

THE STRATEGIC RESPONSE TO SOCIAL CHANGES BY CATHOLIC SECONDARY SCHOOLS IN THE ARCHDIOCESE OF NAIROBI, KENYA

Anne Christine Wanjiru Kabui¹ Zachary Bolo Awino, PhD²

ABSTRACT *strategic responses are the set of decisions and actions that result in the formulation and implementation of plans designed to achieve a firm's objectives. It is thus a reaction to what is happening in the organization's environment as part of competitive strategies that organizations develop in defining their goals and policies. The external environment is the set of variables as in the PEST analysis that is political, economic, social and technological. The social dimension captures how consumers in households and/or communities behave and their beliefs. For instance, change in attitude towards formal education, or greater numbers of people seeking formal job placements in a population. In particular, businesses are influenced by consumer attitude and behavior which depend on such factors as age, structure of population and nature of job and leisure, which are in turn influenced by available disposable income and upcoming needs in the wider system, continued positive attitude and acceptability towards formal education and formal jobs. These are characterized by growing competition and available opportunities in the job market, changing life styles from rural and farming to urban and formal jobs. Another key factor is the HIV and Aids pandemic that has left orphans who need help to make a livelihood. This calls for a strategic response to all these social changes. The research design that was used was cross sectional survey in which a statistically significant sample of a population is used to estimate the relationship between an outcome of interest and population variables as they exist at one particular time. The sampling technique was stratified samples, with geographical divisions forming the strata. The sample consisted of 20% of all secondary schools in the Archdiocese of Nairobi. This was a total of 19 schools, 5 in Nairobi, 7 in Kiambu, and 7 in Thika/Gatundu. The data type that the research collected was qualitative data from the category questions that sought to get the respondents response to questions on the variables. The research also had quantitative data, answers to variables like number of intake, increase in numbers in formal education, costs, and increase in enrollment of other religions in the schools. The questionnaire were administered to the principal/ Head Teacher; the deputy head teacher; one member of the teaching staff and the head of the guidance and counseling department. The objective of this study was to determine the strategic response to social changes by Catholic secondary schools in the Archdiocese of Nairobi over the last ten years. From the findings, yes the Catholic secondary schools in the Archdiocese of Nairobi have responded to the social changes in the environment in a strategic manner. They have continuously expanded to accommodate more students; new schools have also been built to cater for growing numbers seeking formal education. The schools have also made the performance in the standard eight national exams the main focus when admitting students which gives more opportunity to all who qualify. The schools have also been admitting students regardless of religion or family income and supporting them uniformly. The guidance and counseling, religious formation in school and HIV programs have been implemented to enhance an all-round development of the young student. Majority of the schools have orphans or even HIV infected students they are supporting since this is a reality affecting all organization with these institutions of learning not*

¹ University of Nairobi

² Associate Professor, School of Business, university of Nairobi

exempted. The study recommendations to policy include; To the ministry of education; from the stipulated recommendations the teacher: student ratio should be 1:30. The study however found this ratio to be 1: 45 on average in a majority of schools. More teachers need to be trained and deployed to these institutions; To the government through the ministry of education; there is need to work on national cohesion by sending students from different cultural backgrounds to same schools which will contribute to cohesion and respect and acceptance across cultures; To the school heads, parents and the education secretariat; more needs to be done in reaching out to the students especially helping build a moral fabric. The dropout rate is quite high with an average of 65% of form one enrolment getting to sit the form four final examinations.

Key words: Strategic response, Social change, Catholic, Secondary schools, Archdiocese, Nairobi, Kenya

1 INTRODUCTION

Organizations are open systems that are environment dependent and environment serving. The environment offers opportunities and poses threats to an organization depending on organizational capabilities; further organizations exist in the context of turbulent environment. Mint berg (1998) noted that the environment does not change on any orderly or regular basis; the challenge is to determine these discontinuities that may affect future business. According to Pearce and Robinson (1997) in order for an organization to achieve their goals and objectives, it is necessary for them to adjust to their environment. An organization success is therefore dependent on its response to changes in the environment.

