

Shared Values As A Determinant Of Institutional Performance: A Case Of Secondary Schools In Selected Counties In Kenya.

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Abstract

Shared values is very important but difficult to actualize in many organizations. It forms the aspirations .the guiding principles and the way the employees commit themselves to espouse them for the realization of institutional objectives. Therefore there has to be coherent coordination of daily activities across the organizational departments and must be seen to be working. On many occasions it become a challenge for institutions to institutionalize. However organizations whose employees have embedded shared values in their systems tend to perform better. In the light of the foregoing the objective of this research was to find out the influence of shared values on academic performance in secondary schools of selected counties in Kenya. This was measured by school mean score in Kenya Certificate of Secondary Education. The researcher examined both secondary data from websites and journals with the primary data directly collected by closed ended Likert type questionnaire from the field . The key variable was shared values as the independent variable and institutional performance as dependent variable measured in terms of, school mean score in National examinations. The research adopted a cross sectional research design of survey type. The target population consisted of 350 respondents comprising of principals, deputy principals, and directors of studies and head of departments of mathematics, languages, humanities and sciences. Responses were obtained from 259 respondents giving responses rate was therefore 74%.The validity test was done to establish the influence of shared values in achieving institutional performance with Cronbach's alpha value for shared values was 0.942. The researcher regressed Shared values on institutional performance and the R-value was 0.667, the R square was 0.458 and the adjusted R square was 0.456 implying that the model was able to explain 45.6 % of the variations in institutional performance.. This study confirmed that shared values had a significant influence on the performance of secondary schools in selected counties in Kenya. The analysis of variance ascertained that F-value was 216.915 with a p value of 0.000 which was less than 0.05 which implies that the model of fit was appropriate for the data. Hence there was a statistically significant linear influence of shared values on institutional performance. The study therefore failed to accept the null hypothesis that there was no statistically significant influence of shared values on academic performance.

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I. Introduction

1.1 Background of the Study

Today many organizations are searching for high performance but not many organizations have been able to achieve this goal since the management lacks profound understanding of what it really means to have high performance. Results based management is a continuous process of improving individuals, team and organizational performance. According to Armstrong and Barron (2002) results based management is a strategic integrated way to obtaining sustainable success in organizations by empowering the employees and teams through enhancing their skills .At the core of organization's success is a set of shared values or vision that unify, challenges and give direction to all people working there (Pascale, 1990). According to Doyle (2000) shared values are meaningless unless they are supported by other drivers such as strategy ,skills, structure, styles of managers and system that operationalize them In Kenya, the Education system consists of 8 years in primary, 4 years in secondary (8-4-4 system). Schools are broadly categorized into public and private schools. Public Every student sits for a national examination at the end of form four called Kenya Certificate of Secondary Education (KCSE) which is measured by the students' academic performance. The performance of the school is measured by the mean score attained for that cohort of students.

1.2 Statement of the Problem

Core values such as trust, integrity, commitment, professionalism is lacking in some schools. These shared values act as a glue to hold the school at all times. It enhances a culture of excellence and team spirit.

Schools with a culture of excellence tend to perform better in K.C.S.E unlike those without which tend to perform dismally. Some schools lack school vision, mission and core values/principles that rally the team towards a common goal and such schools tend to perform poorly in K.C.S.E unlike those that have clear shared values.

Hoyle (1986) argued that the purpose of starting a school was to impart knowledge and attain good performance. Today there are over nine thousand secondary schools in Kenya, Many students perform dismally in K.C.S.E examination In 2017 school rankings there were many secondary schools that did not make it among the top quarter. In fact, some of schools there were many students who performed dismally raising a big concern from stakeholders such as parents. Secondary schools in each county t to national status was a move to enhance students' performance in national examinations. However, despite intervention by the government, international performance at K.C.S.E still remained a problem. This was in addition to massive resource wastage that is pumped to such schools.

1.3 General Objective of the Study

To find out the influence of shared values in achieving academic excellence in secondary schools in selected counties in Kenya.

1.3.1 Specific Objectives of the Study

- i. To determine the influence of ethical values on institutional performance of secondary schools in Kenya,
- ii. To establish the influence of school culture on institutional performance of secondary schools in Kenya

1.4 Research Hypotheses

H_{01} : Ethical values have no statistically significant influence on institutional performance of secondary schools in Kenya.

H_{02} : School culture has no statistically significant influence on institutional performance of secondary schools in Kenya,

II. Literature Review

2.1 Theoretical Literature

The theoretical literature provides a framework in which theories relevant to the study were hinged on. These theories are outlined in this section.

