

AN INVESTIGATION INTO THE STRATEGIC MANAGEMENT PRACTICES OF  
PRIVATE EDUCATIONAL INSTITUTIONS IN KUMASI METROPOLIS: CASE OF  
THE INTERNATIONAL COMMUNITY SCHOOL

KNUST

BY

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## DECLARATION

I, Bridget Osei Bonsu hereby declare that this submission is my own work and that, to the best of my knowledge, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

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## DEDICATION

I dedicate this work to my husband William Takyi, my son Jonathan Takyi and my daughter Jonatha Takyi whose support and prayers made this expedition of higher studies probable.

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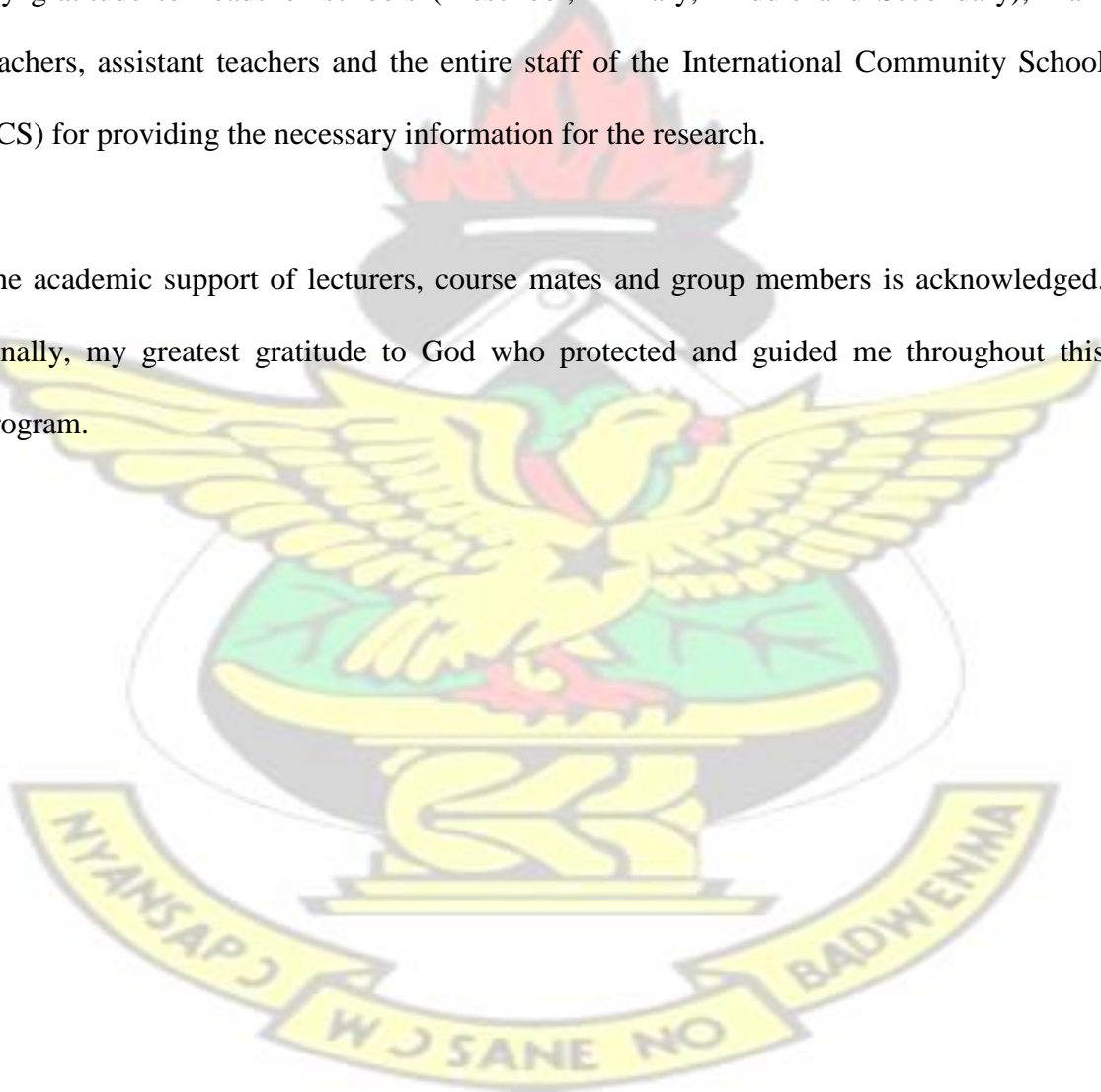
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I agree with Colin Powell who said “A dream doesn’t become reality through magic; it takes sweat, determination and hard work” and of course the support of wonderful people who share your dream.

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## ABSTRACT

The falling standard of education and the fierce competition in the private educational sector is an indication for the need for strategic management practices to ensure growth and survival in the sector. As the amount and pace of change in educational world increases, it is increasingly important for managers and leaders of schools and colleges to think strategically. The descriptive study employs a mixed approach to investigate into the strategic management practices of the international community school (ICS) in the Kumasi metropolis. The field survey employed a questionnaire and an interview to collect data from 81 sampled staff of the ICS. The result of the study showed that SMP of ICS begins with the recruitment of qualified staff with the requisite skills and proceed with continuous training to ensure utmost performance. There is also high level of delegation of duties and employs innovative teaching methods and materials of international level. The three major revealed critical success factors of the SMP of ICS are response to customer feedback, employee qualifications and skills and communications with clients. The SMP such as employing qualified staff with the right skills, continuous employee training, high level of delegation of duties to staff, high motivation of workforce, employment of innovative teaching methods and materials, and communication with clients were found to influence students, teachers and organizational performance positively. The major reasons revealed to influence the SMP of ICS are failure to understand customers, inflexibility of the organizational structure, over-estimation of resource competence and failure to obtain senior management commitment. Based on these findings, the study recommends better recruitment and selection process, continuous employee training, employee motivation and the need for process building of loyalty and commitment.



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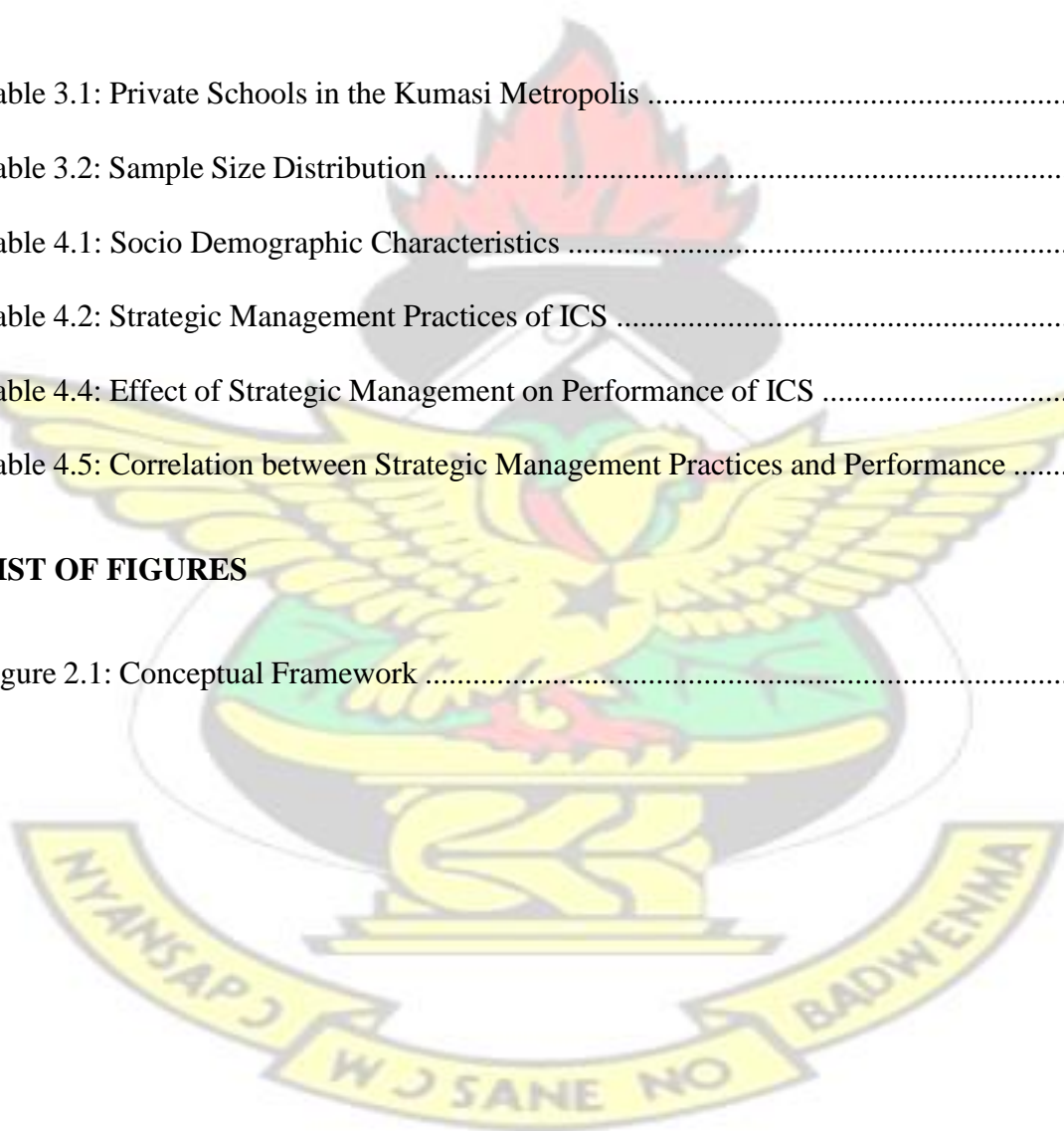
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## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background of the study

The best manager the world over will be searching for the most extreme skillful, greatest imaginative and most inventive individuals on the exterior of the earth and will be willing to pay top dollar for their administrations. Managers will delightedly acknowledge workers who are comfy with thoughts and idea, great at investigation and originality, imaginative and creative, self-control and all around sorted out, ready to learn rapidly and function admirably as a group and have the adaptability to adjust quickly to successive changes in the work market as the movements in the economy turn out to be ever quicker and more intense (The new commission of the American workforce 2007).

Students of today operate in a world which is entirely different compared to the world in which most of us were raised. Most importantly education must nurture students to survive in a world where one can only succeed by competing and cooperating on global scale. Technological, economic and political trends are calling for sophisticated skilled while escalating the competition for eminent jobs. Three (3) billion individuals in China, India and previous Soviet union have entered the worldwide economy (Zakaria, 2008), and though these countries in the beginning focused on generating low skill job, they are now progressively striving to become competitive and intense knowledge centered economy.

It is a wide known fact that perfect education system cannot be boasted of anywhere.

Globalization creates challenge for everybody. Every education system is striving in order to be at par with the changing world. Everyone is longing for knowledge, and education as

well as its importance is now appreciated by every society. Having the right education presents to a country an influential platform on which a healthy economy could be built. Failing to understand the situation can keep a nation down for a long time to come; particularly in this borderless information economy where human capital is the best resource most nations have (Vivien Stewart, 2012).

Researchers and activist have long debated on the issue of what causes private students to outperform their public counterparts. Some have argued that it is school governance that causes the disparity while others think it is due to students' background traits (Ahmadi et al., 2012). Some have also argued that it is due to the socio economic status, parental involvement, community support or peer group characteristics (ModernGhana.com 2013). Though the above may be the case, the bottom line is that private schools perform better than their public counterparts.

The changes in educational world have become inevitable. It is therefore vital for managers, school leaders and colleges to think strategically. The self-managing contest with which educational institutions now operate suggests that the responsibility for direction, planning and purpose of the school or college rest firmly with the head or principal, government and senior staff. Lately, for all intents and purposes all organizations have understood the significance of strategic management. Strategic management has been a perilous factor to the development and expansion of all organization (Acheampong, 2005; Bello, 2007). The rules issued by the Ministry of Education, appear to recommend that by seeking after a more noteworthy mission of separation and reallocation of assets schools will be better situated to react to the changing needs of the division (Ministry of Education, 2007). Nonetheless it has been noticed that the usage of vital arrangements in

foundations of learning is by all accounts moderate than numerous have anticipated that it would be, offering ascent to the idea that there are obstructions at work blocking execution. Johnson (2004) also believes that 66 percent of organisational strategies are not executed at all. Research has proven that about 50% to 80% of strategy implementation efforts flop (Ashkenas & Francis, 2000; Beer & Nohria, 2000; Carlopio, 1998, 2003; Jonk & Ungerath, 2006; Raps, 2004; Atkinson, 2006). In many cases this is not because of poor strategy and the idea behind them but failure in the implementation stage. It is for this reason that the study seeks to bring to light the strategic management practices of the International Community School (ICS).

### **1.1 Statement of the Problem**

From September 1987, the administration of Ghana has set out upon new instructive Programs adapted deliberately at making training more available to all offspring of school-going age, enhancing value and the nature of instruction in general and making instruction more pertinent to the financial needs of the nation. This is to prepare the kid to carry on with a beneficial and important life. Since the beginning of the reform, special countless programs have been introduced to help solve specific matters to boost the teaching and learning process. The education system's general objective is to play an active role in developing the nation.

