy implementation in public secondary schools in Kenya.

Firstly, based on the first objective on the regulative pressure, the timeliness and adequacy of free day secondary education funds was rated poorly, therefore the study recommends that the ministry of education should ensure that there are adequate finances allocated to schools to ensure efficient strategy implementation. The study recommends that the funding from the free day secondary education should be based on

the specific needs of the school as opposed to capitation based on the number of students. This is because there could be expenses that are not constant regardless of the number of students.

Secondly, on the same objective, there was indication that monitoring was not sufficient, the study therefore recommended that the ministry of education should ensure that there are enough field officers to monitor the process of strategy implementation in public secondary school. This is because the study showed that increase in regulative pressure lead to an increase in the odds of successful strategy implementation. Similarly there should be a clear policy on the reward and punishment depending on the outcome of the strategy implementation process.

Thirdly, from the third objective, the respondents felt that in-service training on strategy implementation was inadequate. The study recommends that the ministry of education should ensure that all the teachers tasked with strategy implementation are adequately trained in strategic management and more so in strategy implementation. This can be done through regular intensive in-service training for the principals and their deputies in strategy implementation in public secondary schools. The BoM too should supplement government's effort by organizing school level training on strategy implementation.

Finally, the findings point to absence of adequate support services by the ministry of education to strategy implementors. The study therefore recommends establishment of a strong support system for strategy implementors. This can be done through establishment of strategy implementation resource centre in each county.

5.5 Suggestions for Further Research

Future researchers can replicate the study in a different set of counties or better still collect data in the entire country. Secondly, the influence of normative and mimetic pressures on strategy implementation in public secondary schools was found not to be statistically significant. Further research can be done to either confirm or refute these findings.

Thirdly, this study used public secondary schools as its study unit. The research suggests a similar study with private secondary schools as the study unit. This would help in drawing a comparison as to whether public and private sector experience institutional pressures in a similar manner and whether their influence is the same across the sectors. Finally this study adopted a cross-sectional approach in collecting its data; future studies can adopt a longitudinal approach.

5.6 Contribution of the Study to the Body of Knowledge

This study has various contributions to the theory and practice of strategic management. The study used institutional theory to predict strategy implementation which had been scarcely done before. It therefore points out an additional lens through which strategy implementation can be viewed. Secondly the study adds to empirical studies on strategy implementation that had been said to be scarce and therefore contributed in reducing the imbalance that exists in literature between strategy formulation and strategy implementation. To practice, the government and the ministry of education got informed on factors that can improve strategy implementation outcomes in public secondary schools.

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APPENDICES

APPENDIX I

QUESTIONNAIRE

INTRODUCTION

I am a doctoral student of Kenya Methodist University (KeMU) and as part of my degree requirements; I am doing a research titled **"The influence of institutional factors on strategy implementation in public secondary schools in selected counties in Kenya."** I have sampled your school as one of the respondents. As the principal of the school I kindly request you to provide the requested information about your school. I assure you that the information you provide will singularly be for this academic research and guarantee utmost confidentiality in handling the information provided.

SECTION 1: DEMOGRAPHIC INFORMATION

1. Please indicate your gender

   Male [ ] Female [ ]

2. Please indicate your age Bracket

   Below 40 years [ ]
   41 – 50 years [ ]
   51 – 60 years [ ]

3. What is your highest level of formal education?

   Diploma [ ]
   Bachelors degree [ ]
   Masters degree [ ]
   Ph.D [ ]
   Others
   (specify)……

4. For how long have you served as a principal

   Below 5 years [ ]
   6 - 10 years [ ]
   11 - 15 years [ ]
   16 – 20 years [ ]
   Over 20 years [ ]

SECTION 2: STRATEGY IMPLEMENTATION

The following statements relates to implementation of strategic plans in your school. Please tick your level of agreement with each of the statements

	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	We have met our set targets in the Kenya Certificate of Secondary Education (KCSE) examination results for the last three years					
2	The school population has been increasing for the last three years					
3	The school infrastructure have been improved for the last three years					
4	My rating on financial management by my supervisor has been improving every year for the last three years					
5	We have assigned responsibilities of strategy implementation to various teams in the school					
6	We hold regular meetings to review the extent of achievement of short term strategic objectives					
7	We allocate sufficient funds to various strategic objectives every year					
8	We have always met our annual strategic objectives for the last three years					

SECTION 3: REGULATIVE PRESSURE

Kindly indicate your level of agreement with the following statements regarding regulative pressure that public secondary schools may face.