2.1.1 Institutional Theory

Institutions are those beliefs, roles, rules and symbolic elements which are of different nature capable of affecting organizations, and firms independent of resources flows and technical requirements. Scotts (2013). These comprises regulations enforced by law, normally enforced by a shared sense of what is appropriate or cognitive which are taken for granted mental models of how work should be done.

In a regulated environments coercive isomorphism pressures occur where political forces tend to limit an organizations behave in a certain way through legal methods. Dimaggio & Power (1983).

According to Suchman (1995) for organizations to gain legitimacy they have to do what was appropriately accepted by their peers and society in general so as enhance credibility and continuity. The organization becomes trustworthy and social resources are provided of which the accumulated resources ensures survival. The collective actions by individuals constitute what is appropriate as shared commonly by all and how things are done in the institutional environment. Zucker and Tolbert (1983). This natural reaction to uncertainty is termed mimetic isomorphism. Dimaggio. P .& Powell W. (1983). In a cognitive environment institutions work through mimetic isomorphism which creates compliance through who seized the moments first which is common in educational institutions

2.1.2 Resource Dependence Theory (RDT)

This theory characterizes the organization as open system that depends on various challenges in its external environment. Salancik& Pfeffer (1978) argued that organizations indeed have to manage their relationships with external parties whom they depend directly or indirectly because uncertain actions of such external parties can be a threat to the success and the very survival of the concerned entity The open system approach pays attention to organizational environment with context on major mechanisms for understanding organizational actions and structures Katz& Kahn (1966).

The environment is thought as an important factor in the existence of the organization Scott & Davis (2003) besides the behavior of individuals for maximizing organizational efficiency on economic rationality Pfeffer & Salancik, (2003).

Resource Dependency (RDT) as an open system approach postulated that organizations are embedded in networks and relations of diverse social action .Pfeffer, (1987). Under the RDT, organizational behavior, actions and performance effectiveness are partially explained by the environment or contexts that provide critical resources to the organization, in this view, organizations are not self-sustained Granovetters, (1985).

Lan (1991)notes that the resource dependence relationship is important in shaping behavior and goals for of organization’s survival. Resources could be described as tangible and intangible, something that organizations need for interactions with the environment and something that organizations get in an exchange with others in resource dependence pattern. In addition to financial resources (money), an organization depends on a variety of resources for their survival, success or their performance e.g. reputation of individuals or groups, information, political support, legitimacy and technology. Saidal (1991) presents six kinds of resources for state agencies and profit organization: revenues, information (technology), legitimacy, access, service delivery, capacity and political support.

The resource dependence pattern assumption can be understood at five different dimensions; resource dependence – where resources come from Lan (1991), modes of control of resource in flow Pfeffer &Salancik,(2003).the degree of predictability of the resource inflow Lan (1991) and how much organizations budget changes; the totality of an organization’s resources and resource competitiveness – the perception of competitiveness for obtaining resources from in and outside the organization.