The Education Act of 1961 made primary and elementary education for all school-going age children in Ghana compulsory. The Education Act also accepted and made provision for the creation of Private Schools to supplement government's efforts at providing adequate schools to furnish the increasing demand for education, especially at the elementary level .This brought about the conception of the Private Schools Unit at the

Ministry of Education in August 1973.

History has proven that private schools would constantly be a feature of Ghana's education setting and their importance has been increasing at every phase of education: primary, secondary and tertiary. At all levels of education in Ghana, there is a significant participation in the delivery of education by the private sector (ModernGhana.com 2013)

Education Sector Report 2013 bring to light how important it is for government to elucidate its policy towards private education at all levels, in view of their growing importance and potential to donate more to the whole education system. It is basic for Government to create inspirations to ease investment in private schooling and rouse the current ones to increment.

Following the success and contribution of private schools to the education system in Ghana and the development of the nation, it is worth the time to look into the strategic management practice that has made private schools successful and the preferred institution above public schools.

## **1.2 Objectives of the study**

The objectives of the study are categorized into two; the general objective and the specific objectives.

### **1.2.1 General objective**

The main goal of this study is to investigate into the strategic management practices



(SMP) of the international community school (ICS) in the Kumasi metropolis.

### **1.2.2 Specific Objectives**

Specifically, this study is intended to achieve the following objectives:

1. To identify the strategic management practices adopted by the ICS;
2. To examine the factors influencing strategic management practices of ICS and
3. To examine the effect of strategic management practices on performance of ICS.

### **1.3 Research Questions**

Based on the direction and emphasis of the study, numerous critical questions are required to be answered. These critical questions include:

1. What are the strategic management practices adopted by the ICS?
2. What factors influences the strategic management practices of ICS?
3. What are the effects of strategic management practices on performance of ICS?

### **1.4 Significance of the study**

The education sector in Ghana is the substratum of the entire economy. Basic education in the country forms the footing of the educational ladder and hence the ground for preparing the current and future human resources capacity of the entire country and the world at large. It is therefore essential that the right strategies are implemented to provide the right atmosphere for success in the educational sector. From the private educational institution point of view this study and its findings would provide insight into the strategic management practices of private educational Institutions in the Kumasi metropolis.

Additionally, bringing to light the strategic management practices of private educational institutions which is currently performing better will give their public counterpart a study



guide into restructuring the public educational sector to ensure utmost competent, maximum creative and most innovative human resource currently and in the future.

Lastly, from the national point of view this study would be useful to schools top management and teachers to design their roles within a strategic condition in order to improve school performance and ultimately the socio-economic development of the country.

### **1.5 Limitation of the study**

Notwithstanding the useful conclusions of the study, the numerous limitations cannot be discounted. First, the conclusions of the study rely on upon the conventionality of the respondents. It is a fact that individuals would approve more on favorable answers and disagree more towards unwelcome answers instead of truthfully expressing their feeling and views. Another restriction of the study is that the statistics are gathered through surveys, subjecting it to high chance of imprecise information. The consistency and the generality of the study are limited due to the size of the sample. Undoubtedly, this research was limited by time, funds and availability of information and lack of prior research studies on the topic. Again, availability and willingness of respondents to respond to the questionnaire was another limitation.

### **1.6 Overview of research methodology**

The current study adopts a mixed approach to study. The study employs both qualitative and quantitative forms of data to achieve its objectives. The study is intended to collect and analyze data from respondents at the International Community School (ICS), Kumasi

to answer questions, which were geared towards investigating into the strategic management practices at ICS. The target population was 93 and the sample size was 81 teachers. The 81 sample size constituted 60 main teachers and 21 assistant teachers. The sample size was obtained through deVaus finite population formula approach. A multistage sampling procedure involving both stratified and simple random sampling procedures were employed to sample the 81 assistant and main teachers for the study. The data collection instruments used for this work were; Questionnaires and Interviews. Data obtained from respondents were presented pictographically, and analyzed both quantitatively and qualitatively.

### **1.7 Scope of the study**

For the purpose of this study, the Kumasi branch of ICS was chosen because it serves as the main branch to the Obuasi branch. The easy access to information and documents also served as a good reason for the choice of the Kumasi branch for this study. Again, the scope of the study would also cover Strategic management practices that are related to the literature (Example, determinants of strategy and strategy development).

### **1.8 Organization of the study**

This study is divided into five Chapters. Chapter one presents the introduction and covers the; Background of the study, problem statement, objective of the study, the research questions, Significance of the study and the scope of the study among others.

Chapter two reviews the relevant literature on the subject matter. The methodology adopted for the study is presented in chapter three. Chapter four highlights the results and discussions from the study. Chapter five covers, the summary and conclusion from the study. The appropriate recommendations of the study are also suggested in chapter five.

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## **CHAPTER TWO**

### **LITERATURE REVIEW**

This section of the study discusses the reviewed literatures in the area of strategic management. This section first defines strategic management, discusses the various strategic management schools, and the strategic management dynamics. The chapter further elaborates on strategic management in the educational sector and reviews empirical literatures establishing the relationship between strategic management and performance.

#### **2.1 Strategic Management**

Varying definitions of strategic has been given by different authors. To buttress this point, Mintzberg et al. (1998) indicates that there is no one, unanimously recognized explanation of strategy. The initial explanation of strategy was given by Chandler. According to Chandler (1962) strategy is examination of the primary long-term aims and purposes of an

organisation, and the employment of sequences of activities and the distribution of assets essential for executing the aims. Chandler (1962) further propagated a broad examination of the interdependency among strategy, environment and organizational structure. Chandler therefore in his analysis of the history of 79 manufacturing companies defined strategy as examination of the rudimentary long-term objectives of an organisation and the employment of the sequences of activities and the distribution of assets essential for implementing the objectives. The three aspect of the Chandler definition were determination of basic long term aims and purposes, implementation of the purposes and aims and distribution of available assets to ensure the achievement of the objectives. Another author, Channon (1978) regarded strategy as the degree of divergence, global action and attainment policy. According to Andrews (1971), strategy is a phenomenon of aims, objectives and the key procedures and policies for arriving at the aims given in a mode to describe the activities of the company and the type of organisation it is. This description by Channon is business oriented.

Strategic management however is defined as collective managerial actions and activities that describe the long-run survival of organisations. Wheelen and Hunger (2003) explain that strategic management constitutes strategy construction, strategy execution, and assessment and control. Strategic management as a construct is also described as the art of articulating, executing, and assessing cross-functional choices that allow a company to attain set aims (David, 1997). It includes ecological perusing, policy preparation, policy application, and assessment and control. The strategic management research hence highlights the 24-hour care and assessing of exterior prospects and pressures in illuminations of a company's strengths and weaknesses. Hunger and Wheelen (2003) iterates that spontaneous policies cannot be sustained positively if (1) the company



achieves a large size, (2) the stratum of administration upsurge, or (3) the setting alters considerably. Ansoff (1965) clarifies the idea of strategic management as: “the usual strand among company’s actions and product-market that describes the vital flora of business that the company was or prearranged to be in future”. Ansoff (1965) iterates the cohesion of method that occurs in varied company activities including the products and markets that describes the present and premeditated flora of business.

Strategic management has changed into a relatively more urbane and possibly more influential tool (Stoney, 2001). The various phases of management strategy include:

Phase 1 - Rudimentary monetary schedule: Pursue relatively improved operative control by endeavoring to achieve budget level; Phase 2 - Estimate reliant strategy: pursuing relatively efficient preparation for progression by striving to forecast the forthcoming beyond coming year; Phase 3 - Outwardly nurtured strategy: pursuing growing receptiveness to markets and rivalry by striving to deliberate tactically; and Phase 4 - Strategic management: Looking for a reasonable gain and a fruitful future by handling all assets. Phase 4 in the development of the strategic management comprises a deliberation of policy execution and assessment and control, additionally to the highlighting of the strategic preparation in Phase 3. Overall Electronic, a pioneer of the strategic preparation, headed to evolution from the strategic scheduling to strategic administration during the 1980s. Many companies the world over in the 1990s had also begun the adaptation to strategic administration (Porter, 2001). Strategic administration has now changed to the phase that its basic worth is to aid the companies work effectively in vibrant, multifaceted setting. To be reasonable in vibrant atmosphere, companies are required to be relatively less complex and more supple (Soeparto et al., 2007). In steady atmospheres such as those



that have occurred in the past, a viable policy merely encompassed describing a viable situation and then shielding it.

The strategic administration procedure needs capable persons to safeguard its triumph (Stahl & Grigsby, 1992). The highest rank administration of a company has requisite role to warrant the company's achievement and overwhelmed any rivalry. Nevertheless, to be relatively more efficient, workers at every phase, not merely highest ranked administrator, are required to partake in strategic administration; skimming the atmosphere for key data (Hunger & Wheelen, 2003), indicating alterations to policies and procedures to benefit from the atmospheric changes, and working with others to unceasingly enhance work procedure, processes, and assessment methods. Strategic administration constitutes four principal modes such as atmospheric skimming, policy preparation, plan application and assessment and control (Soeparto et al., 2007).

Companies are required to develop planned suppleness: the aptitude to swing from one leading plan to other (Mutemi, Maina & Wanyoike, 2014). Planned suppleness requires a long term pledge to the growth and development of key assets. It also requires the organisation to be an erudition companies: a company capable at generating, obtaining, and moving information and at adapting its character to echo immerging gen and visions. Education organizations evade constancy via incessant self-assessment and investigations.

The seven identified best practices of strategic administration as given by the 1989 Richard Lester and the researchers at the MIT Industrial Performance Center indicated that companies are required to hasten the change from the corpus manufacture of inexpensive

consistent goods. The seven parts of the best practice were: (1) Concurrent incessant development in cost, quality, service, and merchandise revolution; (2) Breaking down administrative fences between subdivisions; (3) Eradicating sheets of administration generating compliment structural ladders; (4) Closer relations with clienteles and dealers; (5) Brainy usage of new skill; (6) Global emphasis; and (7) Refining humanoid supply expertise. The hunt for “best practices” is also referred as standardizing. This includes defining the area that need to be enhanced, finding a company that is excellent in this area, then grinding the organisation and employing its best procedures in your company.

### **2.1.1 Strategic Management Process**

Strategic administration is intended to efficiently relay the company to its setting. The setting encompasses political, social, technological, and commercial rudiments (Sharplin, 1985). Numerous planned administration replicas were presented by Sharplin (1985), Greenley (1989), Certo and Peter (1991), Stahl and Grigsby (1992), David (1997), and also Hunger and Wheelen (2003). Yet, it is witnessed that typical of strategic administration are dissimilar, the activities that are complicated are really alike. The mainstream of researchers put plan preparation, execution of company’s policies and strategic mechanism centralizes on their models. Planning stratagem and atmospheric assessment stage are also crucial and most of the researchers employ this stage under preparation stage (Stahl & Grigsby, 1992; David, 1997).

Usually, planned administration procedure can be alienated into three stages, i.e., policy preparation, policy employment and policy assessment (Fogg, 1994). The preparation stage is a plan with the purpose of safeguarding that companies attain their purposes (Certo

& Peter, 1991). Stratagem preparation constitutes determining the business to follow, the mode to distribute available assets deprived of aggressive coups and whether to enter the Global markets (David, 1997). David (1997) added that strategy preparation stage encompasses change of a task statement, documentation of exterior prospects and intimidations, willpower of interior fortes and faintness, founding long-term purposes, producing substitute policies, and selecting the finest strategy to be employed. In the subsequent phase, is the execution stage that pledges events in agreement to strategic policies (Sharplin, 1985). This necessitates companies to create purposes, invent rules, inspire workers, and distribute assets to perform expressed policies. Policy preparation constitutes executing a situational assessment, self-assessment and rivals assessment: both interior and exterior; both micro-atmosphere and macro-atmosphere (Fogg, 1994). Certo and Peter (1991) suggested that in the absence of efficient policy execution, companies are rarely able to achieve the merits of undertaking a company assessment, putting up company course, and articulating company policy. Lastly, is the evaluation and control phase that requires information to be obtained on strategic performance and comparing it with existing standards (Certo and Peter, 1991). Based on the study of Ansoff (1970), it is suggested that strategy application procedures engulfs distribution and manning of adequate assets, founding a shackle of knowledge or some substitute assembly, conveying roles of precise jobs or procedures to precise persons or clusters, it also includes manning the procedures. This constitute nursing fallouts, likening to best standard practices, assessing the effectiveness and competence of the procedures, guiding for changes, and ensuring changes to the procedures as it becomes essential. The process of applying precise programmes encompasses obtaining the necessary asset, mounting the procedures, preparing, procedure examination, certification, and integration with bequest procedures. Assessment is achieved through the reviewing of the existing policies, determining

performance and winning counteractive activities. Strategy assessment is required to achieve success nowadays, is not a measure of success tomorrow. Achievement continuously generates new and varying obstacles; self-satisfied companies witness collapse (David, 1997). Strategy assessment stage examines the efficacy of the company's policies. It is tremendously crucial to perform a SWOT assessment to determine the fortes, faintness, chances and threats of the company under consideration (Aosa, 1992). This might necessitate the taking of some level of protective actions to alter the whole tactics.