Ansoff (1998) states that, organizations must adapt new strategies, which address new environmental conditions. The change in environmental factors will require strategies which in turn call for reformed organizational capabilities. Important to note is that strategic issues by nature are future oriented and require large amount of organizational resources. Because strategy represents the managerial game plan for running an organization, it is nearly always a blend of

prior moves, approaches already in place and new actions being mapped out.

Strategic responses are closely linked to environmental uncertainty. This implies that the entity has the ability to change according to its needs (Nilson and Nordahl, 1995). As external environment becomes more volatile, companies need to develop greater flexibility in order to respond to emerging conditions. Evans (1991) argues that organizational flexibilities would be in response to some form of external environment uncertainties or pressures. Ansoff and Mc Donell (1990) note that strategic response involves changes to the organizational behavior. Such response may take many forms depending on the organization capability and environment in which it operates. According to Pearce and Robinson (1991) strategic responses are the set of decisions and actions that result in the formulation and implementation of plans designed to achieve a firm's objectives. It is thus a reaction to what is happening in the organization's environment. Strategic responses are part of competitive strategies that organizations develop in defining their goals and policies.

Migunde (2000) states that in a turbulent environment, an organization will succeed only if it takes a proactive/anticipatory stance towards change. Strategic response adopted by companies reflects the firm's internal strengths and the opportunities available in the external environment. Strategy will also consider how best to deal with internal weakness and avoid external threats. Strategic responses are crucial in hypercompetitive environments because, the established paradigms of sustainability of competitive advantage and stability of organizational form have limited applicability. Despite the different approaches by different scholars/authors, the dominant idea is that an organization has to respond to changes in the environment. The environment dictates the responses the organization puts in place to guide managerial decision making.

Organizations are social entities that are goal directed, deliberately structured activity systems with identifiable boundaries (Bedeian, 1980). The environment can be classified into internal and external environment. The external environment refers to those factors that are outside an organization's influence but which affect the organization's operations. The external environment presents opportunities which the firm can exploit and or possess' threats to the organization activities hence need to accurately respond. According to Johnson, Scholes and Whittington (2005) an organization exists in the context of a complex political, economic, social, technological environment which changes and impact and affects different organizations differently. They argued that how this affects the organization includes an understanding of historical environmental effects as well as expected or potential changes in the

environmental variables. The external environment is the set of variables including the social aspect, which is how consumers, households and communities behave and their beliefs.

The social system is the fabric of ideas, attitudes and behavior patterns that are involved in human relationships. In particular, businesses are influenced by consumer attitude and behavior which depend on such factors as age, structure of population and nature of job and leisure, which are in turn influenced by available disposable income and upcoming needs in the wider system, positive attitude and acceptability towards formal education and formal jobs. These are characterized by growing competition and available opportunities in the job market, changing life styles from rural and farming to urban and formal jobs. Another key factor is the HIV and Aids pandemic that has left behind many orphans who need help to make a livelihood. This calls for a strategic response to all these social changes. Social cultural environment encapsulates demand and tastes which vary with fashion and disposable income. Organizations should be aware of demographic changes such as the structure of population by age, affluence, religion, numbers working among others which can have an important bearing on demand as a whole and demand for particular goods and services. (Pearce and Robinson, 2005).

2 LITERATURE REVIEW

This section reviews literature from other researches in the same area study. Among the PEST factors that form the external environment of an organization, this study focus is on the social aspect. PEST analysis is carried out by managers to enable them to develop more informed strategies with the

framework being a vigorous approach to identify and understanding the main external environment factors which affect an organization.

2.1 Strategic Response

Strategy is a set of decision making rules for guidance of organizational behavior (Ansoff, 1965). Andrews (1971) defines strategy as a pattern of decisions in a company that determines and reveals its objectives, purpose or goals, produces the principle policies and plans for achieving those goals. Aosa (1996) defines strategy as solving a strategic problem, which is, a mismatch between the internal characteristics of an organization and its external environment, by matching organizational core capabilities with the external environment in order to exploit opportunities existing in the external environment and minimize the impact of threats from the external environment in the organization. Strategy is the fundamental means organizations will use, subject to a set of environmental constrains and changes, to try and achieve its objectives.