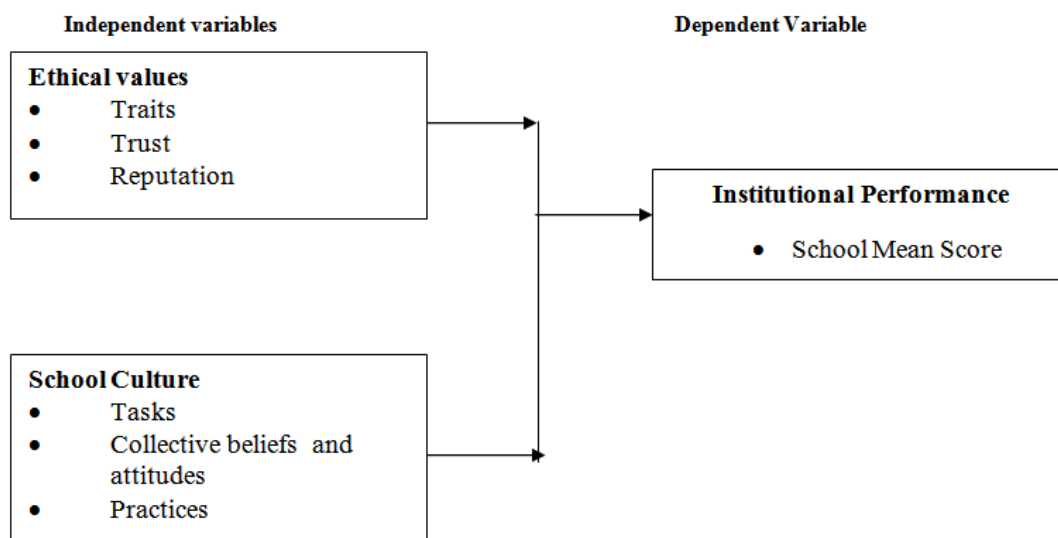


Figure 1 Conceptual Framework

2.3 Empirical review

2.3.1 Ethical Values

Modern educators are defining character education differently. Anderson (2002) stated that Character is define as moral excellence and firmness where integrity refers to a firm adherence to a code of moral values. Good character consists of the virtues where virtues are objectively good human qualities such as wisdom, honesty, kindness and self discipline. Virtues provide a standard for defining good character. Therefore the more virtues the stronger are character Lickona, (1999).

2.3.2 School Culture

Culture is the stream of norms, values, beliefs, traditions and rituals build up over time Peterson and Deal (1998). It is a set of expectation and assumptions of activities that direct school personnel’s and students. It is constantly being constructed and shaped through interactions and with others through reflections of life and the world in general, Finnan, (2000).

Goldsmith – Conley (1999) emphasizes the development of school culture responsive to character development that individual character education.

These are fundamental aspects of organizations Schein (1985) as they are the implicit and broad principles that guide employee’s behavior. Organizations express their values in both their behavior and their ideology Vat, Van & Wierenga, (2006). Most of the time the official set of values expressed in the organization ideology are different from those exhibited by the employee’s behavior. In fact, for employees when the official set of core values are lacking, they follow their individual value systems formed in their childhood and acquired from society to which they belong. These individual values may or may not correspond with the behavior that the organization finds desirable. The contrast in values is explained by Collins and Porass (1996) in their

classification of core and espoused values. Core values are effectively motivating employees in what they really do while espoused values stand for what the organization wants to be delineating its future perspective. The management challenge is to implement a strategy compatible between the future perspective and existing core values. The management task is to discover and establish the meaning the employees attach to their work and to implement a strategy compatible with the values in line with these meanings Pant & Lachman, (1998).

III. Methodology

3.1 Study Design

Ranjit Kumar (2005) defined a research design as a procedural plan that is adopted by the researcher to answer questions validly, objectively accurately and economically .A research design helps a researcher to conceptualize an operational plan to undertake the various procedures and tasks required to complete the study and to ensure that these procedures are adequate to obtain valid, objective and accurate answers to the research questions.

This study adopted a descriptive research design which was suitable for the study as it analyses different secondary schools in the country.

3.2 Population

According to Ngechu (2004), a population is a well-defined or set of people, services, elements, and events, group of things or households that are being investigated. There were 9000 secondary schools in Kenya.

3.3 Sampling Frame

A sampling frame is a complete list of the units of analysis of interest from which the samples are selected Kothari, (2004). The researcher purposively picked only best two schools in 2017 K.C.S.E results from these categories of schools from selected counties in Kenya.

3.4 Sampling Technique

The study adopted a purposive sampling technique to come up with the required sample of secondary schools from selected Counties The best two schools in each category based on national rankings in 2017 examinations were purposely picked for this study. Likewise, the following major departments were also purposely selected, Mathematics, Languages, Science and Humanities and Technical (Business and Agriculture departments).

3.4 Sample Size

350 respondents constituted the sample population for the study. Accordingly stratified sampling ensured inclusion of the various categories that other sampling methods would leave out. The best two schools were purposely picked in 2017 K.C.S.E ranking in national examinations.

Table.1 Sample Size of Top Best Two school of each category in KCSE Ranking 2017 in Five Counties

Respondents	National	Extra County	County	Sub-County	Private	Total
Principals	10	10	10	10	10	50
Deputy Principals	10	10	10	10	10	50
Director of Studies	10	10	10	10	10	50
Head of Department Maths	10	10	10	10	10	50
Head of Department Languages	10	10	10	10	10	50
Head of Department Humanities	10	10	10	10	10	50
Head of Department Science	10	10	10	10	10	50
Total	70	70	70	70	70	350

3.5 Instruments for Data Collection

The primary data source used 5 item questionnaires rated on 5-point Likertscale as follows:1 = strongly disagree, 2= disagree, 3= neither agree nor disagree,4= agree and 5= strongly disagree.. Primary data collection involves self-administration of questionnaires.