### **2.1.3 Strategic Management Schools**

The theme of planned administration is in the diffident of development procedures. In the sequence of its revolution, many elements of rational thinking are developing which slowly brings conjunction of ideas. Selznick (1975), Andrew (1965) and Kazim (2002) expatiates the various schools of studies from varying ways.

**The Design School:** the design faculty distinguishes strategy creation as a procedure of outsets established largely in the later parts of 1950's and 60's. With this faculty, strategy is regarded as somewhat unique, that is in the nature of a prearranged viewpoint. The CEO as the key draftsman leads the procedures of strategy preparation. The procedures of strategy preparation are modest and relaxed and founded on opinion and rational.

**The Planning School:** The planning faculty that emerged in the 1960s understands strategy preparation as prescribed procedures. Underneath this faculty, strategy is regarded as a policies alienated into sub-plans and activities. The organizers play the major function



in the strategy preparation. The procedures of strategy preparation are planned and reflected. Additional crucial funder of this faculty is Ansoft (1965).

**The Positioning School:** This faculty recognizes strategy preparation as a logical procedures established primarily in the 1970's and 80's. With this faculty, strategy is regarded as a group of structured unaffected sites selected by a company on the premises of an assessment of the rivalry and the business sector in which they exist. The forecasters perform major function in the strategy preparation. The procedure of strategy preparation is investigative, orderly and thoughtful. The key funders to the locating school are Hatten (1970s), and Porter (1980s).

**The Entrepreneurial School:** This faculty regards strategy preparation as a unrealistic procedures established principally in the 1950s. With this faculty, plan is regarded as the result of individual and exclusive viewpoint frequently intended to create a niche. The principal character in strategy preparation is executed by the businessperson. The procedures of strategy preparation are instinctive, unrealistic and mainly thoughtful. The principal funders to this faculty are Schumpeter (1950s), Cole (1959) and many others.

**The Cognitive School:** this school of thought regards strategy preparation as a psychological procedure, established primarily in the 1940s and 50s. With this faculty, strategy is regarded as a single conception that is the result of a psychological viewpoint. The procedure of strategy preparation is psychological and developing. The crucial funders to the reasoning faculty are Simon (1947 and 1957) and Tharda and Simon (1958).



**The Learning School:** This faculty regards strategy preparation as a developing procedure has had a bequest from the 1950s via the 1970s. With this faculty, strategy is regarded as a phenomenon that is exclusive. The funder inside company whoever that it may be performs the major function. The procedures of strategy preparation are developing, relaxed and disordered. The key funders of this faculty include Lindblom (1959, 1960), Cyert and March (1963).

**The Power School:** this faculty of thought regards strategy preparation as deliberation procedures, established principally during the 1970s and 80s. Under this faculty, strategy is regarded as party-political and accommodating procedures. The funder character in strategy preparation is performed by whichever individual in the organisational lead role. The procedures of strategy preparation are disordered, containing struggle, hostility and collaboration. At the small phase, the procedures of strategy preparation are developing whist at the large phase, it is thoughtful. Key funders of this faculty are Allison (1971) and Ashley (1984).

**The Cultural School:** this faculty of thought, established in the 1960s, regard strategy preparation as a cooperative procedures established principally in the 1960s. With this faculty, strategy is regarded as an exclusive and cooperative viewpoint. The funder function in strategy preparation is executed by the collectivity established in the company. The procedures of strategy preparation are philosophical inhibited, cooperative and thoughtful. The key funders of this faculty are Rhenman and Norman (late 1960s).

**The Environment School:** This faculty regards strategy preparation as a responsive procedure, established principally in the later parts of the 1960s and 70s. With this faculty,

strategies inhabit an exact place or role relative to the setting as an object. The funder is inert and executed and hence, developing. The key funder of this faculty are Hannan and Freeman (1977) and contingency theorists like Pugh et al. (late 1970s).

**The Configuration School:** This faculty regards strategy preparation as a transformative procedures established in the 1960s and 1970s. With this faculty, strategy is regarded in relative to a precise setting and thus might be in a nature that matches to any procedures envisioned under any of the other nine faculties. The procedures of strategy preparation are cooperative, occasional and chronological. Furthermore, the procedure may integrate the rudiments jagged out under the other nine faculties. The key funders to this faculty are Chandler (1962), Mintzberg and Miller (late 1970).

#### 2.1.4 Strategy Management Dynamics

Chandan (2002) suggested that there are three forms of situations in which the strategic strains are to be established. These are: a) Strategy of inevitability; b) Strategy of risk; and c) Strategy of ambiguity.

**Strategy under Certainty:** This is regarded as the humblest type of choice-making. The situation of inevitability occurs when there is no hesitation with regard to the truthful root of a specific choice, and its result can be foretold precisely. There is just one state of flora for each alternate sequence of activities and there is comprehensive and precise information on the result of every strategic alternate.

**Strategic Decision under Risk:** A situation of danger happens when a strategic choice is required be established on the premises of imperfect but dependable data. At this juncture,

there is no longer just a single result for a single strategy but various potential results where the odds of each result is known, premeditated or allotted and a predictable worth for each alternate or strategy is acquired. The strategy that produces the finest predictable worth is designated as a choice. The choice difficulty is established in the pattern of matrix. A matrix is basically a plane collections of figures organized in rows and columns. The rows signify the mutable to the choice maker and the columns epitomize the conditions of environment. The matrix may be in the nature of a pay-off matrix or in the nature of a chance cost matrix. Considering the pay-off of individual row and column signifies the pay-off or revenues for a defined strategy and its associated condition of setting. Individual condition of setting is designated a probable occurrence value that classifies the probability that such a condition of setting might occur. Characteristically, in numerous organizational difficulties, the odds of numerous conditions of setting are known by virtue of defining how often they happened in previous years.

**Strategic Decision Making Under Uncertainty:** The circumstances of doubt make the choice taking procedure relatively more complex. The choice creator or tactician has no view or gen of the odds of numerous conditions of setting and thereby the anticipated values of numerous alternates present difficulty in calculation. Such obstacles emerge whenever there are no grounds in the previous happenings for calculating such occurrences. For instance, in the situation of marketing newly produced goods, it is extremely hindering to make rulings as to the price the product will go for in varying settings or about odds of these prearranged amounts in these settings so as to obtain the required profit. Under such a condition, no one finest standard exist for choosing a suitable strategy. Nevertheless, there are a numerous of standards, individually vindicated by

rationale and is a utility key to the company's strategist. The strategy choice making primarily relies on the standard to be employed. These standards include:

**a) Pessimism Criterion:** This standard as stated by Chandan (2002) was produced by Abraham Wald; it is also regarded as Wald Standard or maximizes the minimum benefits. This is a conventional method to an essentially problematic state, and the tactician perceives that whatsoever substitute is picked, the poorest will occur. For individual benefits of each sequence of activities, with individual condition of setting, the tactician selects the poorest occurrences, so that there may be a worth of the worst result for individual sequences of activities and the choice maker may select the uppermost value among them.

**b) Criterion of Optimism:** This standard is reliant on maximax code that exploits the supreme results for individual strategic alternate. The tactician perceives that for individual sequence of activities, the finest condition of setting may occur, according them finest of individual tactics so that they may select the finest of the finest.

Nevertheless, a lucid tactician may not all the time be wholly idealist under every condition. To overwhelm this obstacle, Hurwicz (1951) suggest the view of notch of hopefulness or constant of hopefulness, the worth of which is reliant on the behaviour and perception of the tactician. Hurwicz (1951) further called this coefficient an Alpha ( $\alpha$ ), and it is calculated on 0 to 1 gauge. The value of 1 is regarded as complete optimist and 0 a complete pessimist. For a tactician, who is neither a pessimist nor an optimist, the alpha value would lie in between 0 and 1, reliant on the degree of pessimism or optimism.



c) **Criterion of Regret:** This form of standard is regarded as unrestrained standard and it reduces the maximum remorse of not selecting rightly and employs the chance cost matrix to establish the choice. For individual sequence of activities, there are charges inherited in selecting the prospect of having a varying sequence of activities after condition of setting have been established. These varying charges are actually doubts of not selecting the finest sequence of activities. From the maximum regret for individual sequence of activities, choice of the smallest valued regret and the consistent sequences of activities.

d) **Laplace Tactics:** The Laplace tactics perceives that every condition of setting is similar in likelihood of occurrence. This implies that the tactician has no single result that is more likely to happen than others. Therefore, the two are the case of pay-off matrix in addition to forgone cost matrix; every condition of setting has the similar prospect of happening.

e) **Decision under Conflict:** These choices under battle type foundation of games philosophy. The games with whole battle of interest are regarded as zero sum games, in which the benefits of the choice maker equal the cost of the adversary. For instance, if the Marketer of an organisation desires to enhance the market portion of their goods, it may be at the disadvantage of the market share of their rivalries.

## 2.2 Strategic Management in the Educational Sector

Modified from the arenas of commercial and non-profit administration, strategic administration methods have progressed idiosyncratic and significant rudiments so as to perform positively in the educational realm. For example, Meyer (2002) suggest that finest tactic administrative methods signified a more decision-making change rising from the



essential of border location: 'as "the educational sector" arrives to take on a numerous of descriptions, educational faculty heads require to describe and re-describe the forms of action that needs to be "inside" or "outside" the company's domain. The managers in modern days employ in their choice of the educational institutions objectives phase in footings of choosiness and discernibility, its central capabilities, its long-term assignment, and short-terms goalmouths as they classify crucial contestants and associates. Evidently, such a noticeable alteration has not happened deprived of obstacles. Strategic activities require a grade of dominant third class and structural agreement for which the educational institution, with its culture of feeble key administration and shared (consensual) kind of choice has characteristically been equipped below standard (Meyer, 2002). Nevertheless as educational organizations approaches a more professional in their activities, so the instruments and methods of this world are accordingly integrated by educational organisation's administrator chiefly as respects the deliveries of capitals.

Furthermore, Yokoyama (2006) unambiguously compared this tendency of businesslike educational institutions to shift from collegiality to managerialism. Gregory (2008) also suggested that this change from collegiality to managerialism might be regarded as alternative dimension of strategic preparation progress disappointment accredited to the absence of comprehension of strategic progression procedures activated at varying systemic phases. Moreover, these changes signify the disintegration between varying systemic section.

Gregory (2008) suggests that in the educational atmosphere may be the presence of a strategic policies being regarded as the physical indication that the theme cluster had settled on its strategic policies that might be held answerable and that may also be

employed for the determination of administration control; but this is to grant the text a doubtful ontological rank. As such, in reconnoitering the strategy progression procedures in the situation of academic arenas, if done from a morally procedural viewpoint is, contended by Seddon (2008) to employ a prevalent stage “tool headed”. Furthermore, it characterizes a disappointment to tackle the procedures methodologically by abandoning the fundamentally ancient and communal embeddedness of the scheme connecting deliberation of determination of both with regard to the individuals tangled and the broader setting.

The overall procedures of strategic preparation and planning are demonstrated at the operative level into unbending assignment distribution arrangements that meaningfully intrude on the daily operations and specialized autonomy of researchers. On the context of the strategic progress procedures in educational organizations, arrangement is single crucial feature when reconnoitering the thought of plan application efficiency (Sullivan & Richardson, 2011). The significance of bring into line strategic preparation and valuation to accomplish organisational efficacy is progressively documented by academic supremos (Hollowell et al., 2006). In specific definition, there is mounting indication that the prevailing academic organisations can achieve substantially from strategic schematic modules that assimilates an institutions assignment and missionbased strategic policy creativities with rehearsal and result evaluation at the component phase (Middaugh 2010). Modules of such nature include continuing atmospheric skimming and situation preparation, obviously enclosed planned results allied with single persons and group routine result, the formation of a philosophy of incessant result evaluation, discourse, likeness, and flexibility to alterations (Aloi 2005; Hollowell et al. 2006; Morrill 2010; Wieringen 1999).

Moreover, managerial and academic sustenance components have develop into progressively affianced in the progression of yearly aims and purposes at the departmental phase. Nevertheless, the actions of the institutions are not continuously allied with organisational strategic schematic aims and purposes (Sullivan & Wilds 2001). Numerous of the hindrances related with making a philosophy of valuation have been recognized in the works related with student studying environment (Palomba & Banta 1999; Suskie 2004), nonetheless it appears evidently that the similar constraints apply to the manufacture of a tradition of evaluation in managerial units (Hollowell et al. 2006; Middaugh 2010). In this vein, Sullivan and Richardson (2011) suggest that scholars in academic organisations can uphold strategic schemes crucial via the promotion and valuation of personal influences, linking performance assessment to precise strategic schematic aims, and maintaining communal unit and organisational strategic procedures pertinent and tortious.