	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	The basic education act (2013) mandates the implementation of strategic plans in public schools					
2	The ministry of education enforces the implementation of strategic plans					
3	Career progression guidelines for teachers rewards those who have successfully implemented their strategic plans					
4	The code of regulation for teachers enforces the implementation of strategic plans for teachers					
5	Implementation of strategic plans is rated in the performance contract for principals					
6	The ministry of education and Teachers Service Commission (TSC) field officers monitors the implementation of strategic plans in schools					
7	Disbursement of FSE funds is timely and sufficient for successful implementation of strategic plans					

SECTION 4: NORMATIVE PRESSURE

The following statements indicate normative pressure that schools may face in regard to implementation of strategic plans in public schools. Please indicate your level of agreement with each of the statements.

	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	Local community exert pressure on the school to perform					
2	The Board of Management (BoM) exerts pressure on the school to achieve the strategic objectives					
3	The school sponsor is interested in the implementation of the school strategic plan					
4	The Kenya Secondary School Heads Association (KeSSHA) pressures its members to successfully implement its strategic plans					
5	The civil society and pressure groups around the location of the school are interested in the performance of the school in academics and other areas					
6	Our school is proactive in responding to social pressures from the various stakeholders					
7	Our school strives to successfully implement strategic plans even when there is no pressure to do so.					
8	In our school successful implementation of strategic plans is extremely important to all the players					

SECTION 5: COGNITIVE PRESSURE

The statements below refer to cognitive pressure that may influence implementation of strategic plans in public secondary schools. Kindly indicate your level of agreement with each of the statements.

	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	I have adequate skills to implement strategic plans					
2	Principals go through regular in service training on strategic management					
3	The ministry provides adequate support services on implementation of strategic plans					
4	I belief that I have what it takes to lead successful implementation of strategic plan in our institution					
5	Our school is results oriented, teachers are very competitive and achievement oriented					
6	Our school environment is characterized by teamwork, consensus and participation					
7	The glue that holds the staff together is loyalty, mutual trust and high levels of commitment					

SECTION 6: MIMETIC PRESSURE

The statements below refer to the mimetic forces that may influence strategy implementation in secondary schools. Please indicate your level of agreement with each of the statements.

	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	Successful implementation of strategy by other schools provide a benchmark for our strategy implementation					
2	Same level schools have a strong influence on strategy implementation in our school					
3	Schools usually copy "best practices" from other schools					
4	Principal often hold interschool visits and consultative meetings to learn from each other					
5	There is pressure from education officials for schools to copy "high performing schools".					

The end

Thank you

APPENDIX II

AUTHORIZATION LETTER FROM THE UNIVERSITY

KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171
Fax: 254-64-30162
Email: info@kemu.ac.ke

Our ref: NAC/PHD/1/2019/6

23TH AUGUST 2019

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear Sir/ Madam,

RE: MUTEA KAUMBUTHU HARUN (BUS-4-0089-1/2014)

This is to confirm that the above named is a bona fide student of Kenya Methodist University undertaking a PhD in BUSINESS ADMINISTRATION. He is conducting a research titled THE INFLUENCE OF INSTITUTIONAL FACTORS ON STRATEGY IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN SELECTED COUNTIES IN KENYA.

We confirm that his thesis proposal has been defended and approved by the university.

In this regard, we are requesting your office to issue a permit to enable him collect data for his Ph.D. dissertation.