Strategy is realized in practice through consistent stream of actions and decisions over time (Pettigrew, 1985). The actions and decisions are those which revolve around the mobilization of organizational resources to exploit environmental opportunities and/or defend the organization against threats (Andrew, 1980). They may have been taken deliberately, to achieve stated organizational goals or they may have emerged in the absence of consciously articulated plans (Mint berg, et al, 1980). Effective strategy may enable an organization to influence the environment in its favor and even defend itself against competition. Ansoff and McDonnell (1990) notes that, strategic

response involves, changes to organizations' strategic behavior to assume success. In transforming future environment, strategy is the bridge between firm resources and opportunities and risks the firm faces in the environment. Well developed and targeted strategic responses are formidable weapons for a firm in acquiring and sustaining competitive edge. Some strategic response may include development of new products, new markets, new processes, new services, new strategies for entering market restructuring, marketing, technology, leadership and cultural change.

Strategic response according to the classic organizational literature is organizational reactions in predictable ways to the conditions that surround them, adjusting their purpose and shape to meet market. Child (1972) and Weick (1977) argue that this process is not unidirectional, that is, organizations can also create their own environment through choices regarding markets, products, technologies, scale of operations. Firms constantly adjust to their environment in a dynamic process or adaptive cycle can be classified into strategic type's reactors, defenders, analyzers and prospectors (Miles and Snow, 1978) from the most reactive to most proactive. This typology alludes to broad aspect inherent to the firms' nature which is Organizational structures, processes, management style and others.

2.2 Social Change Management

Pearce and Robinson (1997) states that in order for an organization to achieve their goals and objectives, it is necessary for them to adjust to their environment. The dynamism of the environment implies that organizations have to constantly redesign their strategies in order to remain competitive. Failure to effectively adapt the organization to its

environment, according to Ansoff and McDonnell (1990) leads to a strategic problem. Such a problem will be evidenced by a mismatch between what the organization offers and what the market demands. Grundy (1995) states that responsiveness and flexibility are increasingly important factors that determine the success of an organization. Hill and Jones (2001) add that the achievement of superior efficiency, quality, innovation and responsiveness enables an organization to create superior value and attain a competitive advantage.

Organizations are social entities that are goal directed, deliberately structured activity systems with identifiable boundaries (Bedeian, 1980) that exist in an external environment and can only achieve their goals through appropriate interactions with the environment. For the interactions to be effective, the organization must obtain requisite resources from the environment (inputs) and transform them into something of value (output) discharge them back to the environment while controlling and coordinating its internal activities in the face of environmental turbulence and uncertainty (Aldrich & Mindlins, 1980). Hence need strategies to focus on their customer and deal with the emerging environmental challenges, calling for constant scan of the environment, identify the trends and conditions that may eventually affect the industry and adapt them (Thompson & Strickland, 1998). Turbulence in the business environment however, puts pressure on organizations to be sure they can effectively meet fundamental changes that are occurring. Past success will no longer be an extrapolate able measure of future success, as the future is now not necessarily expected to be an improvement over the past (Ansoff, 1990).

Change management is not a distinct discipline with rigid and clearly defined boundaries. Rather, the theory and practice of change management draws on a number of social science disciplines and traditions. (Burns, 2004). Change management is the use of systematic methods to ensure that an organization change can be guided in the planned direction, can be conducted in a cost effective manner and be completed within the targeted time frame with desired results being attained. This perspective view change management as a process. Change management is a structured and systematic approach to achieving a sustainable change human behavior within an organization, this perspective views change management as a people's perspective.

Pearce and Robinson (1991) define social cultural variables as variables which affect an organization through beliefs, values, attitudes, opinion activities and lifestyles of persons in organizations external environment. They are developed from cultural, ecological, demographic, religion, education and income; they tend to change and dictate an individual wants and needs. Changes in these variables shape the way people live, work, produce and consume commodities hence a need for organizations to understand this and produce what meets these needs at a given time. Social cultural environment encapsulates demand and tastes which vary with fashion and disposable income. They guide organization in selecting the kind of product or service to offer to a particular population at a given point in time. Senior and Fleming (2006) continues to explain triggers for change from the Social- cultural environment as follows; as government policies, laws and actions affect organizations and people's everyday

lives, so do the attitudes and expectations of people towards work, in the context of other aspects of their lives. All these factors influence the way an organizations are set up, run and managed as well as their capacity to attract people to work within them.