Fundamentally, tactical organization as a specific form of administration; should be participating, perilous, progressive, resulting to organisational procedures that pursue fundamentally to improve the possible for alteration in an academic organisations. This possibly relies on the expertise, the philosophies culturing the behavior of all stakeholders pertaining, the institutions and administrative techniques and the linkage of relatives and their superiority. Therefore, strategic administration struggles to announce and withstand ability for adjustment, and cooperative erudition about alterations at every policymaking phase. It trusts on institutional techniques, on a rock-hard and evident assurance on the part of managers in emerging sequence of activities that is a fundamental component of effectual technique of management. The method inspires dispersed inventiveness,

upgrading, novelty, individual participation, nonetheless also co-operation, the alteration of info, and linkage action, with a continuous anxiety for excellence and the broadest likely broadcast of assessment approaches and excellence principles. This pattern is gradually taking the prime center in the Ghanaian private educational sector due to the fierce competition.

As stated, there is no standardized strategic administrative structure (Sullivan & Richardson, 2011). All individual academic organizations contain their own kind of management, arrangements, culture, and involvement and in particular, its exercise of management and the usage of management tools, such as strategic planning. In this sense, looking into the crucial dimensions of strategic management of private educational institutions in Kumasi metropolis, brings the persuasion that educational institutions strategic management should be done focusing on their specific organizational environment and as a result, special attention goes to the astounding power of networking: more and more a modern and standard educational institutions appears as a set of overlapping networks kept together by a broadly shared mission.

### **2.3 Empirical literature on the effect of strategic management practices on performance**

It is conceptualized that organizations that have viably grasped key administration, records better outcome when contrasted with those that have not. Hofer and Schendel (1978), Henderson (1979), Greenley (1986), Miller and Cardinal (1994) and David (1997) contend that organizations record enhanced execution once they viably grasp strategic management practices. Completing the different strides in the strategic management process is relied upon to encourage the acknowledgment of organizational efficiency. By



defining an organization's purpose and objectives, strategic management gives guidance to the organization and improves coordination and control of organization activities. McCarthy and Minichiello (1996), note that a company's strategy provides a central purpose and direction to the activities of the organization and to the people who work in it. Howe (1986) and Kotter (1996) argue that the primary goal of strategic management practice is to guide the organization in setting out its strategic intent and priorities and refocus itself towards realizing the same.

Mintzberg suggest that parastatals needs consideration in the process of establishing organisational capabilities and abilities to possess the required assets to comprehend, challenge and rejoin to unanticipated alteration in the market so as to safeguard better institutional performance. Pruzan (2001) suggest that performance needs to be allied with developing policies that improve organisational abilities. Grant (2000) perceives that assimilating performance in the strategic administrative procedures by mounting long term aims, enhancing the comprehension of the intricacy of a reasonable atmosphere, and aiding in the progression of abilities and assets to investigate and alter as a parastatal, influence the implementation process fruitful strategy in the parastatals. Fan (2005) suggest that the achievements of a prastatal is reliant on the affiliation with its primus partners, comprehending the economical atmosphere, image and standing established on pellucidity, gen, communiqué and reportage performs. Numerous empirical studies in the field of strategic management practices have assessed the relationship between such practices and performance of organisations and human capital.

Such studies include those by Koesmargono (2004), Soeparto et al. (2007), Mutemi, Maina and Wanyoike (2014), Sasaka, Namusonge and Sakwa (2014) and many others.

Among the initial researches is that one conducted by Thune and House in the 1970s. Thune and House (1970) studied 36 organisations embracing the method of evaluating the performance of each individual organisation both before and after formal strategic management implementation. This encompassed both formal and informal organizers. The contrast showed that formal organizers outclassed the informal planners on all the performance evaluation method that was employed. Herold (1972) in an effort to evaluate the study of Thune and House (1970), surveyed 10 organisations, likening performance of informal and formal organisers over a 7-year era. Considering the survey findings, Herold (1972) suggested that formal planners outperform informal planners and hence, supporting the results of Thune and House (1970). Gershefski (1970) in his study likened the improvement of sales in organisations over a 5-year eras before strategic planning implementation, and over a period of 5 years after strategic planning implementation. The findings of the appraisal promulgated Gershefski (1970) to suggest that organisations with formal strategic procedures outclassed organisations with limited formalised planning procedures. Ansoff (1970) also examined ninety three companies employing numerous constructs of financial measurement. The result of the study indicated that organisations that employ strategic planning procedures extensively, outclass the other organisations. Karger and Malik (1975), employing a comparable method also likened the figures of a variety of constructs of organizers to that of the nonplanners and concluded that planners outclassed the non-planners.

Greenley (1986) evaluated data from 9 USA and UK manufacturing companies on the association between strategic planning and organisational performance and came out with mixed result, with five studies confirming the presence of the association while the rest

conclude that higher levels of performance do not essentially relate to the application of strategic administrative procedures.

Additional possible related concept that has a relatively higher instinctive entreaty as an element that affects the relationship between strategic planning and organisational performance is the environmental atmosphere of the company (Priem et al., 1995; Slevin and Covin, 1997; Andersen, 2004a). The environmental atmosphere of the firm is usually considered as those elements influencing the firm far above the control of the administrative staff (Shrader et al., 1984). Greenley and Foxall (1997) realizes that although researchers have shown that some elements of strategic management are related to organisational performance, theory also forecasts that these relations eventually is influenced by outside atmospheric effects (Boyd et al., 1993; Hansen and Wernerfelt, 1989).

Miller and Cardinal (1994) employed a meta-analytic method using information from 26 formerly issued researches and suggested that strategic preparation affected firm's performance positively. Caeldries and VanDierdonck (1988) studies 82 companies from Belgium and suggested that there is a relationship between strategic planning and organisational performance. The researches further suggested that strategic planning allows companies to fortify its position in the market, and enables amalgamation and harmonization of organisational behaviour. Pealtie (1993) perceived that the key factor behind the employment of a structured and planned strategy is to enhance firm's performance via the progress and application of healthier plans.

Koesmargono (2004) points out that there is a significant relationship between organisational efficiency, ideas of preparation and goal pegging and the strategic administration procedure such as creating the task and affirming goals and purposes. The research therefore reveals that there is a strong correlation between the requirement for suppleness and the altering atmospheric environment.

In summary, it is evident that strategic management practices of organisations have significant influence on performance. Some of the major strategic management practices of many organisations studied by the authors reviewed include strategic planning practices, strategic corporate governance practices, strategic competitive practices, strategic total quality management practices, investment in personnel and skills, competitor responses, management of customer loyalty and product differentiation.

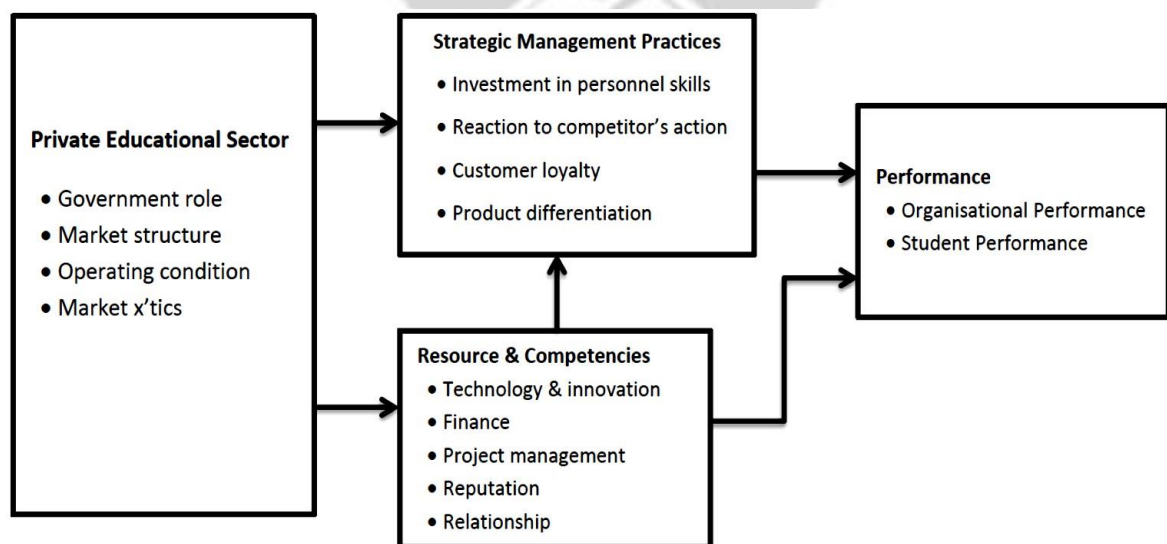
## **2.4 Conceptual Framework of the Study**

For this study with all the performance indicators used, performance will tend to increase significantly as the level of strategic management practices increase. In conclusion, this study suggests that an efficient and effective strategic management system can increase performance. In order to specifically address the arising research gaps, this section presents the conceptual framework that guides the study. Leaders should be at the forefront in dealing with sensitive issues in strategy such as resource mobilization, restructuring, culture changes, technological changes, process changes, and leadership changes. A well-developed strategy coupled with proper execution will result in the organisation's success. The study is built on the background of the private educational sector. The private educational sector in modern Ghana is witnessing extensive growth and fierce competition that calls for appropriate and effective strategic management practices to survive in the



pertaining environment. The structure and characteristics of the private educational sector and the operational conditions are influenced by government role. However, all the mentioned factors pertaining in the educational sector affects the resources and competencies of the personnel and also influences the kind of strategic management practices. Strategic management practices of individual educational institutions such as investment in personnel skills, reaction to competitor's action, customer loyalty and product differentiation influences both organisational performance and student performance. The established framework therefore provides the basis for the current study. The conceptual framework is therefore presented in Figure 2.1.

**Figure 2.1: Conceptual Framework**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview of Methodology**

This section analyzes the research procedure adopted in the thesis. It reflects the research plan, the populace and the sample, and sampling method. It also summarizes the explanations for the adoption of the case study method. It again offers an outline of the data collection methods used, and how the data was analyzed. The last section of the chapter discusses the validity and reliability issues that enhance the quality standard of the research.

#### **3.2 Research Design**

According to Polit et al. (2001) the research design or plan is an overall plan for conducting the study in order to answer the research question(s). The research design indicates the steps which will be followed in conducting the research. The study adopted both quantitative and qualitative approach. Amaratunga et al. (2002) provide in their article that qualitative and quantitative data can be used to complement each in a single research study. Amaratunga et al. (2002) added that qualitative and quantitative methodologies do not oppose rather they focus on the different scopes of the same phenomenon. They also emphasize that quantitative and qualitative research can be combined in a way that one can cover the weaknesses of the other. The qualitative approach involved gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Hyde, 2000). It also employs pictorials such as graphs and charts to assist the reader in understanding the data distribution. The quantitative approach to this study involved the employment of inferential analytical methods.

The study also adopted a case study approach to investigate the strategic management practices of private educational institutions in Kumasi metropolis. The study employed a single case scenario of the International Community School (ICS) in the Kumasi metropolis. A case study is ‘an experimental enquiry that examines a modern phenomenon within its real-life context, especially when the borders between phenomenon and context are not obviously evident’ and it ‘relies on multiple sources of evidence’ (Yin, 1994). Case studies typically combine data collection techniques such as interviews, observations, questionnaires, documents and text analysis. The case study is commonly applied in a field-based research to describe and develop knowledge that are based on data from the real world conditions, aiming to bridge the gap between management theory and practice (Flynn et al., 1990; McCutcheon and Meredith, 1993).

### **3.3 Population of the Study**

A population is a group of individuals, persons, objects, or items from which samples are taken for measurement (Saunders et al., 2009:101). Target population is the whole collection of individuals you want to collate information. To design a useful research project, there is the need to be explicit about the scope and place of your target population. Based on this, the targeted population for this research comprised all teachers of the International Community School (ICS) in the Kumasi metropolis. The International Community School has 18 teachers in the pre-school level, 35 teachers in the primary school level, 16 teachers at middle school level and 24 teachers at the ‘O’ and ‘A’ Levels and a head teacher at each school level ([www.ics-ghana.org](http://www.ics-ghana.org)). The school therefore has 71 main teachers and 22 classroom assistant teachers and 4 head teachers.

The population distribution of the teachers of the International Community School at the major four levels is presented in Table 3.1.