Any assistance accorded to him will be appreciated.

Yours faithfully,

KENYA METHODIST UNIVERSITY Dean 23 AUG 2019 BOARD OF POSTGRADUATE STUDIES P.O.Box 45240-00100, NAIROBI

DR. Evangeline Gichunge PhD.
ASS DIRECTOR RESEARCH DEVELOPMENT AND POSTGRADUATE STUDIES

Encl.

APPENDIX III

RESEARCH PERMIT FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 122955

Date of Issue: 19/September/2019

RESEARCH LICENSE

This is to Certify that Mr.. Harun Mutea of Kenya Methodist University, has been licensed to conduct research in Embu, Isiolo, Meru, Tharaka-Nithi on the topic: THE INFLUENCE OF INSTITUTIONAL FACTORS ON STRATEGY IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN SELECTED COUNTIES IN KENYA for the period ending : 19/September/2020.

License No: NACOSTI/P/19/1528

122955

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearence from relevant Government Agencies
5. The License does not give authority to tranfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
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P. O. Box 30623, 00100 Nairobi, KENYA
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Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX IV

HARMAN'S SINGLE FACTOR TEST

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.567	39.167	39.167	.795	19.868	19.868
2	.903	22.574	61.741			
3	.841	21.017	82.757			
4	.690	17.243	100.000			

Note. Extraction Method: Principal Axis Factoring

APPENDIX V

BLOCK 0 OF BINARY LOGISTIC MODEL

Classification Table[a,b]

Observed			Predicted		
			Strategy Implementation		Percentage Correct
			.0	1.0	
Step 0	Strategy Iimplementation	.0	0	96	.0
		1.0	0	109	100.0
	Overall Percentage				53.2

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	.127	.140	.823	1	.364	1.135

Variables not in the Equation

			Score	df	Sig.
Step 0	Variables	Regulative pressure	14.39	1	.000
		Normative pressure	.139	1	.709
		Cognitive pressure	18.99	1	.000
	Overall Statistics		29.71	3	.000

APPENDIX VI:

TARGET POPULATION

Meru County.

A C K Mitunguu Secondary School
Abothuguchi Secondary School
Ack St.Paul's Makandune Secondary School
Akaiga Secondary School
Akirang'ondu Secondary School
Akithii Girls Secondary School
Akui Day Secondary School
Ambaru Mixed Day Secondary School
Ametho Day Secondary School
Amugaa Mixed Day Secondary School
Amwamba Girls Secondary School
Angaine Mixed Day Secondary School
Ankamia Day Secondary School
Antuambui Secondary School
Antuanduru Mixed Day Secondary School
Antubetwe Kiongo Secondary School
Antubochiu Mixed Day Secondary School
Athiru Gaiti Secondary School
Athwana High School
Auki Secondary School
Bishop Lawi Imathiu Secondary School
Buuri High School
Ccm Meru Township Secondary School
Chugu Boys Secondary School
Chung'ari Mixed Day Secondary School
D.E.B Mbaranga Day Secondary School
Fgck Kisima Secondary School
Gaatia Mixed Day Secondary School
Gachanka Mixed Day Secondary School
Gaitu Secondary School
Gakando Girls Secondary School
Gakondi Mixed Day Secondary School
Gakuuni Girls Secondary School
Gaokene Mixed Day Secondary School
Gatuatine Mixed Day Secondary School
Geeto Mixed Day Secondary School
Giaki Girls Secondary School
Giithu Day Mixed Secondary School
Gikurune Boys Secondary School
Gikurune Girls Secondary School
Githongo Secondary School
Gundua Day Secondary School
Holy Family Nkuene Secondary School
Igandane Secondary School
Igoki Boys' Secondary School
Ikana Mixed Day Secondary School
Irinda Day Secondary School Irindiro Secondary School Itumi Day Secondary School
K.k. Aaru Secondary School
K.k. Baithai Secondary School
K.k. Lumbi Mixed Day Secondary School
Kaama Mixed Day Secondary School
Kaguma Day Secondary School
Kagwampungu Day Secondary School
Kailutha Mixed Day Secondary School
Kaing'inyo Mixed Day Secondary School
Kairaa Mixed Day Secondary School
Kaliati Mixed Day Secondary School
Kaliene Secondary School
Kambiti Mixed Secondary School
Kamiruru Mixed Day Secondary School
Kandubai Day Secondary School
Kangaita Mixed Secondary School
Kangeta Mixed Day Secondary School
Kanjalu Girls Secondary School
Kaongo Girls Secondary School
Karaene Mixed Day Secondary School
Karama Antuamuo Secondary School
Karama Secondary School
Kariene Mixed Day Secondary School
Karoe Day Mixed Secondary School
Karugwa Girls' Secondary School
Karumaru Day Secondary School