3.6 Data Processing and Analysis

Quantitative data analysis techniques were used such as the use of Microsoft Excel and Statistical Package for Social Sciences (SPSS) version 22 to present descriptive statistics data into frequencies distributions, tables and percentages.

3.7 Correlation Analysis

Correlation analysis is the statistical method used to establish the level of association of two variables Levin and Rubin, (1998). Pearson correlation coefficient was computed which measured how variables or orders were related. Pearson's correlation coefficient is a measure of linear association. The correlation coefficient value r ranges from +1 to -1 inclusive. Correlation of 0 shows there is no correlation between the two variables, while a correlation of ± 1.0 indicates a perfect positive or negative relationship Hair *et al.*, (2010).

3.8 Research Model

In this study multiple regression analysis was done. Multiple regression analysis is a statistical method utilized to determine the influence of one dependent variable and one or more independent variables Hair *et al.*, (2010).

The multiple Regression model for the study is: $Y = \alpha + \beta_1X_1 + \beta_2X_2 + \varepsilon$ where Y = institutional performance variable which is school mean score in KCSE as the response variable with explanatory variables as outlined hereunder.

X_1 – Ethical values

X_2 – School culture

β_1 – The independent variable coefficient

β_2 – The independent variable coefficient

α - The constant of the regression

ε - The residual or error term.

IV. Results And Discussion

The study utilized various statistical techniques to establish the influence of strategy in achieving institutional excellence in secondary schools of selected counties in Kenya. The Cronbach alphas were used to check whether there was internal consistency of the questionnaire thus making the instrument reliable or not Cronbach, (1987)

4.1 Demographic Information of the Respondents

4.1.1 Response Rate

A total of 350 teachers that comprised principals, deputy principal, director of studies and head of department of Mathematics, Sciences, Humanities, Languages were purposively identified and questionnaires were hand delivered to them. Of the 350 questionnaires delivered 259 were completed and returned within the stipulated time. The response rate was therefore 74% which according to Mugenda and Mugenda (2003) was adequate for analysis. Cronbach’s alpha scores established the internal consistency of the items Zikmund *et al.*, (2010).

4.1.2 Age of the Respondents

Table 2 Indicates that 49.8% were aged between 25-34 years, 39.3% were aged between 35 and 44 years, 8.2% were between 45 and 54 years old, 1.6% were below 25 years while 1.6% were over 55 years old. The highest percentage of respondents were between 25 and 44 years implying a longer working period before retirement and therefore more time to implement strategic plans to fruition.

Table 2 Age of the Respondents

Age	Frequency	Percentage
Below 25 years	4	1.6
25- 34 years	128	49.8
35-44 years	102	39.3
45-54 years	21	8.2
Over 55 years	4	1.6
TOTAL	259	100

4.1.3 Gender Distribution

The findings in table 3 indicates that 72% of the respondents were males. Therefore, most of the heads of departments in the selected schools were males. The gender distribution therefore represents an imbalance between the two genders which calls for gender mainstreaming efforts in gender balance.

Table 3 Gender of the Respondents

Gender	Frequency	Percentage
Male	186	72
Female	73	28
TOTAL	259	100

4.1.4 Departments

The study sought to establish the departments from which the respondents were drawn. The Principals and their deputies belong to the administration department and represented 13% respectively, the other departments

included the dean of studies, Mathematics and Humanities comprised all 15%, Languages department comprised 16% and sciences department comprised 13% as presented in table 4.

Table 4 Departments

Department	Frequency	Percentage
Administration: Principals	34	13
Administration: Deputy Principal	34	13
Director of Studies	39	15
Mathematics	39	15
Humanities	39	15
Languages	40	16
Sciences	34	13
TOTAL	259	100

4.1.5 Work Experience

Table 5 shows 5% of the respondents had worked for less than 5 years in their present capacity, 39% had worked for between 1-3 years whereas 52% stated they worked for between 4 and 5 years. Only 3% had worked for over 11 years. The respondents therefore had sufficient work experience and were presumed knowledgeable enough to respond to questionnaire items.

Table 5 Work Experience

Number of Years Worked	Frequency	Percentage
Below 1 year	13	5
1-3 years	101	39
4-10 years	135	52
Over 11 years	104	
TOTAL	259	100

4.2 Diagnostic Test of the Variables

The Durbin-Watson test was used to test whether the observations made from the response variable were serially correlated.

4.2.1 Autocorrelation

The study used a linear model and as such the dependent variable ought to be independent. The observations should not be serially correlated since serial correlation affects the efficiency of the ordinary least square (OLS) estimator. The researcher subjected the response variable to a Durbin- Watson test whose outcome was indicated in table 6.