**Table 3.1: Private Schools in the Kumasi Metropolis**

<b>International Community School</b>	<b>Main Teachers</b>	<b>Assistant Teachers</b>	<b>Head teachers</b>	<b>Total</b>
Pre-school	9	9	1	19
Primary school	22	13	1	36
Middle school	16	0	1	17
‘O’ Level & ‘A’ Level	24	0	1	25
Total	71	22	4	97

Source: www.ics-ghana.org

### 3.4 Sample and Sampling Technique

A sample size is essential to research especially in analysis. The reason being as Miles and Huberman (1994) put it "researchers cannot study everyone everywhere doing everything". Kumar (2008) further iterates the idea by explaining that a sample is a subgroup of the population which is an ideal representative of the entire population. It is difficult for a researcher to usually observe directly every member in the population been studied. Instead, they collect data from a subset of individuals (a sample) and use those observations to make inferences about the entire population (Zigmund 2003, pp.88). Therefore, out of the total target population, sample size of 85 teachers including the head teachers was studied to seek their perception on the strategic management practices of the International Community School. The sample distribution of the study at the four major levels of the school is presented in Table 3.2. The current study estimates the appropriate sample size by employing deVaus finite population formula approach (deVaus, 2002). The deVaus formula for calculating the appropriate sample size is given as:

$$n = \frac{N}{1 + N(\frac{1}{n_2})}$$

where;  $n$  =

Sample size

$N$  = Sample Frame



□□ Confidence Level

$$n_1 = \frac{71}{1.1775} \approx 60 \text{ Main Teachers}$$

$$1.71 \cdot 0.05 \approx 0.0855$$

$$n_2 = \frac{22}{1.055} \approx 21 \text{ Assistant Teachers}$$

$$n_1 + n_2 = 60 + 21 = 81 \text{ Teachers of ICS}_1$$

**Table 3.2: Sample Size Distribution**

International Community School	Proportion to N	Main Teachers	Assistant Teachers	Head teachers	Sample size
Pre-school	0.21	8	9	1	18
Primary school	0.38	19	12	1	32
Middle school	0.16	13	0	1	14
'O' Level & 'A' Level	0.25	20	0	1	21
Total		60	21	4	85

The current study employed a multistage sampling procedure in the selection of 81 classroom teachers from the four different levels of the International Community School in the Kumasi Metropolis. A multistage sampling procedure is appropriate in an attempt to avoid the use of all sample units in all selected clusters (Saunders et al., 2009). Furthermore, multistage sampling avoids unnecessary and perhaps high cost associated with traditional cluster sampling.

In the first stage, the teachers of the International Community School were stratified under the four major levels of the school. The teachers were also further stratified under two main

groups of teachers in the school: Main classroom teachers and assistant classroom teachers. Stratification was employed for the reasons below: ensuring sample representation of the target population. It reduces standard error or estimates. It can as well give higher precision with the same sample size, and thus makes data collection easier (Saunders et al., 2009). The stratum was based on levels of the International Community School in the Kumasi metropolis. In the second stage, the proportion of the sample size allotted to each level of the International Community School were sampled through a simple random sampling by balloting after obtaining a sampling frame from the HR department of the school. However, all heads of the various levels of the school were also included in the study. The questionnaire for the teachers was developed to include only closed-ended questions with the desire to capture the various objectives of the study.

### **3.5 Data Collection**

Data collection instrument used were questionnaires and interview. These tools aided in the collection of both quantitative and qualitative data for the study. According to Voss et al. (2002), an underlying principle of data collection in case research is triangulation; meaning the use of different methods to study the same phenomenon. It was noted that the combination of methods and sources in collecting data could enhance the reliability and validity of evidence (Jick, 1979; Voss et al., 2002). Thus, this section describes various methods and techniques used during the data collection process. Different types of auxiliary information were acquired from evaluating diaries, distributions and writing significant to the topic of this examination. Daily paper source and authority arrangement archives with pertinence to the subject were additionally counseled. The electronic data from various World Wide Web (www) sites were also utilized widely for state-of-the-art materials on the theme.

### 3.5.1 Questionnaire

The research depended on structured questionnaire for collecting data for answering the objectives set for the study. The questionnaire was developed and built on closed questions. The closed ended questions were used to test the rating of various attributes and this helped in reducing the number of related responses in order to obtain more varied responses. The questionnaire was self-administered on a face-to-face basis with the sampled classroom teachers of the International Community School.

The questionnaire had five sections: (1) the first section had to do with the respondent's demographic characteristics such as age, sex, educational level, and years of working experience in the educational sector, (2) the second section of the questionnaire provides items to determine the strategic management practices adopted by the International Community School, (3) the third section provides items to discuss the factors influencing the strategy implementation of the International Community School, and (4) the fourth section examined the effect of strategic management practices on performance of the school and students, and (5) the fifth section provided several statements in an attempt to discuss the perception of the teachers on the reasons for strategic management failure. Teachers were to choose from 1 (strongly disagree) to 5 (strongly agree) for all items. For reliability of the questionnaire, questions generated were pretested on a sample of 10 teachers of a private school (Lutheran School) at Kwadaso Estate. The reliability of the study was checked through a Cronbach Alpha analysis. The teachers fill out the initial surveys based on the strategic management practices adapted by the school, and their effect on performance of the school and students. The survey took about five to ten minutes to finish. By administering the pre-test, it was ensured that the items measured in the study

reflected actual interactions and expectations from the respondents interviewed. Results from the pre-test investigation demonstrated that the respondents saw a percentage of the items as measuring the same builds, which brought about some minor changes in both the inquiries and the (wording of) items.

### 3.5.2 Interview

According to Kvale (1996), the qualitative research interview attempts “to understand the world from the subjects’ points of view, to unfold the meaning of peoples’ experiences, to uncover their lived world” (1996:1). Further, qualitative research interviews enable a researcher to “see the research topic from the perspective of the interviewee” (King, 2004: 11). In accord with the research questions, in-depth interviews were conducted with the 4 head teachers from each school level of the International Community School in Kumasi. The selection of these interviewees is justified on the premises that there the investigator has the right as to the ideal number of interviewees to be sampled. These interviewees are relatively well informed in-terms of the management practices of the school. Moreover, some qualitative research takes a positivist stance, tending to adopt the approach, “the more interviews, the more scientific” (Kvale, 1996: 103).

A semi-structured approach to the interviews was chosen. Babbie (2005) records one major advantage of this approach to be flexibility. This offers the interviewee autonomy to express views. To tackle all research questions, interview schedule was made to guide discussion and narrow the chance of important topics being abandoned. As Babbie (2005) cautions: “it is vital for the qualitative interviewer to be fully familiar with the questions to be asked” (2005: 314).



The interview with the head teacher of each school level lasted for 50 minutes after which reflective interview notes were made. Each interview was recorded on to tape and translated subsequently into Microsoft Word. The above process gives additional opportunity to reflect on the content of the numerous interviews.

### **3.5.3 Data Collection Procedure**

This procedure began with the administration of questionnaires by sending a prior notice to the sampled teachers and the heads of the various levels of the school on the 9<sup>th</sup> of March, 2015, informing them of the general objective of the study and its significance to society and the educational sector. In accordance with the response received on the 16<sup>th</sup> of March, 2015, two months was granted the sampled teachers for the administration of the questionnaires. The administration of the questionnaires took 15 minutes with each teacher. Between 6<sup>th</sup> April, 2015 and 8<sup>th</sup> June, 2015; the first batch of the questionnaires were administered to 48 of the sampled teachers of the pre-school and the primary school levels. The second batch of questionnaires was also administered to 33 of the sampled teachers of the Middle School, 'O' Level and 'A' Level in the ensuing days of May 4 to June 5, 2015. The interview was held with the head teachers of the four school levels of the ICS on 20th May, 2015.

### **3.5.4 Data Preparation, Collation and Processing**

As Miles and Huberman (1994) state, “differentiating and combining data, and then reflecting on that data, is “the stuff of analysis” (Miles & Huberman, 1994: 56). This step in the qualitative research process typically involves assigning descriptive and inferential tags or codes to data (Bryman & Bell, 2007; Flick, 2002). The data analysis for the research commenced with a preliminary set of codes based on the perceptual framework, the

research aim and questions, and the key factors from the literature review. As Robson and Hedges (1993) advice, a procedure of returning to the information was embraced, whereby the information were ceaselessly reconsidered and re-assessed. The codes were then refined and revised as the analysis progressed. Some codes ‘decayed’ and were dropped, while others ultimately proved important enough to be included in the study.

Coded information on responses was sustained into the PC based system, Statistical Package for Social Sciences (SPSS), version 17 for display and analysis. The said programme produced figures, frequencies, rates and tables to show results of the data analysis. However, for the data obtained via the interview with the head of the administration of the school, narrative analytical method was employed.

### 3.6 Data Analysis

The collated primary data was processed and analysed using the Statistical Software Programme for Social Sciences (SPSS version 17). The objective one and two of the study were analysed descriptively. The descriptive analysis conducted made use of ratios and frequencies, and mean values for discussing the key variables involved. The inferential analysis with regards to the effect of strategic management practices in the private educational institutions on staff and student performance was performed using multiple regression analysis. However, the reasons for strategic management practices failure were ranked with the aid of the Kendall’s rank test analysis. Kendall’s coefficient of concordance (W) measures the connection among numerous (p) judges who are assessing a given set of n objects. In the study, the judges were the various staffs from the various departments of the school. The W statistic was obtained from the formulas below:

$$12S$$

$$W = \frac{12S}{p(p^2 - 1)}$$

where n is the number of objects, p the number of judges. T is a correction factor for tied ranks (Siegel 1956, p. 234). It was estimated with the aid of the non-parametric test of K related sample which gave the various mean rank values attached to the perceived reasons. It also provided the Kendall's W, which is their agreement level and the associated p-value. The significance of the P-value indicates that the judges are in concordance or agreement.

### 3.7 Data Validity and Reliability

A research instrument can be said to be reliable base on the extent to which the instrument produces the same results when tried repeatedly. Although unreliability is constantly present to a certain degree, there will usually be a good pact of steadiness in the outcomes of a quality instrument assembled at diverse times. Reliability is the consistency of an outcome in repeated measurements (Carmines and Zeller, 1979). One method of testing for reliability is the internal consistency method. The internal consistency method offers an exclusive estimate of reliability for the specified test administration. The most popular internal consistency reliability estimate is given by Cronbach's alpha. It is expressed as  $\alpha = \frac{Np}{1+p(N-1)}$  Where N equals the number of items and p equals the mean inter item correlation. The reliability of the major constructs of the questionnaire was tested and this gave Cronbach alpha value of 0.9756.

Validity is defined as the extent to which the instrument measures what it purports to measure (Allen and Yen, 1979). Content validity pertains to the degree which the instrument fully assesses or measure the construct of interest. The questionnaire was carefully designed and tested with a few members of the population for further

improvements. This was done in order to enhance its validity and accuracy of data to be collected for the study.

### **3.8 Ethical Consideration**

De Vos (1998) defines ethics as “a set of moral principles which are suggested by an individual or group, accepted widely consequently and which offers rules and behavioral expectations about the most correct demeanor towards investigational subjects and respondents, employers, sponsors, other researchers, assistants and students”. The study considered the rights of the institution and trustworthiness of the researcher. The study has a goal of generating information through truthful behavior. To accomplish this, a written consent was obtained from the heads of the four levels of the school, informing them of the purpose and design of the study. Furthermore, it was disclosed to the respondents that the study is purely meant to placate an academic requirement and not for other reasons. Respondents’ names were not required and confidentiality was observed.



## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF RESULT**

This chapter of the study synthesizes the collated data and presents the result in an attempt to providing answers to major research questions in chapter one of the study. The major areas the chapter discusses include the background information of the respondents;



strategic management practices of International Community School, the critical factors influencing the strategic management practices of ICS, the strategic management implementation capacity of ICS, the effect of strategic management practices on the performance of ICS and the reasons for the strategic management failure of ICS. In all 81 questionnaires were distributed to the teachers of ICS-K, but 77 were returned. This therefore yielded a response rate of 95.1% and so enhances the reliability and the generalizability of the study.

#### 4.1 Socio Demographic Characteristics of Respondents

This section of the study describes the socio demographic characteristics of the surveyed teachers of the International Community School in Kumasi (ICS-K). The major demographic information discussed included gender, age of respondents, marital status, highest level of education, working experience in the educational sector and the teaching level of the teachers in the school. The result of the demographic information of the studied teachers of the ICS-K is presented in Table 4.1.

**Table 4.1: Socio Demographic Characteristics**

<b>Socio-Demographic Variables</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender of respondent</b>		
Male	24	31.2
Female	53	68.8
<b>Age of respondent</b>		
20-30 years	44	57.1
31-40 years	28	36.4
41-50 years	3	3.9
51+ years	2	2.6

**Marital status**

Single	46	59.7
Married	31	40.3
Divorced	0	0.0
Widowed	0	0.0

**Highest level of education**

Diploma	19	24.7
First degree	49	63.6
Master's degree	7	9.1
PhD	2	2.6

**Teaching level in the school**

Pre-school	15	19.5
Primary	30	39.0
Middle school	13	16.9
'O' & 'A' Levels	19	24.7

**Working experience in the educational sector**

1-5 years	50	64.9
6-10 years	21	27.3
11-15 years	4	5.2
16-20 years	0	0.0
21+ years	2	2.6

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Source: Field Survey, 2015

From Table 4.1, out of the total respondents of 77, the majority (68.8%) were females whereas 31.2% were males. This is consistent with the gender trend of the teaching population of the International Community School, Kumasi. The international community school currently has 62% of female teaching population. The majority (57.1%) of the surveyed teachers were within the age category of 20 and 30 years. Also, 36.4% of the respondents were within the age category of 31 and 40 years. It is therefore evident that the majority of the surveyed teachers were within the economic age bracket of Ghana. This implies that the majority of surveyed teachers are within the active working population of Ghana (GLSS, 2000). It is therefore not surprising that the majority (59.7%) of the respondents surveyed are currently not married. However, 40.3% of the surveyed teachers were married. The marital status of the majority of the teachers could be attributed to their

current inability to cater for financial needs of marital life and its associated social needs or challenges. Moreover, most of these respondents came out of school not long ago and therefore need to further organise their life financially and socially towards marriage.