Kathanga Secondary School
Kathanthatu Mixed Day Secondary School
Kathelwa Secondary School
Kathera Girls Secondary School
Kathera Secondary School
Katheri Girls High School
Katheri High School
Kathigu Day Secondary School
Kathiranga Day Secondary School
Kathirune Mixed Day Secondary School
Kaubau Day Secondary School
Kaurine Day Secondary School
Kawiru Secondary School
Keeru Secondary School
Kiamiriru Mixed Day Secondary School
Kiangua Secondary School
Kianjai Girls Secondary School
Kianjai Secondary School- Boys
Kianthumbi Mixed Secondary School
Kibuline Secondary School
Kiburine Secondary School
Kiegoi Secondary School
Kieiya Secondary School
Kigarine Mixed Day Secondary School
Kiguchwa Mixed Day Secondary School
Kiija Mixed Secondary School
Kiirua Boys Secondary School
Kiirua Girls Secondary School
Kilalai Mixed Secondary School
Kilimamungu Mixed Secondary School
Kimachia Secondary School
Kinangaru Mixed Day Secondary School
Kindani Mixed Secondary School
King'o Mixed Day Secondary School
Kinjo Girls Secondary School
Kinjo Mixed Day Secondary School
Kinoro Mixed Day Secondary School
Kinoru Day Mixed Secondary School
Kionyo Secondary School
Kiria Mixed Day Secondary School
Kirigara Day Mixed Secondary School
Kirigara Girls Secondary School
Kirige Day Secondary School
Kirige High School
Kirindara Mixed Day Secondary School
Kirindine Secondary School
Kirirwa Mixed Day School
Kirithune Girls Secondary School
Kithakanaro Mixed Day Secondary School
Kithangari Boys Secondary School
Kithangari Girls Secondary School
Kithatu Girls Secondary School
Kitheo Secondary School
Kithetu Kirimene Day Secondary School
Kithetu Secondary School
Kithiiri Mixed Day Secondary School
Kithirune Mixed Day Secondary School
Kithithina Mixed Secondary School
Kithunguri Secondary School
Kiune Mixed day Secondary School
Kongo Kamau Day Secondary School
Kothine Mixed Day Secondary School
Kunene Mixed Day Secondary School
Laciathuriu Mixed Secondary School
Lailuba Secondary School
Leeta Day Secondary School
Linjoka Day Secondary School
Lower Chure Day Secondary School
Lubuathirua Mixed Secondary School
Lubunu Secondary School
M C K Luuma Secondary School
Mabuurua Mixed Day Secondary School
Machaku Day Secondary Schools
Machegene Mixed Secondary School
Machikine Girls Secondary School
Machungulu Secondary School
Makandi Mixed Day Secondary School
Maraa Secondary School
Marega Mixed Day Secondary School
Mariene Mixed Day School
Mariri Secondary School
Maritati Day Secondary School