Table 6 Durbin Watson Test

Durbin Watson test	p-value
1.2115	0.06483

H₀: If Y=0, the observations have no serial correlation,

H₁: if Y>0, the observations are interdependent and if P- value > 0.05, accept null hypothesis.

As indicated in table 6, the p-value of 0.06483 was greater than the p- critical of 0.05 implying that there was no serial correlation among the observations under study meaning that a linear model could be used.

4.2.2 Normality Test

Given H₀ and H₁ and α= 0.05 such that H₀ is rejected if P value is less than α otherwise accept the H₀. The institutional performance variable was tested for normality using the Kolmogorov- Smirnov test and it was established to be normal since the p value of 0.141 was obtained which was above 0.05 and therefore, failed to reject H₀ and concluded that data on institutional performance had a normal distribution, with the residuals too likely to have a normal distribution.

Table 7 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Institutional Performance	.141	259	.000	.915	259	.000

4.3 Descriptive Analysis

Descriptive analysis on all the variables in the form of totals and percentages was done and presented in tables as shown in his section.

4.3.1 Descriptive Analysis of Shared Values on Institutional Performance

Table 8 shows that 47% agreed and 53 % strongly agreed respectively that their schools had sustained high ethical values in all their school pursuits as well as daily school activities Besides 56.3% strongly agreed that an environment free from suspicion was essential in promoting shared values among strategic units whereas only 0.91% remained neutral to the statement. Further 49.2% agreed that a spirit of caring other than being condemnatory was essential in cultivating the schools shared values whereas 48.8% agreed and only 2% were of the contrary opinion and disagreed that spirit caring rather than being condemnatory existed and played any role in enhancing the spirit of shared values.

It was further established that the schools' strategic planning guidelines was based on the culture of its stakeholders. This was indicated by 100 % of the respondents in agreement. . Therefore the institution's culture that guided their daily operations espoused by all the stakeholders promoted shared values and made the strategic planning process effective especially when transparency was evident in all the actions as was again indicated by 47.259% of the respondents who said there was transparency in their schools, 38.39% strongly agreed, 1% were neutral, 11% disagreed and 2% strongly disagreed. These findings revealed that many of the respondents thought that transparency in schools was not as expected and that curtailed the process of having shared values which is an ingredient in strategic planning process.

Table 8 Descriptive Analysis on Shared Values

Statement	SD 1	D 2	1. 2.	N A 3 4	SA 5
Our School sustains high ethical values in its school pursuits.	0%	0%	2%	47%	51%
There is freedom from suspicion in our school	0%	0%	0.91%	45.5%	53.6%
A spirit of caring rather than being condemnatory exists in our school	0%	2%	0%	49.2%	48.8%
Our School strategic planning guidelines are based on school culture and its stakeholders	0%	0%	0%	56%	44%
There is transparency in our school	2%	11%	1%	47.3%	38.39%

4.4 Inferential Analysis

Regression analysis was done to determine any statistical significance effect of the predictor variables of shared values on the dependent variable which is institutional performance. Marshall and Rossman (2006) defined regression analysis as a statistical process used to estimate the influence of variables so as to formulate a function that shows the influence of such variables. Regression model summary , ANOVA tand beta coefficient tables were ere used to present regression analysis

4.4.1 Regression Model of Shared Values on Institutional Performance

The researcher regressed shared values against institutional performance. Table 9 shows that the adjusted R square was 0.456 and R was 0.677 at a significance level of 0.05. The adjusted R square indicates that 45.6% of the variation on institutional performance was influenced by institutional shared values. The rest of 54.4% could be attributed to other factors not explained by this model. The correlation coefficient value was 0.677 which was significant at 5% and implied statistically significant influence of shared values on institutional performance.

Table 9 Correlation of Shared Values and Institutional Performance

		Institutional Performance	Shared values
Institutional Performance	Pearson Correlation	1	.677**
	Sig. (2-tailed)		.000
	N	259	259
Shared values	Pearson Correlation	.677**	1
	Sig. (2-tailed)	.000	
	N	259	259
R	.677 ^a		
R Square	.458		
Adjusted R Square	.456		
Std. Error of the Estimate	.39962		

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

The analysis of variance shown in table 10 ascertains that the F-value was 216.915 with a p-value of 0.000 which was less than 0.05, implying that the model fit is appropriate for these data and therefore there was a statistically significant linear influence of shared values on institutional performance. The study therefore failed to accept the null hypothesis that there was no statistically significant influence of shared values on institutional performance and stated that indeed there was a statistically significant influence of shared values on institutional performance.