The highest level of education of the majority (63.6%) of the surveyed teachers of the International Community School at the time of the study was first degree. However, 24.7% of the respondents have highest level of education of diploma, 9.1% have master's degree and 2.6% have PhD. It is therefore evident from the result that the minimum qualification requirement for employing teachers for the Community International School at the time of the study was diploma. Moreover, first degree and diploma qualifications are among the basic teaching requirements for teachers at the basic and secondary level of the Ghanaian education. Out of the total surveyed teachers, 19.5% were from the pre-school level, 39.0% were from the primary school, 16.9% were from the middle school and 24.7% were from the 'O' and 'A' level. The study therefore covered all levels of the Community International School to ensure total assessment of the strategic management practices of the entire school. The working experience of the majority (64.9%) of the surveyed teachers in the educational sector was between 1 and 5 years. This therefore implies that the teachers have low level of working experience in the educational sector and this is attributed to the fact that the majority are fresh graduates from the various tertiary educational institutions in Ghana.

#### **4.2 Strategic Management Practices of International Community School**

The strategic management practices of the International Community School are deliberated in this segment of the study. The sampled teachers were presented with several best strategic management practices identified from the reviewed literature to specify their level

of agreement to them as part of the key management practices of the school. The result of the section is presented in Table 4.2.

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**Table 4.2: Strategic Management Practices of ICS**

Strategic management practices	1	2	3	4	5
Employing qualified staff that possesses the right skills	0(0.0)	0(0.0)	10(13.0)	23(29.9)	44(57.1)
Continuous employee training	0(0.0)	2(2.6)	10(13.0)	19(24.7)	46(59.7)
High level of delegation of duties to staff	0(0.0)	2(2.6)	9(11.7)	29(37.7)	37(48.1)
Ensured a highly motivated workforce	4(5.2)	9(11.7)	26(33.8)	29(37.7)	9(11.7)
Employ innovative teaching methods and materials	4(5.2)	3(3.9)	10(13.0)	17(22.1)	43(55.8)
Ensured high levels of efficiency	0(0.0)	2(2.6)	12(15.6)	25(32.5)	38(49.4)
Provide international best practices education	0(0.0)	5(6.5)	9(11.7)	21(27.3)	42(54.5)
High level of labour and working conditions	1(1.3)	17(22.1)	37(48.1)	12(15.6)	10(13.0)
Provide student friendly environment	0(0.0)	5(6.5)	6(7.8)	29(37.7)	37(48.1)
Engaged in promotional activities as a reaction to competitor actions	2(2.6)	14(18.2)	26(33.8)	28(36.4)	7(9.1)
Block new market entrants to make more profits	24(31.2)	10(13.0)	17(22.1)	14(18.2)	12(15.6)
Maintenance of Ethical standards in competing with other organizations	4(5.2)	1(1.3)	15(19.5)	31(40.3)	26(33.8)
Communicated with clients often as a way of ensuring their loyalty	0(0.0)	4(5.2)	14(18.2)	22(28.6)	37(48.1)
Management actively collected feedback from customers	0(0.0)	5(6.5)	21(27.3)	28(36.4)	23(29.9)
Management improve standards and reliability to make customers come back for more business	0(0.0)	10(13.0)	8(10.4)	43(55.8)	16(20.8)
maintained levels of consistency in product nature and prices to improve customer loyalty	7(9.1)	2(2.6)	19(24.7)	43(55.8)	6(7.8)
business sold unique products in order to maintain cost leadership and maintain a high turnover	4(5.2)	11(14.3)	10(13.0)	38(49.4)	14(18.2)

Rank: [1-Strongly Disagree, 2-Disagree, 3-Fairly Agree, 4-Agree and 5-Strongly Agree]

Percentages are in Parentheses

Source: Field Survey, 2015

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From Table 4.2, out of the total surveyed teachers, the majority (57.1%) strongly agreed that the international community school employs qualified staff that possesses the right skills. The International Community School is perceived to employ stringent recruitment and selection procedures to ensure that the right caliber of staff is employed. The school principally depends on professionals with varying educational qualifications such as diploma, first degree, master's degree and PhD. The selection and recruitment criteria also emphasizes on the professional teaching experience of prospective teachers. The school also continuously ensure employee training as perceived by the majority (59.7%) of the surveyed respondents. The school has training regimen for employees to bridge the gap in terms of the skill requirements of the school. Training programmes on the various highly sophisticated teaching materials and technologies are provided to new employees. The International Community School organizes teacher training programmes by sourcing the expertise of American teachers who often spend several weeks in Ghana to share the latest educational research and the newest methodologies for teaching young children. The creation of a culture of continuous employee training is a common strategic management practice (Aloi 2005; Hollowell et al. 2006; Morrill 2010; Wieringen 1999).

There is also high level of delegation of duties among staff of the International Community School as agreed by 24.7% of the respondents and strongly agreed by 48.1% of the respondents. All employees are involved in the execution of the management practices of the International Community School to ensure greater result. A decentralised system and delegation of responsibilities to ensure optimization of performance is greatly practiced. The school employs innovative teaching methods and materials that render them some level of competitive edge in the Ghanaian educational sector as strongly agreed by the

majority (55.8%) of the surveyed respondents. The school also has special curriculum for all levels of the school that meets international standards. The International Community School ensures high level of efficiency through the provision of international best educational practices as strongly agreed by the majority (54.5%) of the respondents. The International Community School is fairly agreed by the majority (48.1%) of the surveyed respondents to have high level of labour and working conditions. The majority (48.1%) of the surveyed respondents strongly agreed to the statement that the International Community School provide friendly environment for students in the various levels. The school provides international level learning materials for students at all levels. The students are also afforded the opportunity to undertake exchange programmes with other countries including the United States, UK, South Africa, Canada etc. The Community school also engages in promotional activities as a reaction to competitor's actions as fairly agreed by the respondents. The promotional activities employed include advertisement, social responsibility programmes and many others. The international community school maintains ethical standards in competing with other organisations as indicated by the majority (74.1%) of the surveyed respondents who agreed with the statement.

The majority (76.7%) of the surveyed respondents agreed that the school communicate with clients often as a way of ensuring their loyalty. All local school board members possess positive values and integrity. These practices therefore ensure high level of loyalty among students and parents. The management of the international community school actively collects feedback from parents and students to ensure greater performance as indicated by the majority (66.3%) of the surveyed respondents who agreed with the statement. The management of the school is further perceived to be devoted to improving standards and reliability of the school environment to students, and also maintain high



level of consistency in the quality of services and prices as agreed by the majority (55.8%) of the surveyed respondents. These activities are carried out by the management of the school to ensure high level of satisfaction among students and parents so as to ensure greater level of loyalty. The International Community School is believed to offer unique services in order to maintain cost leadership and maintain high turnover as suggest by 49.4% of the surveyed respondents who agreed with the statement. The International Community School in Kumasi (ICS-K) offers the same quality of education as that of Europe and North America. The various strategic management practices suggested by Ansoff (1970) including employment of qualified staffs and continuous training, motivating the staff, better working conditions, assigning responsibility of specific tasks or processes to specific individuals or groups, and it also involves managing the process are consistent with the identified strategic management practices of the International Community School, Kumasi.

However, the International Community School rarely put in place measures to block new market entrants to make more profits as indicated by the majority's disagreement to the statement. It is evident that this measure is not possible since the school does not operate as a monopoly.

#### **4.2.1 Critical Factors Influencing the Strategic Management Practices of ICS**

This section of the study assesses the critical factors affecting the strategic management practices of the International Community School in Kumasi. To achieve this objective, the respondents were presented with several influential factors of strategic management practices identified from literature to specify their level of agreement to them as factors affecting the strategic management practices by choosing from 'Strongly Disagree' [1] to

‘Strongly Agree’ [5]. For each factor, the weight was calculated by summing up the scores given to it by the respondents, and the relative importance index (RII) was calculated by extension their rank. The results are presented in Table 4.3.

**Table 4.3: Critical Factors Influencing Strategic Management Practices**

Factors	Responses					RII		
	1	2	3	4	5	weight	RII	Rank
Response to customer feedback	1	6	14	14	42	321	0.834	1 <sup>st</sup>
Employee qualifications and skills	2	7	12	24	32	308	0.800	2 <sup>nd</sup>
Communications with clients	4	8	12	17	36	304	0.790	3 <sup>rd</sup>
Business reciprocity	2	7	19	21	28	297	0.771	4 <sup>th</sup>
Uniqueness of products	6	8	9	25	29	294	0.764	5 <sup>th</sup>
Continuous employee training	8	6	11	21	31	292	0.758	6 <sup>th</sup>
Level of delegation of duties to staff	0	14	15	21	27	292	0.758	7 <sup>th</sup>
Standards of reliability	8	7	10	21	31	291	0.756	8 <sup>th</sup>
Employee motivation	4	10	17	16	30	289	0.751	9 <sup>th</sup>
Innovative products and services	2	13	16	21	25	285	0.740	10 <sup>th</sup>
Product improvement	3	15	14	23	22	277	0.719	11 <sup>th</sup>
Maintenance of ethical standards	6	11	13	18	26	269	0.699	12 <sup>th</sup>
Cost leadership	11	31	21	8	6	198	0.514	13 <sup>th</sup>

Rank: [1-Strongly Disagree, 2-Disagree, 3-Fairly Agree, 4-Agree and 5-Strongly Agree] Source: Field Survey, 2015

From Table 4.3, a perilous reflection on the responses reveal the following results in terms of the critical factors influencing the strategic management practices of the International Community School in the descending order of rank. From the study, the school’s response to customer feedback was ranked first with a RII of 0.834. The surveyed International Community School-Kumasi has a local school board that works in collaboration with parents, students, faculty members and administration in providing for quality education.

The faculty members and administration ensures that feedbacks are given to parents and students. These activities therefore ensure greater collaboration and communication between the school authority and students and parents. The second ranked critical factor influencing the strategic management practices of the school is the employment of qualified and skilled personnel with RII value of 0.800. The International Community School has in place stringent recruitment and selection tools to employ the right caliber of labour force.

The third and fourth ranked critical factors revealed to influence the strategic management practices of the International Community School were communication with clients and business reciprocity with Relative Importance Index (RII) of 0.790 and 0.771 respectively. Effective communication is deemed by the respondents as critical factor in terms of carrying out with the strategic management practices of the school. Any form of effective communication between the school and clients are required for the school to develop its pupils to believe in themselves by nurturing and developing, incorporating and applying their talents, gifts, abilities and character. The fifth and sixth ranked critical factors revealed to influence the strategic management practices of the school were the uniqueness of the product of the school and the continuous employee training with RII values of 0.764 and 0.758 respectively. European and American teachers are often organized by the International Community School to organize training programmes in the latest educational research and the newest methodologies for teaching young children for the teachers of ICS-K.

Other critical factors revealed to influence the strategic management practices of the school were level of delegation of duties to staff, standards of reliability, employee motivation,

innovative products and services and product improvement that have relative importance index of more than 0.700. However, two factors including maintenance of ethical standards and cost leadership were found not to influence the strategic management practices of the school.

The findings of the study are dependable with the study of Sullivan and Richardson (2011) that showed that some major critical factors influencing strategic management practices are encouraging decentralized initiative, modernization, innovation, motivation, training, personal involvement, effective communication, the exchange of information, and network activity, with a constant concern for quality and the widest possible propagation of evaluation methods and quality standards. This phenomenon is not exclusive to the ICS-K but taking centre stage in the Ghanaian private educational sector due to the fierce competition.

#### 4.3 Effect of Strategic Management Practices on Performance of ICS

This section of the study discusses the effects of the strategic management practices of International Community School on the performance of the school. The section assessed the effects of such strategies on the performance of students, teachers and the school as a whole. The result of the section is presented in Table 4.4. Table 4.4 presents the responses, the weight, the RII and by extension the ranks of the various performance indicators.

**Table 4.4: Effect of Strategic Management on Performance of ICS**

	Responses					RII		
	1	2	3	4	5	Weight	RII	Rank
<b>Students performance</b>								
Positive attitude towards school activities	0	5	7	26	39	330	0.857	1 <sup>st</sup>



Reduction in absenteeism	2	3	16	35	21	301	0.782	2 <sup>nd</sup>
Improvement in examination result	2	7	24	20	24	288	0.748	3 <sup>rd</sup>
Disciplinary attitude	14	9	22	18	14	240	0.623	4 <sup>th</sup>
<b>Teachers performance</b>								
Improvement productivity	0	0	12	32	33	329	0.855	1 <sup>st</sup>
Improvement in commitment	0	3	14	28	32	320	0.831	2 <sup>nd</sup>
Reduction absenteeism	0	5	11	29	32	319	0.829	3 <sup>rd</sup>
Attitude towards work	3	7	14	26	27	298	0.774	4 <sup>th</sup>
<b>School performance</b>								
Improvement in reputation	0	7	14	20	36	316	0.821	1 <sup>st</sup>
Increase student enrollment	0	4	10	37	26	316	0.821	2 <sup>nd</sup>
maintain cost leadership and maintain a high turnover	0	2	19	29	27	312	0.810	3 <sup>rd</sup>
Improvement in profit	2	3	17	30	25	304	0.790	4 <sup>th</sup>
Improve customer loyalty	0	7	21	35	14	287	0.745	5 <sup>th</sup>

Rank: [1-Strongly Disagree, 2-Disagree, 3-Fairly Agree, 4-Agree and 5-Strongly Agree] Source: Field Survey, 2015

From Table 4.4, the result of the Relative Importance Index (RII) showed that the strategic management practices of ICS-K positively influences the positive attitude of students towards school activities as it has an RII value of 0.857 and also ranked first. The strategic management practice of ICS-K also reduces the level of absenteeism of students and improves student's examination result as these variables have RII values of 0.782 and 0.748 respectively. However, the disciplinary attitude of the students with RII value of 0.623 still falls short of the required level irrespective of the instituted strategic management practices.