Matiandui Secondary School
Mbaine Mixed Day Secondary School
Mbayo Day Secondary School
Mbirikene Mixed Secondary School
Mburanjiru Mixed Day Secondary School
Mburugiti Mixed Day Secondary School
Mbwinjeru Day Secondary School
Mck Kaathi Bukwang Secondary School
Mck Kamboo Mixed Day Secondary School
Mck Mituntu Girls' Secondary School
Menwe Mixed Day Sec School
Meru Muslim Secondary School
Miathene Mixed Secondary School
Michogomone Secondary School
Mikinduri Girls Secondary School
Mikumbune Secondary School
Miriki Mixed Day Secondary School
Miruriiri Boys Secondary School
Miruriiri Girls Secondary School
Mitoone Mixed Day Secondary School
Miuine Mixed Day Secondary School
Miurine Mixed Day Secondary School
Mpuri Mixed Day Secondary School
Mucheene Boys Secondary School
Muciimikuru Mixed Day Secondary School
Mucuune Mixed Day Secondary School
Mugae Hill Mixed Day Secondary School
Mugambone Secondary School
Mukono Mixed Day Secondary School
Mukuiru Boarding Secondary School
Mukuune Mixed Day Secondary School
Mulathankari Day Secondary School
Mulathankari Girls High School
Munithu Mixed Day Secondary School
Munithu Secondary School
Murembu Day Secondary School
Muri Mixed Day Secondary School
Murinya Day Secondary School
Muruugi Mixed Day Secondary School
Mutewa Day Secondary School
Muthangene Day Secondary School
Muthara Mixed Day Secondary School
Muthionjuri Day Secondary School
Mutuati Secondary School
Mutuma Day Secondary School
Muutiokiama Secondary School
Mwanganthia Secondary School
Mwerokieni Day Secondary School
Mwerongundu Secondary School
Mweru Mixed Day Secondary School
Mwirine Mixed Secondary School
Mwiteria Mixed Day Secondary School
Mwithumwiru Secondary School
Mworoga Day Sec School
Naari Secondary School
Naathu Secondary School
Nairiri Mixed Day Secondary School
Nairuru Secondary School
Nchui Mixed Day Secondary School
Ncoroiboro Mixed Day Secondary School
Ndagene Secondary School
Ng'onyi Boys Secondary School
Ngage Mixed Day Secondary School
Ngare Ndare Mixed Day Secondary School
Ngiine Mixed Day Secondary School
Ngukwine Secondary School
Ngusishi Secondary School
Njia Boys Secondary School
Nkabune Day Secondary School
Nkabune Girls Secondary School
Nkamathi Secondary School
Nkanda Secondary School
Nkando Secondary School
Nkanga Secondary School
Nkinyang'a Secondary School –
Nkubu Mixed Day Secondary School
Nkuene Boys Secondary School
Nkumari Secondary School
Ntakira Girls Day Secondary School
Nthambiro Mixed Day Secondary

School
Nthare Secondary School
Ntharene Day Secondary School
Nthimbiri Secondary School
Ntirimiti Mixed Day Secondary School
Ntirutu Secondary School
Ntonyero Mixed Day Secondary School
Ntuene Secondary School
Ntugi Mixed Day Secondary School
Ntumburi Day Mixed Secondary School
Ntunene Girls Secondary School
Nturuba Mixed Day Secondary School
Nyagene Girls' Secondary School
Nyambene Girls Secondary School
Nyomba Yathi Day Secondary School
Nyweri Mixed Day Secondary School
Ontulili Boys Secondary School
Ontulili Mixed Secondary School
Rugetene Day Secondary School
Ruibi Mixed Day Secondary School
Ruiga Girls Secondary School
Ruiri Girls Secondary School
Rumanthi Secondary School
Runogone Mixed Day Secondary School
Rurama Mixed Day Secondary School
Ruriine Mixed Day Secondary School
Rwanyange Day Secondary School
Rware Girls Secondary School
Rwarera Mixed Day Secondary School
Rwompo Secondary School
St Agnes-Gaukune Girls Secondary School
St Johns' Nchooro Secondary School
St Josephs Integrated Secondary
St. Benedicts Kithimu Secondary School
St. Bonaventure Ruiga Secondary School
St. Cyprian Boys' High School
St. James Day Secondary School Limbuku
St. Luke's Secondary School
St. Martin's Ngongo Secondary School
St. Mary's Mbaranga Secondary School
St. Mary's Ntanki Secondary School
St. Massimo Mixed Secondary School
St. Pauls Gitine Secondary School
St.Eugene Secondary School
St.James Tutua Secondary School
Tabata Day Mixed Secondary School
Thamare Mixed Day Secondary School
Thau Mixed Day Secondary School
Thimbili Mixed Day Secondary School
Thinyaine Day Secondary School
Thitha Secondary School
Thubuku Mixed Day Secondary School
Thuura Mixed Day Secondary School
Thuura Secondary School
Thuuri Day Secondary School
Thuuria Mixed Day Secondary School
Tiira Day Secondary School
Tiira Mixed Day Secondary School
Tuuru Day Secondary School
Twale Day Secondary School
Ugoti Day Secondary School
Ukuu High School
Upper Mikumbuni Secondary School
Uringu Girls Secondary School
Urru Mixed Day Secondary School
Uruku Girls Secondary School
Yururu Day Secondary School
Yururu secondary school