Table 10 Analysis of Variance for Shared Values

		ANOVA				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	34.640	1	34.640	216.915	.000
	Residual	41.041	258	.160		
	Total	75.682	259			

a. Dependent Variable: Institutional Performance
 b. Predictors: (Constant), Shared Values

Analysis of regression model coefficients was carried out and Table 11 shows that there was a positive beta coefficient of 0.674 as indicated in the coefficient's matrix with a p-value of 0.00 and a constant of 1.210 with a p-value of 0.000 which is less than 0.05. Hence, shared values contribute significantly to the model. The model can provide information needed to predict institutional performance from shared values. The fitted model Institutional Performance (IP) = 1.21+ 0.674X₁. Therefore, a unit change in shared values leads to 0.674 change in institutional performance. When shared value is non-existent, institutional performance will be positive 1.21.

Table 11 Linear Estimation of Shared Values and Institutional Performance

		Coefficients				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.210	.195		6.192	.000
	Shared Values	.674	.046	.677	14.728	.000

a. Dependent Variable: Institutional Performance.

4.5 Discussion

4.5.1 Shared Values and Institutional Performance

The first objective was to find out the influence of ethical values on institutional performance of which 100% of the respondents agreed that their schools had sustained high ethical values in all their school pursuits as well as daily school activities as a result of having shared values. These finding corroborated with those of Njeru, Awino & Adwet (2017) who established that organizations performance depended on its ability to institute high levels of ethics to overcome the barriers related to strategy implementation. Another 56.3% of the respondents strongly agreed that an environment free from suspicion was essential in promoting shared values among strategic units. This was in agreement with Demir & Kocaoglu (2019) who also established that for successful performance of operations, the work environment should be as transparent a possible and activities carried out by competent and skilled managers.

4.5.2 The influence of school culture on institutional performance

The second objective was to find out the influence of school culture on institutional performance of which 100% of the respondents agreed. Therefore, the institution's culture that guided their daily operations espoused by all the stakeholders promoted shared values and made the strategic planning process effective especially when transparency was evident in all the actions as was again indicated by 47.259% of the respondents who said there was transparency in their schools. This finding further corroborated with Demir & Kocaoglu (2019) who stated that for an organization to out compete its competitors, there should be adequate transparency to avoid conflicts in the execution of duties and responsibilities. These findings revealed that many of the respondents thought that transparency in schools was not as expected and that curtailed the process of having shared values which is an ingredient in strategic planning process.

V. Summary, Conclusion And Recommendations

5.1 Summary of Findings

5.1.1 Influence of Shared Values on Institutional Performance

The researcher regressed shared values against institutional performance which showed that the adjusted R square was 0.46 and R was 0.677 at a significance of 0.05 meaning that 45.6 % of the variation on institutional performance was influenced by institutional shared values. The rest of 54.4% can be attributed to

other factors not explained by this model. The analysis of variance for shared values ascertained that the F-value was 216.915 with a p-value of 0.000 which was less than 0.05, implying that the model fit is appropriate for these data and therefore there was a statistically significant linear influence of shared values on institutional performance. The correlation coefficient value was 0.677 which was significant at 5% and implied a strong positive correlation between shared values and institutional performance thus a statistically significant influence of shared values on institutional performance. Ethical values played a key role in enhancing school performance as affirmed by 100% of the respondents. Besides school culture that guided daily operations as espoused by the all the stakeholders was very important and this was affirmed by 100% of the respondents.

5.2 Conclusions

5.2.1 Ethical values and Institutional Performance

The school chief executives and managers put in place high ethical values and ensure an environment free from suspicion but caring not being condemnatory, being transparent in their undertakings besides ensuring that the school strategic process is guided by beliefs values and norms espoused by all stakeholders.

5.2.2 School culture on institutional performance

The school chief executives and managers put in place school cultures and ensure an environment free from suspicion but caring not being condemnatory, being transparent in their undertakings besides ensuring that the school strategic process is guided by school culture espoused by all stakeholders.

5.3 Recommendations for Further Studies

Despite the contributions made by this study, it has focused on a sample of schools in a few counties in Kenya. The schools in Kenya operate under diverse conditions and therefore subsequent studies should consider replicating this study in schools found in Arid and Semi-Arid regions of Kenya. Secondly, a similar study to be conducted in schools found in purely urban places where they have access to technology and other resources that may have influence on strategy implementation and academic performance.

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