Some analysts have found it useful to group different environmental factors into categories under the mnemonics PEST (Johnson and Scholes, 1999) and the STEP (Goodman, 1995), both of which refer to the political, economic, technological and social cultural factors that influence organizations, their strategies, structure and means of operating, including their human resource practices. In addition, it is a useful metaphor to distinguish different aspects of the organizational of the organizational environment and their specific relationship to organization as trigger for change. All these factors, at some time, will impact upon an organization's formal and informal subsystems and their components as well as which products or services it offers and in which markets (Senior and Fleming, 2006).

Social aspect deals with culture, that is the values, beliefs and norms that guide behavior in a society. These values, beliefs and norms define what is right and wrong in a society, what is acceptable and what is not acceptable, what is fashionable and what is unfashionable. Failure to understand changes in culture or difference between cultures can have a large impact on the ability of a firm to gain competitive advantage. Different scholars have discussed this aspect of social change under different titles, some call it social demographic, others use social cultural, others social economic. This study tries to synchronize them and express the dynamics of social change. Organizations are open

systems, which are a composition of a number of interconnected subsystems with a change in one subsystem causing change in others. Using the model of learning organization, change then can be adopted perpetually not instantly through learning, experimentation and communication to renew constantly and as a group we continually improve

3 METHODS AND RESULTS

This section presents the methodology that was used to carry out this study and the results of the study. It presents the research design, the population, sample, sampling technique, data collection method and instruments and data analysis and the findings.

3.1 Methods

The PEST factors (Political, Economic, Social, and Technology) are external environment factors influencing all organizations' strategic response. This study focused on the Social dimension of these factors.

The research design used was cross sectional survey in which a statistically significant sample of a population is used to estimate the relationship between outcome of interest and population variables as they exist at a particular time. The population of study was all the Catholic secondary schools in the Archdiocese of Nairobi. Nairobi province has a total of 22 schools, Thika/ Gatundu district has 37 schools and Kiambu district has 37 schools. The secondary schools are further divided into four categories: Schools fully owned by the Archdiocese, Schools owned by the Government through the Ministry of Education and sponsored by the

Catholic Church, Schools owned by Catholic Religious Congregations and Schools owned by Lay Catholic Faithful.

The research used multistage stratified random sampling technique with geographical divisions and school types forming the strata. A random sample was then drawn from each of the strata. The sample consisted of 20% of all secondary schools in the Archdiocese of Nairobi. This was a total of 19 schools, 5 in Nairobi, 7 in Kiambu, and 7 in Thika/Gatundu. The schools that were sampled were defined by the schools representation in the region as a percentage of the total schools and also ensuring there was representation from each school type based on ownership structure.

Primary data was collected using self administered questionnaires. The questionnaires were structured with multiple choice questions on the variables under study, open ended and closed questions. The mode of collection was by “drop and pick latter” method which enabled respondents dedicate some time convenient to themselves to fill it in. In order to ensure integrity of data collected the filled questionnaires were collected within a week of being dropped and instructions were clearly stated on the questionnaire. Secondary data was collected from available records at the schools under study, Ministry of Education and The National Bureau of Statistics. The questionnaire were administered to the principal/ Head Teacher who is a member of the board of governors and also part of the daily running of the school; the deputy head teacher who is involved in direct running of school; one member of the teaching staff who sits in the parent teachers association and the

head of the guidance and counseling department.

The data type that the research collected was qualitative data from the category questions that sought to get the respondents response to questions on the variables. The research also had quantitative data in terms of numbers which were answers to variables like number of intake, increase in numbers in formal education, costs, and increase in enrollment of other religions in the schools. Data Analysis covers: Descriptive Analysis which employs the use of graphical presentation of the variables under study and Inferential Analysis which employs inferential techniques to derive relationships between the variables. Several Computer applications were used in the data analysis like Statistical Package for Social Scientists (SPSS) and Microsoft Excel 2007.

3.2 Results

This section gives the analysis and interpretation of the data from the field. The response rate was 80% with sixty questionnaires out of the total seventy six being returned and a further fifty five (72.3%) analyzed after sorting.