Embu County

A C K Emmanuel Cianthia Secondary School
A C K Malikini Sec School
A.C.K Kathanjuri Mixed Secondary School
A.C.K Nyagari Mixed Day Sec Sch
A.C.K St.Barnabas-Kavengero
ACK Kambaru Day Mixed Sec Secondary
ACK Ndumari Day Sec School
ACK Riandu Sec School
ACK Rianjeru Mixed Secondary School
ACK. Kagaari Secondary School
All Saints Karambari Secondary School
Christ The Redeemer Kamutu Sec School

Ciamanda Mixed Day SecSchool
Cieria Mixed Sec
D.E.B Kairuri Mixed Day Sec School
D.E.O Gakwegori Day Secondary
DEB Kabururi Day Secondary School
DEB Kangaru Secondary School
DEB Karuari Secondary School
DEB Muchonoke Secondary School
E.A.P.C Kariru Mixed Day Sec Sch
Embu County Mixed Secondary School
Gacabari Secondary School
Gategi Girls Secondary School
Gatondo Secondary School
Gatumbi Baptist Day Secondary School
Gatunduri Mixed Day Secondary
Gichiche Secondary School
Gikiiro Secondary School
Gitaraka Girls Sec School
Gitare Mixed Secondary School
Gitibure Secondary School
Gitii A.C.K. Secondary School
Gituri Secondary School
Iria Itune Secondary School
Itabua Secondary School
Itiira Secondary School
Joseph Allamano -Wachoro Secondary
Kabuguri Secondary School
Kamama Secondary School
Kamarandi Secondary School
Kamiu Day Sec School
Kamunyange Secondary School
Kangungi Mixed Day Sec
Kanyonga Secondary School
Karaba Boys Secondary School
Karangare Secondary School
Kasafari Day Secondary School
Kathigagaceru Secondary School
Kerwa Mixed Secondary School
Kiambere Mixed Secondary School
Kiamuringa Secondary School
Kiangungi Secondary School
Kigwambiti Secondary School
Kikumini Mixed Secondary School
Kimangaru Secondary School
Kirigo Secondary School –
Kirima Mixed Secondary School
Kirimari Secondary School
Kithegi Mixed Secondary School
Kithunguriri Secondary School
Kithunguthia Mixed Day School
Kitololoni Mixed Day Sec
Kivue Day Mixed Secondary school
Kune Mixed Day Secondary School
Machang'a Mixed Secondary School
Macumo Day Secondary School
Makima Secondary School
Mariari Girls Secondary School
Mashamba Secondary School
Maviani Secondary School
Mbita Secondary School
Mbondoni Secondary School
Mbonzuki Secondary School
Mufu Secondary School
Mugui Secondary School
Munyori Mixed Day Sec
Muragari Secondary School
Mutuobare Secondary School
Mutus Mixed Day Sec.
Mwanyani Mixed Secondary School
Ngenge Secondary School
Ngiori Intergrated Sec
Nthambo Day Secondary School
Rugogwe Mixed Day Secondary School
Rukira Day Secondary School
S A Gikuuri Secondary School
S.A Gategi Secondary School
S.A Gikuyari Mixed Day Secondary School S.A Kyeni Girls Secondary School S.A Mukuria Sec Sch S.A Nduuri Sec SchoolS.A.Muthanthara Secondary School
Siakago Mixed Day Secondary School
St Agnes Kiaganari Girls Sec School
St Anthony Kivuria Day Secondary School
St Barnabas Kathari Sec School
St Benedict's Kithimu Secondary School