The result of the table (4.4) further showed that the strategic management practice of ICS-K has improved the productivity of teachers as this performance indicator had an RII value of 0.855. Consistent with this finding, Soeparto et al. (2007) suggest that strategic

planning is a significant contributor to long term productivity. Soeparto et al. (2007) suggest that strategic practices like changing marketing orientation towards more sophisticated project, institution networking for collaboration and adopting of good governance practice affects productivity and organisation performance.

The strategic management practices also led to improvement in the commitment of the employees of the school that is ranked 2<sup>nd</sup> with an RII value of 0.831. The strategic management practices of ICS-K further led to reduction in teacher's absenteeism and improved their attitude towards work as these performance indicators had an RII value of 0.821 and 0.744 respectively. Consistent with the findings of this study, Hofer and Schendel (1978), Henderson (1979), Greenley (1986), Miller and Cardinal (1994) and David (1997) argue that firm's record improved performance once they effectively embrace strategic management practices.

The result of the table (4.4) showed that the strategic management practice of ICS-K has significantly improved the reputation of the school as this performance indicator had an RII value of 0.821. Student enrollment with RII value of 0.821 and ranked 2<sup>nd</sup> also increased with the implementation of the strategic management practices of ICS-K. The strategic management practices also led to maintenance of cost leadership and high turnover of the school as this variable had an RII value of 0.810. The study also showed that the school witnessed improvement in profit (RII value of 0.790) and customer loyalty (0.745). The study of Thune and House (1970) showed that formal planners outperform informal planners on all performance measures and this is therefore consistent with the findings of this study that shows greater performance as a result of strategic management implementation.

#### 4.3.1 Correlation between Strategic Management Practices and Performance of ICS

This section of the study assesses the relationship between the strategic management practices and performance of ICS. This relationship was assessed using the spearman rank correlation statistical tool. This statistical tool aids in the assessment of the magnitude and direction of the relationship between two variables. The possible values of the test are between -1 and 1. A result of -1 implies perfect negative correlation between the variable whereas 1 implies perfect positive correlation between the variables. However, correlation coefficient values greater than 0.5 or less than -0.5 is said to be strong correlation. The result presented in Table 4.5 is therefore discussed based on these conclusions.

**Table 4.5: Correlation between Strategic Management Practices and Performance**

<b><u>Strategic management practices</u></b>	<b><u>School P</u></b>	<b><u>Student P</u></b>	<b><u>Teachers P</u></b>
Employing qualified staff with the right skills	.562 <sup>1</sup>	.132 <sup>2</sup>	.411**
Continuous employee training	.691**	.209**	.433**
High level of delegation of duties to staff	.371**	-.016	.252*
Ensured a highly motivated workforce	.577**	.295*	.296*
Employ innovative teaching methods and materials	.111**	.244*	.217*
High level of labour and working conditions	.641**	.223	.294*
Provide student friendly environment	.262**	.101	-.185
Engaged in promotional activities	.013	-.080	-.016
Maintenance of Ethical standards	.321*	.003	.181
Communicated with clients	.301*	.492**	.132
unique products	.231**	.300*	.233

From Table 4.5, the study revealed that there is positive correlation of 0.562 between the qualified staff with the right skills employed by ICS-K and the performance of the school at a statistical significance level of 1%. A positive correlation of 0.132 was revealed

<sup>1</sup> . Correlation is significant at the 0.01 level (1-tailed)

<sup>2</sup> . Correlation is significant at the 0.05 level (1-tailed)

Source: Output from SPSS, 17

between the employment of qualified staff with the right skills and the performance of students at a statistical significance level of 5%. There was also positive correlation of 0.411 between the employment of qualified staff with the right skills and the performance of teachers at a statistical significance level of 1%. Consistent with this finding is the study of Mutemi, Maina and Wanyoike (2014) that showed that investment in personnel and skills was a key determinant strategic management practice influencing performance among small scale businesses.

The table (4.5) revealed positive correlation of 0.691 between continuous employee training and school performance at a statistical significance level of 1%. This implies that an improvement in the employee training exercises by a unit could improve the performance of the school by 0.691 units. The study also revealed positive correlation of 0.209 between continuous training of employees and the performance of the school. There was also positive correlation of 0.433 between continuous employee training and the performance of teachers at a statistical significance level of 1%.

The table (4.5) further revealed positive correlation of 0.371 between the level of delegation of duties to staff and the performance of the school at a statistical significance level of 1%. This therefore implies that a unit increase in the level of delegation of duties to staff is associated with 0.371 unit increase in the performance of the school. The study also revealed positive correlation of 0.252 between high level of delegation of duties to staff and the performance of the teachers at a statistical significance level of 5%. This therefore implies that a unit increase in the delegation of duties of staff is associated with 0.252 units increase in the performance of teachers.



The result showed that the high level of motivated workforce of ICS-K was found to positively correlate with the performance of the school at a statistical significance level of 1%. This therefore implies that a unit improvement in the level of motivation of the workforce of ICS-K is associated with 0.577 unit improvement in the performance of the school. The study revealed positive correlation of 0.295 units between the motivation of the workforce of ICS-K and the performance of students of the school at a statistical significance level of 5%. A positive correlation of 0.296 was revealed between the motivation of the workforce of ICS-K and the performance of teachers at a statistical significance level of 5%.

The study showed positive correlation of 0.111 between employment of innovative teaching methods and materials and the performance of the school at a statistical significance level of 1%. This therefore implies that a unit improvement in the innovative teaching methods and materials would lead to 0.111 unit improvement in the performance of the school. There was also positive correlation of 0.244 units between the innovative teaching methods and materials and the performance of students at a statistical significance level of 5%. The study revealed positive correlation of 0.217 between the innovative teaching methods and materials of ICS-K and the performance of the school at a statistical significance level of 5%. This therefore implies that a unit improvement in the innovative teaching methods and materials of ICS-K could improve the performance of teachers by 0.217 units. Consistent with this finding is the study of

Mutemi, Maina and Wanyoike (2014) that showed that innovative products and services, levels of efficiency, ethical standards and new market entrants influenced performance to a great extent.

The study showed positive correlation of 0.641 between the level of labour and working conditions of ICS-K and the performance of the school at a statistical significance level of 1%. This implies that improvement in the level of labour and working conditions of ICS-K is associated with 0.641 unit improvement in the performance of the school. The provision of friendly environment for students positively correlates with the performance of the school at a statistical significance level of 1%. This therefore implies that a unit improvement in the studying environment of the students is associated with 0.262 unit improvement in the performance of the school. Maintenance of ethical standards of the school was found to positively correlate with the performance of the school at a statistical significance level of 5%. This implies that a unit improvement in the ethical standards of the school leads to 0.321 improvement in the performance of the school.

The communication of the school with clients (students and parents) positively correlates with the school performance at a statistical significance level of 5%. This therefore implies that a unit improvement in the communication mechanism of ICS-K leads to 0.301 unit improvement in the performance of the school. The study also showed positive correlation of 0.492 between communication with clients and the performance of students at a statistical significance level of 1%. This implies that a unit improvement in the communication of the school authorities with clients is associated with 0.492 unit improvement in the performance of students. Consistent with the finding of this study, Mutemi, Maina and Wanyoike (2014) showed that communication was act as a pertinent element of customer loyalty and hence positive influence on performance. The positive result emanates from the fact that firms practicing strategic management have a clear objective, a winning strategy to achieve the objective and a sound mission statement to

guide the organization towards success (Abu-Bakar, Asim-Tufail, Nizam-Yusof & Virgiyanti, 2011).

The uniqueness of the products of ICS-K is positively related to the performance of the school at a statistical significance level of 1%. This therefore implies that the more unique the products of the school the greater the performance of the school. The study showed positive correlation of 0.300 between the uniqueness of the products of ICS-K and the performance of the students at a statistical significance level of 5%. This therefore implies that the uniqueness of the products of ICS-K improves the performance of students of the school.

From the result of this section of the study, it can be concluded that positive performance is significantly associated with strategic management practices. This result is consistent with the finding of finding of Miller and Cardinal (1994) concluded that strategic planning positively influences firm performance. Caeldries and VanDierdonck (1988) surveyed 82 Belgian Business firms and reported a link between strategy and performance. They noted that strategy enables a firm to strengthen its competitive position, and facilitates integration and coordination of members' behaviour.

#### **4.4 Reasons for the Strategic Management Failure of ICS**

This section of the study assesses the reasons behind the strategic management failures of International Community School. The Table 4.6 displays the mean ranks and by extension,

the ranks of the perceived reasons as adjudged by the 77 surveyed teachers of the International Community School in Kumasi.

**Table 4.6: Reasons for Strategic Management Failures**

<b><u>Reasons</u></b>	<b><u>Mean Rank</u></b>	<b><u>Rank</u></b>
Failure to understand the customer	9.64	1 <sup>st</sup>
Organizational structure not flexible enough	8.79	2 <sup>nd</sup>
Over-estimation of resource competence	8.67	3 <sup>rd</sup>
Failure to obtain senior management commitment	8.49	4 <sup>th</sup>
Absence of tracking of progress against plan	8.48	5 <sup>th</sup>
Failure to obtain employee commitment	8.43	6 <sup>th</sup>
Reporting and control relationships not adequate	8.30	7 <sup>th</sup>
Inability to predict environmental reaction	8.12	8 <sup>th</sup>
Under-estimation of time requirements	7.68	9 <sup>th</sup>
Inadequate understanding of the internal resistance to change	7.43	10 <sup>th</sup>
Absence of follow through after initial planning	7.38	11 <sup>th</sup>
Lack of vision on the relationships between processes, technology and organization	7.32	12 <sup>th</sup>
Failure to develop new employee and management skills	7.14	13 <sup>th</sup>
Exclusion of stakeholders and delegates	7.08	14 <sup>th</sup>
Insufficient information sharing among stakeholders	7.05	15 <sup>th</sup>
<b><u>Test Statistics</u></b>		
N		77
Kendall's W <sup>a</sup>		0.640
Chi-Square		48.830
Df		14
Asymp. Sig.		0.000
a. Kendall's Coefficient of Concordance		

Source: Field Survey, 2015

The result presented in Table 4.6 was obtained following the non-parametric test for krelated samples in SPSS 17. The level of agreement between the 77 teachers was tested using the Kendall's coefficient of concordance since there are three or more judges or teachers.

Failure to understand the customers which in this case are the teachers and students was ranked first by 58 teachers whereas insufficient information sharing among stakeholders



including teachers, administrators and parents was adjudged the last or more specifically, the fifteenth on the list. Organizational structure not flexible enough, over-estimation of resource competence and failure to obtain senior management commitment fell in second, third and fourth positions respectively with mean ranks of 8.79, 8.67 and 8.49 respectively. These reasons are related to resource, organisational structure and management competency reliability in the implementation of the strategic management practices of the International Community School. Other factors also revealed by the study to contribute to the failure of the strategic management practices of the International Community School, Kumasi were the absence of tracking of progress against plan, failure to obtain employee commitment, inadequacy of reporting and control relationships, Inability to predict environmental reaction, Under-estimation of time requirements, Inadequate understanding of the internal resistance to change and the absence of follow through after initial planning ranked from 5<sup>th</sup> to 11<sup>th</sup> respectively.

Kendall's coefficient of concordance ( $W^a$ ), testing the null hypothesis that there is no agreement (teachers differ significantly) among the surveyed teachers with respect to the reasons for strategic management failure was rejected at a 1% significance level. The degree of unanimity as measured by the W-statistics is about 64% since the score is zero for random ranking and 1 for perfectly unanimous ranking. The teachers or respondent can therefore, be said to unanimously agree that the highest reason for the failure of the strategic management practices of the International Community School are more related first to failure to understand customers (parents and students) and secondly to the inflexibility of the organisational structure.

#### **4.5 Interview Result of the Study**

In an interview with the heads of the various levels of the school, it was revealed that the International Community School (ICS) has in place several major strategic management practices including training policies for staff, succession planning, employment of qualified staff and staff motivation. According to the pre-school head teacher, these strategic management practices are instituted for several reasons including: (1) training staff to acquire the needed skills required to improve the performance of students; (2) to keep academic standards very high; (3) ensure high productivity among teachers and also ensure high level of retention rate. The interviewees further indicated ICS-K has so far achieved the target for which the strategic management practices were instituted in the school. As part of the strategic management practice implementation requirements of the school, training programmes are organized for teachers during key stage meetings through the CPD center.