According to school type, 73% of the schools sampled have since become public schools sponsored by the church, 15% are private schools owned by individual faithful, 7% are owned by religious congregations while 5% are owned by the Archdiocese. Having a majority of the secondary schools now public, enables all primary graduates to be eligible for admission based on their academic performance. 91% of the schools sampled are more than 10 years old, with about 9% being below ten years since inception. The 9% represents the new schools that have been

built in the last ten years with the other 91% continuing to expand to accommodate more students. Having a majority of sampled schools old, enabled to analyze how their strategic response has been over the long-term. From the sample selected, single sex schools were more than the mixed schools; 44% boys only, 36% girls only and 20% mixed schools indicating that popularity of single sex schools is way higher than that of mixed schools. 64% of sampled schools are boarding schools, 27% are day schools and 9% having both boarding and day facilities with the main reason of boarding facility being to enable the school accommodate students from far and those orphaned and have no guardian. Boarding schools are most popular because they give the student a learning atmosphere with fewer distractions.

78% of the sampled schools recorded an increase in student population with 56% the schools sampled has increased by over 25%, this is followed by 22% of schools with an increase of less than 25% in the school student population. 15% has their student population remain constant with the remaining 7% recording a decrease in student population. 34.5% of the schools had a student population of between 400-600 and 27% with between 600-800 students.

40% of the schools sampled had a large population of catholic students with a majority picking the class of between 51-75% of the student population. There was a population of about 26-50% of student being non Catholics and Christians in 43.6% of the sampled schools. In a majority, about 80%, of the schools sampled the non Christian population was between 1-10%. 82% of the schools sampled indicated that there has been

a general increase in the population of non catholic students in the school.

70.9% of sampled schools indicated that there has been an increase in the student population from low income families. The students have their fee spread out and paid in the course of the year or in the course of the four years with some clearing fee balances after clearing form four. A majority also get funding from sponsors and government hence helping clear fees. 72.7% of the sampled schools about 1-10% of the students are totally unable to pay school fees. Majority of them being total or partial Aids orphans who have no one care for them. The schools assist the orphans with getting sponsors and sometimes they do not succeed. 56.4% of sampled schools have between 30-50 students per class and 38.2% have above 50 students in one class as indicator of the ease of interaction of student to teachers. In 58.2% of the sampled schools there has been an increase in the number of teachers which is highly in line with the growing population of the students in the same institutions

Over 70% of the students in the sampled schools come from the same cultural background with less than 25% of the population coming from different cultural background with over 60% of the students from the sampled schools are coming from the district the school is located in, a relative number from within the province and less than 10% from outside the province the school is located in.

81.8% of the sampled school indicated that the national exam primary school grade of the student is the main focus point while admitting students to the schools. This gives an open and flat platform for all students to have equal opportunity for admission. For a

majority of the schools above 80%, ranging from low to very low, religion is not highly considered at admission. 82% of the sampled schools have had expansion of the learning facilities to accommodate the growing number of students. In 94.6% of the sampled schools there has been improvement in the form four final exams which is a positive indication of more students qualifying for higher education.

98.2% of the sampled schools have guidance and counseling department which does give care to the students' social needs. In 87.3% of the sampled schools there is formation of non-Catholic students which does give religious formation and care to the students 76.4% of sampled schools have a HIV program to address behavior issues addressing behavior formation and rectification

Over the last 10 years, 90.9% of the sampled schools have sought external funding with a majority sourcing it from the Kenyan government and from other private sponsors to help finance growing school needs with a substantial number of students who have sort financial support from outside the family, from bursaries, community development funds and even individual well-wishers and sponsors. There has been an increase of over 25 % in running cost in a majority of the schools almost 90% of the schools sampled due to increase in the cost of all necessary requirements in a school. The increase in school running cost has directly affected the increase in school fees. The increase in the fees is however slightly lower than that of running cost. This was explained by government support through subsidizing secondary education in public schools.