St Christopher Day Secondary School
St John Fishers Sec Sch Mbui Njeru
St John Kathande
St John Kathunguri Secondary School
St John The Baptist -Kirie SecSchool
St Jude Karurumo Secondary School
St Mark's Ena Secondary School
St Thomas Igumori
St. Andrew's Kogari Secondary School
St. Andrews Ngoce Secondary School
St. Barnabas Secondary School Gatirari
St. Francis Kanja Secondary School
St. Getrude Sec .School-Kinthithe
St. Luke's Day Sec School-Karurina
St. Lukes Secondary School -Kamwaa
St. Mary Goretti Girls' Sec School
St. Mary's Gataka Mixed Sec School
St. Marys Kiangima Secondary School
St. Marys Kigaa Secondary School
St. Mathew Kathangutari Mixed Day Sec
St. Mathew's Kamweli Sec School
St. Michael Municipality Sec. School
St. Paul Karura Secondary School
St. Paul Kiamboa Secondary School
St. Peter's Gatituri Mixed Sec School
St. Peter's Mbarwari Secondary School
St. Thomas Aquinas Day Sec School
St. Timothy's Kianjeru Sec School
St.Clare Girls Kangeta
St.John XXIII Gwakaithi Sec School
St.Joseph's Secondary School Iriamurai
St.Joseph's Secondary School-Mtetu
St.Martha Day Mixed Sec
St.michael Mixed Day Sch
St.Michael Secondary School Kyenire
St.Rita Secondary School -Ngunyumu
St'Francis Ngoire Secondary School
Stephen Kisilu Sec School Riakanau
The Arch Angels' Kanyueri High School
Thigingi Girls Secondary School
Ugweri Day Secondary School
Urban Intergrated Secondary School
Wango AIC Secondary School
Yoder Karwigi Mixed Sec Sch

Tharaka Nithi County.

Ack Kaanwa Sec School
Chiakariga Girls Secondary School
Chiakariga Secondary School
Chief Mbogori Girls Secondary School
Chief Petro Day Secondary School
Chogoria Boys High School
Chuka Boys High School
Chuka Girls Secondary School
Gatunga Secondary School
Gianchunku Secondary School
Gituja Mixed Day Secondary School
Gituntu Day Secondary School
Ibiriga Secondary School
Igakiramba Mixed Day Secondary School Igwanjau Secondary School
Ikawa Secondary School
Ikumbo Day Secondary School
Ikuu Boys High School
Ikuu Girls Secondary School
Iruma Girls Secondary School
Iruma Mixed Day Secondary School
Itara Day Secondary School
Itugururu Secondary School
Kaanyaga Secondary Secondary School
Kaarani Day Secondary School
Kabui Secondary School
Kajiampau Mixed Secondary School
Kajiunduthi High School
Kajuki Secondary School
Kalewa Secondary School
Kambandi Secondary School
Kamwathu Secondary School
Kamwimbi Secondary School
Kangoro Day Mixed Secondary School
Kanyuru Sec School
Karamugi Secondary School
Karigini Day Secondary School
Karocho Day Mixed Secondary School
Kathangachini Mixed Day Secondary
Kathigiririni Mixed Day Secondary