The interview with the head of the primary and middle school also revealed that some of the strategic management practices in place are decentralisation and delegation form of management, and performance-based reward or compensation system. The reasons for these form of SMP at that level of the school is to ensure high level of management involvement, ensure maximum performance improvement, and to empower staff to take decisions that influence organisational practices, policies and directions. These practices are believed to have led to improvement in the performance of teachers and students. Some of the implementation requirements of SMP at the primary and middle school level include professional development of staff and effective communication. The interviewee further revealed that some of the measures put in place to reduce or eliminate the implementation challenges of SMPs were training and development programmes and available platform for complaints.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents a summary of the findings of the study, draws conclusions based on the key findings and also makes recommendations and suggests areas for further research.

#### **5.1 Summary of Findings**

The study sought to assess the current Strategic management practices of ICS, determine the Critical factors influencing the strategic management of ICS, examine the Effects of strategic management practices on performance of ICS and identifies the Reasons for the strategic management failures of ICS. With regard to these earmarked objectives, the findings are discussed in subsections below.

##### **5.1.1 Strategic management practices of ICS**

The strategic management practices of ICS begin with recruitment and selection. The recruitment process ensures that qualified staff that possesses the requisite skill in the defined position is employed. The new employees as well as old ones are continuously trained to ensure utmost output. Furthermore, there is high level of delegation of duties to staff of the school. The school employs innovative teaching methods and materials to enhance effectiveness and efficiency. These innovative teaching methods are at the level of international best practices. The school also ensures high level of student friendly environment. All these practices are geared towards the achievement of high teacher and student performance.

### **5.2.2 Critical factors influencing the strategic management of ICS**

The critical factors believed to ensure success of the strategic management practices of ICS include response to customer feedback, employee qualifications and skills, communications with clients, business reciprocity, uniqueness of products, continuous employee training, level of delegation of duties to staff, standards of reliability, employee motivation, innovative products and services, and product improvement.

### **5.1.3 Effects of strategic management practices on performance of ICS**

The implemented strategic management practices of International Community School were found to influence positively student, teachers and organisational performance. SMPs such as employing qualified staff with the right skills, continuous employee training, High level of delegation of duties to staff, high motivation of workforce, employment of innovative teaching methods and materials and High level of labour and working conditions were found to positively influence students, teachers and organisational performance. Communication with clients and the uniqueness of the schools products were also found to positively influence positively teachers, students and organisational performance.

### **5.1.4 Reasons for the strategic management failures of ICS**

Some of the major reasons revealed to be behind the failure of some of the SMPs are failure to understand customers, inflexibility of the organizational structure, overestimation of resource competence, failure to obtain senior management commitment, absence of tracking of progress against plan, failure to obtain employee commitment, inadequacy of the reporting and control relationships, inability to predict environmental reaction, under-



estimation of time requirements and the misunderstanding of the internal resistance to change.

## **5.2 Conclusions**

Recent reports indicate that the performance of Ghanaian schools in national examinations has been deteriorating (Acheampong, 2005). This state of affairs is largely attributed to poor management in schools which put emphasis on compliance with processes rather than results. Furthermore, the private schools are also fiercely confronted by competition due to the influence of many entrepreneurs and educationist in the private educational sector and hence the need for effective strategic management practices to achieve high level of performance among teachers, students and the entire organisation, ICS has in place several strategic management practices. Some of the major strategic management practices of the International Community School are recruitment of qualified staff that possesses the requisite skill, continuous training of employees, high level of delegation of duties to staff of the school, employment of innovative teaching methods and materials and ensuring high level of student friendly environment. As part of the strategic management practice implementation requirements of the school, training programmes are organized for teachers during key stage meetings through the CPD center. The reasons for these form of SMP at that level of the school is to ensure high level of management involvement, ensure maximum performance improvement, and to empower staff to take decisions that influence organisational practices, policies and directions. McCarthy and Minichiello (1996), note that a company's strategy provides a central purpose and direction to the activities of the organization and to the people who work in it.

The mentioned strategic management practices of ICS are geared toward the achievement of positive teacher, student and organisational performance. Through these SMPs the

attitude of students towards school activities has improved, there has been reduction in absenteeism, and improvement in examination result. Teacher's performances in terms of commitment and productivity have improved through the

SMPs. The school's performance has also improved in the area of reputation, student enrollment, maintenance of cost leadership and high turnover improvement in profit. In the phase of these achievements, there are still several factors that the school deems important in terms of the strategic management failure. Some of the major reasons for strategic management failure are failure to understand the customer, organizational structure inflexibility, over-estimation of resource competence, failure to obtain senior management commitment, absence of tracking of progress against plan and failure to obtain employee commitment. However, the school has in place some measures to reduce or eliminate the implementation challenges of SMPs were training and development programmes and available platform for complaints.

### **5.3 Recommendations**

For ICS and other international schools to be competitive in the private educational sector, there is the need to ensure a sustainable performance of teachers and organisation performance through more effective strategic management practices. Grounded on the findings of the study, numerous imperative managerial recommendations are made below.

#### **5.3.1 Better Recruitment and Selection process**

The qualification and skill of the employees of the school were found to positively influence the performance of the school and the performance of the key players. The performance of the school can therefore be further enhanced through the institution of

better recruitment and selection processes to attract highly qualified personnel. With better recruitment and selection process, a relatively better staff would be employed and provided with the requisite training to acquire the needed skills to ensure greater performance.

### **5.3.2 Continuous employee training**

The provision of special training programmes on education for teachers and other staffs is revealed to influence performance of teachers, students and the school positively. Therefore, for the International Community School to renew the significance of this practice, further efforts could be provided in the direction of both internal and external educational training programmes to teachers. To enhance these efforts, there is also the need for the school to provide the necessary teaching logistics and materials sufficient enough to ensure effective teaching practices and hence higher performance.

### **5.3.3 Employee motivation**

Employee motivation was also found to positively influence the performance of the organisation and the performance of the major players of the school. This implies that the school can further improve the performance of the key players and the organisation as a whole by further improving the motivational tools of the organisation. The organisation can further improve the remuneration and other non-financial motivational instruments of the school that would ensure improvement in employee performance and even attract the best and qualified teaching and non-teaching staff into the school.

### **5.3.4 Need for process building of loyalty and commitment**

As processes of building loyalty and commitment, and knowledge management were found to be the influential processes enabling ICS to generate sustainable competitive

advantage in its environment, this study also suggests the importance of the knowledge assets as micro foundation for strategic management. If managers want to develop strategic management to attain or sustain competitive advantage and superior performance, it is imperative that they develop and renew management practices by focusing on elements of knowledge assets: people and systems.

#### **5.4 Limitations and areas for further studies**

Given that the research presented herein challenges current theory, the conceptual arguments and empirical tests are likely to be met with some degree of criticism. As cross sectional research, this study employed a survey strategy over a short period of time. This study does not fully explore the paths within the dynamic management framework, which are about history and recognizing that history matters and that the school's past and present guide and constrain its future behaviour. Thus, it is important to conduct longitudinal studies to measure the strategic management framework in varying conditions of the internal and external environments of the school. Furthermore, it is imperative to conduct an impact analytical study by assessing the after and before SMP implementation to make more useful conclusions.

Moreover, the current study in the Ghanaian educational sector is limited to the lower level of education and the private sector. Therefore, further studies should consider the numerous public schools and strategic management at higher level of education in Ghana.



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The logo of KNUST (Kwame Nkrumah University of Science and Technology) is centered in the background. It features a yellow eagle with its wings spread, perched on a green shield. Above the eagle is a black mortar and pestle with a red flame. The entire emblem is set against a light grey background with the word 'KNUST' in large, faint letters.

## APPENDICES

### APPENDIX A

#### QUESTIONNAIRE

**Dear Respondent,**

Please read this short survey about the Investigation into the Strategic Management Practices of Private Educational Institutions in Kumasi Metropolis: a case of the International Community School. Read each question carefully before responding, and then circle or tick the appropriate answer in the designated space. Please answer to the best of your ability. You are rest assured that the study is for only academic purposes; all and every information provided will therefore be treated with the needed confidentiality. Thank you for your help.

#### **A) Socio Demographic Data**

1. Gender

Male [ ] Female [ ]



2. Age

20-30 years [ ] 31-40 years [ ] 41-50 years [ ] 51 years and above [ ]

3. Marital status

Single [ ] Married [ ] Divorced [ ] Widowed [ ]

4. What is your highest level of education?

Diploma [ ] First Degree [ ] Master's Degree [ ] PhD [ ]

Others (Please Specify).....

5. Level in the school?

Pre-school [ ] Primary [ ] JHS [ ] SHS [ ]

6. Years of working experience in the educational sector

0-5 years [ ] 6-10 years [ ] 11-15 years [ ] 16-20 years [ ] 21+ years [ ]

### B) Strategic Management Practices Adopted

Please, indicate your level of agreement to the underlisted as major strategic management practices adopted by the International Community School by choosing from a scale of 1 (strongly disagree) to 5 (strongly agree). (1-strongly disagree, 2-disagree, 3fairly agree, 4-agree and 5-strongly agree)

Strategic management practices	1	2	3	4	5
The school employs qualified staff that possesses the right skills					
The school has a continuous employee training regime					
The school has a high level of delegation of duties to staff					
The school ensures a highly motivated workforce					
The school employs innovative teaching methods and materials					
The school ensures high levels of efficiency					
The school provides international best practices education					
The school has a high level of labor and working conditions					
The school provides student friendly environment					
The school engages in promotional activities as a reaction to competitor actions					
The school blocks new market entrants to make more profits					
The school maintains high level of ethical standards in competition					

The school communicates with clients often as a way of ensuring their loyalty					
Management of the school actively collects feedback from customers					
Management of the school improves standards and reliability to make customers come back for more business					
The school maintains level of consistency in product nature and prices to improve customer loyalty					
The school sells unique products in order to maintain cost leadership and maintain a high turnover					

### C) Factors Influencing Strategic Management Practices

Please, indicate your level of agreement to the under listed as major factors critically influencing strategic management practices of the International Community School by choosing from a scale of 1 (strongly disagree) to 5 (strongly agree). (1-strongly disagree, 2-disagree, 3-fairly agree, 4-agree and 5-strongly agree)

Factors	1	2	3	4	5
employee qualifications and skills					
continuous employee training					
level of delegation of duties to staff					
employee motivation					
innovative products and services					
maintenance of ethical standards					
communications with clients					
response to customer feedback					
standards of reliability					
business reciprocity					
uniqueness of products					
product improvement					
cost leadership					

### D) Effects of Strategic Management Practices On Performance

Please, indicate your level of agreement to the under listed as major influence of strategic management practices on the performance of students, teachers and the school by choosing from a scale of 1 (strongly disagree) to 5 (strongly agree). (1-strongly disagree, 2-disagree, 3-fairly agree, 4-agree and 5-strongly agree)

	1	2	3	4	5
<b>Students performance</b>					
Disciplinary attitude					
Improvement in examination result					
Reduction in absenteeism					
Positive attitude towards school activities					
<b>Teachers performance</b>					
Attitude towards work					
Reduction absenteeism					
Improvement in commitment					

Improvement productivity					
<b>School performance</b>					
Reputation					
Student enrollment					
Improve customer loyalty					
maintain cost leadership and maintain a high turnover					
Profit					

### E) Reasons for strategic management failure

Please, indicate your level of agreement to the under listed as major factors leading to the failure of strategic management practices of the International Community School by choosing from a scale of 1 (strongly disagree) to 5 (strongly agree). (1-strongly disagree, 2-disagree, 3-fairly agree, 4-agree and 5-strongly agree)

Reasons	1	2	3	4	5
Failure to understand the customer					
Inability to predict environmental reaction					
Over-estimation of resource competence					
Failure to develop new employee and management skills					
Reporting and control relationships not adequate					
Organizational structure not flexible enough					
Failure to obtain senior management commitment					
Failure to obtain employee commitment					
Under-estimation of time requirements					
Absence of follow through after initial planning					
Absence of tracking of progress against plan					
Inadequate understanding of the internal resistance to change					
Lack of vision on the relationships between processes, technology and organization					
Insufficient information sharing among stakeholders					
Exclusion of stakeholders and delegates					

## APPENDIX B

### INTERVIEW GUIDE

#### HEAD TEACHERS

#### A) Bio-data

1. Working position:.....
2. Age:.....
3. Professional qualification:.....

4. Working experience in the educational sector:.....

**B) Questions Related to Objectives**

5. What are some of the major strategic management practices (SMP) of the school?
6. What are some of the reasons for the adoption of such practices?
7. Have the objectives of the adoption of the SMP been achieved?
8. If no, what are some of the challenges of the implementation of the SMP of the school?
9. What are the implementation requirements of SMP of the school?
10. What measures are being put in place to reduce or eliminate the implementation challenges of SMP?
11. Any other comments