The HIV/Aids pandemic has had an impact on the secondary schools sampled resulting to an

increase in the number of orphans who cannot pay fees, some students infected, increased number of vulnerable children who require financial and emotional assistance, students with low self esteem due to loss of parents and guardians. This has lead to the schools working closely with nongovernmental organizations addressing the HIV/Aids pandemic, working closely with the ministry of education and that of health to educate the young pupils by inviting guest speakers to address the topic, starting support groups in schools that educate and support, supporting those affected or infected financially and emotionally through finding sponsors and recommending others for assistance. All these work closely with the guidance and counseling team to offer a friendly environment for the children to learn.

Secondary data was got from Economic Survey 2010, a publication of Kenya National Bureau of statistics Republic of Kenya. The total number of secondary schools in Kenya has increased with the public schools increasing from 3,621 to 5,019 and private from 1,773 to 1,952 between 2005 and 2009. In 2008 the Government started injecting support on secondary education with the goal of enhancing access for all, this year they plan to spend 43billion on the same. The government, the African development bank and local communities have since then supported infrastructure development in the schools. The number of classes have increased from 45, 345 in 2008 to 47,567 in 2009. This increase in the number of classes has allowed an increase in form one places hence a rise in primary to secondary transition from 64.1% in 2008 to 66.9% in 2009. The total enrollment in secondary schools has increased by 9.1% from 1, 382,211 to 1,507,546 with general enrollment increasing

to 45.3% and Net enrollment increasing to 35.8% and the candidates sitting form four exams increasing by 13.5%. The number of public school teachers has also increased by

11.8% from 43,016 to 48,087, the ratio of teacher: student increasing from 28:1 to 45:1 and another 4,472 teachers on study leave or disciplinary.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.910 ^a	.836	.765	.03743

$$Y = \beta_0 + \beta_1 + \beta_2 + \beta_3 + \beta_4 + \beta_5 + \epsilon$$

The finding on R in Table 1, which is the multiple correlation coefficients that shows the quality of prediction of dependent variable by independent variable is 0.910 which is a strong correlation. The R-squared which is the coefficient of determination shows that the independent variables in the model explain 83.6% of strategic response. Subsequently from the Adjusted R-squared which adjust model for inefficiencies, the independent variables explain 76.5% of strategic response.

4 CONCLUSION

The objective of this study was to determine the strategic response to social changes by Catholic secondary schools in the Archdiocese of Nairobi over the last ten years. From the findings and the discussion above; yes the Catholic secondary schools in the Archdiocese of Nairobi have responded to the social changes in the environment in a strategic manner. They have continuously expanded to accommodate more students; new schools have also been built to cater for growing numbers seeking formal education. The schools have also made the performance in the standard eight national exams the main focus when admitting students which gives more opportunity to all who qualify. The schools have also been admitting students regardless of religion or family income and supporting them uniformly. The guidance and counseling, religious formation in school and HIV programs have been implemented to

enhance an all round development of the young student. Majority of the schools have orphans or even HIV infected students they are supporting since this is a reality affecting all organization with these institutions of learning not exempted.

5 IMPLICATION OF THE STUDY

To the ministry of education; from the stipulated recommendations the teacher: student ratio should be 1:30. The study however found this ratio to be 1: 45 on average in a majority of schools. More teachers need to be trained and deployed to these institutions.

To the government through the ministry of education; there is need to work on national cohesion by sending students from different cultural backgrounds to same schools. A majority of the schools sampled have students from similar cultural background and a majority coming from same geographical location in terms of district and province. Mixing these student will contribute to cohesion and respect and acceptance across cultures.

To the school heads, parents and the education secretariat; more needs to be done in reaching out to the students especially helping build a moral fabric. The dropout rate is quite high with an average of 65% of form one enrollment getting to sit the form four final examinations. A majority of the reasons

for dropping out cited were social. An improvement on the discipline policy and the practice for these error cases need to be reviewed.