School Kiamaogo Day Sec School
Kiamuchii Secondery School
Kiamuriuki Secondary School
Kiangondu Secondary School
Kianjagi Mixed Secondary School
Kiaritha Mixed Day Secondary School
Kibumbu Day Mixed Secondary School
Kieganguru Girls Secondary School
Kieni Mixed Day Secondary School
Kiereni Secondary
Kiini Secondary School
Kimucia Secondary School
Kirege Secondary School
Kiriani Boys High School
Kiriani Mixed Day Secondary School
Kiunguni Day Secondary School
Kiurani Secondary School
M.C.K Kiangiri Secondary School
Maabi Day Secondary School
Magenka Secondary School
Maguma Mixed Day Secondary School
Magumoni Day Secondary School
Ngaita Girls Secondary School
Ngeru Boys Secondary School
Njuri High School
Nkondi Sec School
Ntoroni Mixed Day Secondary School
Ntumbara Secondary School
Nturiri Boys` Secondary School
Our Lady Of Mercy Girls Sec School
P.C.E.A Mutuguni Secondary School
Rubate Secondary School
St Ann Girls Secondary School
St Pauls Njaina Secondary School
St. Augustine Ruguta Secondary School
St.Bonventure Mumbuni Secondary School
Tharaka Secondary School
Thigaa Secondary School
Tunyai Day Secondary School
Turima Mixed Day Secondary School
Wiru Secondarsy School
Magumoni Girls Secondary School
Makanyanga Secondary School
Makawani Day Secondary School
Makuri Girls Secondary School
Marimanti Girls High School
Matakiri Mixed Day Secondary
Materi Boys'
Miomponi Secondary School
Mpukoni Secondary School
Mugona Girls Secondary School
Mukothima Mixed Day Sec School
Mukui Day Secondary School
Mukuuni Secondary School
Munga Day Secondary School
Muraga Technical Secondary School
Muthambi Boys Secondary School
Muthambi Girls High School
Mutindwa Mixed Day Sec School
Ndagani Secondary School
Ndagoni Girls Secondary School
Ndagoni Mixed Secondary School

Isiolo County

Isiolo Boys Secondary School
Isiolo Girls' Secondary School
St. Paul's Kiwanjani Secondary School
Garbatula High School
Kinna Secondary School
Merti Secondary School
Merti Muslim Girls' Secondary School
Bulesa Day Secondary School
Isiolo Barracks Secondary School
Kipsing Mixed Day Secondary
Merti Muslim Girls' Secondary School
Merti Secondary School
Ngaremara Secondary School
Oldonyiro Secondary
Sericho Secondary School
St. Paul's Kiwanjani Secondary School
Uaso Secondary School

APPENDIX VII

PUBLICATIONS AND CONFERENCES

Publications

Mutea, H. K., Senaji, T. A., & Rintari, N. G. (2020). The Influence of Institutional Pressures on Strategy Implementation in Public Secondary Schools in Selected Counties in Kenya. *Lukenya University Multidisciplinary Journal, 1,* 22-30. https://www.lukenyauniversity/research/

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Mutea, H. K., Senaji, T. A., & Rintari, N. G. (2020, July. 30th). *Influence of Regulative Pressures on Strategy Implementation in Public Secondary Schools in Selected Counties in Kenya.*The International Multidisciplinary Research Conference in Business, Education, Science and Technology-Lukenya University, Mtito Andei, Kenya. https://research.lukenyauniversity.ac.ke/engage-with-us/

Mutea, H. K., Senaji, T. A., & Rintari, N. G. (2020, November, 23rd - 24th) *The Influence of Cognitive Pressures on Strategy Implementation in Public Secondary Schools in Selected Counties in Kenya*. Gradute Hub 1st International Virtual Conference on Knowledge Solutions to Emerging Global Challenges, Naorobi, Kenya. https://graduatehub.net/wp-content/uploads/2020/11/Graduate-Hub-Virtual-International-Conferencel-Programme-23rd-24th-November-2020-Final.pdf