REFERENCES

- Aker, D. and Mascarenhas, B. (1984). *The need for Strategic Flexibility, The Journal of Business Strategy*. Boston: Free Press.
- Ansoff, H. and Mcdonell, E. (1990). *Implementing Strategic Management – 3rd ed.* United Kingdom: Cambridge.
- Ansoff, I. and Mc Donell, E (1990). *Implanting Strategic Management*. Englewood cliffs, NJ: Prentice- Hall.
- Aosa, E. (1996). *Management in Africa: Contextual factors and their Influences*, The University of Nairobi journal of Management Role, 1st July 1996.
- Balogun, J. and Hailey, H. (200). *Exploring Strategic Change – 3rd ed.* England: Prentice Hall.
- Burnes, B. (2004). *Managing Change: A Strategic Approach to Organizational Dynamics*, 4th ed. England: Prentice Hall.
- Byars, L.L. (1991). *Strategic Change Management: Formulation and Implementation*. Harper: Collins Publishers.
- Carnall, C. (2007). *Managing Change in Organizations – 5th ed.* England: Pearson Education Limited.
- Child, J. (1992). *Organization Structure, Environment and Performance: The role of strategic choice*, Sociology Vol. 6, PP 1 – 22.
- Cooper, D. R., and Schindler, P.S. (2003). *Business Research Methods – 8th ed.* New Delhi: Tata Mc Graw- Hill.
- Cooper, D.R. and Schindler, P.S. (2006). *Business Research Methods – 9th ed* Singapore: Mc Graw- Hill.
- De Wit, B. and Meyer, R. (2004). *Strategy: Process, Content and Context – 3rd ed.* New York Shire: Thompson Learning
- Economic Survey 2010, a publication of Kenya National Bureau of statistics Republic of Kenya.
- Evans, J.S. (1991). *Strategic Flexibility for High Technology maneuvers: A Conceptual Framework*, Journal of Management studies, 28 (1), 69 – 89.
- Hesterly, B. (2008). *Strategic Management and Competitive Advantage- 2nd ed.* England: Pearson Prentice Hall.
- Hill, C. and Jones, G. (2001). *Strategic Management Theory*. Boston M.A : Houghton Mifflin
- Johnson, G and Scholes, K (1999). *Exploring Corporate Strategy*. England: Prentice- Hall.
- Johnson, G. and Scholes, K. (2002). *Exploring Corporate Strategy*. New Delhi: Prentice- Hall.
- Johnson, G., Scholes, K. and Whittington, R. (2005). *Exploring Corporate Strategy: Text and Cases*. England: Pearson Education Limited.
- Miles, R. E. and Snow, C. (1978). *Organizational Strategy and Process*. New York: Mc Graw Hill.
- Miller, D. (1988). *Relating Porters business Strategies to Environment and Structure: Analysis and Performance Implications*. Academy of Management Journal, 31 (2): 280 – 308.
- Mintzberg, H., (1987). *Crafting Strategy*. Harvard Business Review, July/ August 1987.
- Nachmias, C. F and Nachmias, D. (1996). *Research Methods in the Social Sciences*. Edward Arnold Inc.
- Nelson D.L. and Quick J. C. (2008). *Understanding Organizational Behavior*. USA: Thomson Higher Education.
- Pearce, J.A. and Robinson, R.B. (1997). *Strategic Management: Formulation, Implementation and Control*. USA: The Mc Graw- Hill Companies inc.
- Pearce, J.A. and Robinson, R. (1997). *Strategic Management Formulation and Implementation – 3rd ed.* USA: Richard D. Irwin Inc.
- Porter, M. (1980). *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. New York: Free Press.
- Porter, M.E. (1998). *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. New York: Free Press.

- Ross, L.w., Hitchin, D.E., and Worley, C.G. (1996). *Integrated Strategic Changes: How Organizational Change Builds Competitive Advantage*. Addison: Wesley Publishing.
- Senior B. and Fleming J. (2006). *Organizational Change – 3rd ed.* England: Person Education Limited.
- Thompson, A. and Strickland, A. (1998). *Crafting and Implementing Strategy: Text and Readings – 10th ed.* New York: Mc Graw Hill companies Inc.
- Thompson, A. and Strickland, A. (1996). *Strategic Management: Concepts and Cases – 9th ed.* USA: Iriwin Inc.
- Thompson, A.A. and Strickland A. J. (2002). *Strategic Management: Concepts and Cases – 13th ed.* New York: Mc Graw Hill.
- Thompson, J. (1997). *Strategic Management: Awareness and Change – 3rd ed.* UK: Thompson Business Press.