อุปสรรคในการใช้แผนยุทธศาสตร์อย่างมีประสิทธิภาพในโรงเรียนสองระบบ ของประเทศกัมพูชา

Obstacles to Effective Implementation of Strategic Management System Plan in Cambodian Dual-System School

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บทคัดย่อ

รายงานการวิจัยในครั้งนี้เป็นส่วนหนึ่งของโครงการวิจัยเพื่อศึกษาการใช้แผนยุทธศาสตร์ที่วิทยาลัย กำปงเฌอเตียล (Kampong Cheuteal) ประเทศกัมพูชา จุดประสงค์ของรายงานการวิจัยในครั้งนี้ คือ เพื่อระบุ อุปสรรคในการใช้แผนยุทธศาสตร์อย่างมีประสิทธิภาพ ข้อมูลที่ใช้ประกอบด้วย ครู 22 คน นักเรียน 10 คน ตัวแทน จากชุมชน 9 คน เจ้าหน้าที่จากกระทรวงศึกษาธิการ เยาวชนและการกีฬา 3 คน และคณะกรรมการโครงการ พระราชทานความช่วยเหลือด้านการศึกษาในสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี 1 คน ข้อมูลเป็น ข้อมูลเชิงคุณภาพที่ได้จากการสัมภาษณ์เชิงลึก การอภิปรายกลุ่ม และการสังเกต วิเคราะห์ข้อมูลด้วยการวิเคราะห์ เนื้อหา ผลการวิจัยพบว่า อุปสรรคในการใช้แผนยุทธศาสตร์อย่างมีประสิทธิภาพประกอบด้วย 6 ประการ ดังนี้ ข้อ จำกัดด้านงบประมาณ ภาวะผู้นำโครงสร้างองค์กรที่ไม่มีประสิทธิภาพ ความเข้าใจด้านกลยุทธ์น้อย วัฒนธรรมองค์กร ที่ขาดความยืดหยุ่น และขาดการสื่อสาร

Abstract

This report was part of a larger project of the implementation of the strategic management system plan at Kampong Chheuteal High School, Cambodia. It aimed to identify the barriers to an effective implementation of the strategic management system plan.The data presented in this report were from 22 teachers, 10 students, nine community representatives, three officers from the Ministry of Education Youth and Sport, and 1 committee member of Her Royal Highness Princess Maha Chakri Sirindhorn Education Project. The data was collected qualitatively through in-depth interview, focus group discussion, and observation. The thematic analysis technique was used to

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**รองศาสตราจารย์ ดร. ภาควิชานวัตกรรมและเทคโนโลยีการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา

report the results. The results found six potential barriers to effective implementation of the strategic management system plan, financial limitation, leadership constraint, ineffective organizational structure, poor understanding of strategy, inflexible organizational culture, and poor communication.

Keywords: Obstacles, Implementation, Strategic Management System Plan, Dual-System School

Introduction

In the contemporary knowledge-based society, school strategic management system plans has increasingly become an important element to improve the quality of education. The use of the strategic management system plans is due to the implementation of the organizational strategic management system plan could help the school to comprehend the success and failures. Furthermore, it enable the school to cope with obstacles and improve their performance by obtaining data to determine whether to make changes, to make modifications, eliminations and/or accept something in the plan (Chen, Wang & Yang, 2009; Sayareh, 2007; Stufflebeam&Shinkfield, 2007). Therefore, it can be said that a systematic and perpetual implementation of strategic management system plan is a must while determining future strategies.

Realizing the importance of strategic management system plan, Kampong Chheuteal High School first developed this strategic document in 2012, with an assistance from HRH Princess MahaChakriSirindhorn Education Project, the faculty of Education, Burapha University, and the Ministry of Education, Youth, and Sport (MoEYS) of Cambodia. This strategic management system plan adopted a framework of Balanced Scorecard of Kaplan and Norton(2004). The complete version of the strategic management system plan consisted of 12 strategies and 24 indicators. It focuses four perspectives, student perspective, internal process perspective, learning and growth perspective, and financial perspective (Kampong Chheuteal High School, 2012).

Despite remarkable formation of the strategic management system plan, the execution of this plan was not smooth as expected. Evidently, the result of the implementation of this plan in academic year 2012 and 2013 indicated that there was not significant change in terms of students' learning performance. Based on annual school report of 2013, out of the 20 high schools in the province Kampong Chheuteal High School ranked 11th, and 12th in academic years 2013, and 2014 respectively.

This result signified the notion that there were barriers blocking the implementation process. Hrebiniak (2006) suggested that even the formation of the strategic management system plan is completed; the way to make it effectively work throughout the school is difficult. Johnson (2004) believes that at least 66 per cent of organizational strategies are not executed. According to Kaplan and Norton (2008) and Niven (2006), this limitation may cause from four barriers, vision, people, management, and resource. Many times, these barriers were overlooked and failure to recognize and handle all above obstacles would definitely lead to failure of implementation (Okumus, 2003).

To address these problems, it is necessary to identifiedreal causes that impede and affect the execution of the plan (Hrebiniak, 2006). Consequently, this present report attempts to explore obstacles to the implementation of the strategic management system plan as well as to propose the implications to minimizethem.

Research Objective

The objective of this report was to investigate the obstacles to the implementation of the strategic management system plan at Kampong Chheuteal High School.

Context of the Study

The setting of this study was taking place at Kampong Chheuteal High School in Kampong Thom Province, Cambodia. The school was established within an area of 21 hectares and located about 35 kilometers from the provincial town. The school is currently supported by Her Royal Highness Princess MahaChakriSirindhorn Education Project. It offers a dual- education system: general and vocational education. General education ranges from grade ten to grade twelve while the vocational education provides three year-training program in four majors, namely electricity, electronic, agriculture, and animal husbandry. The selection of this school is due to the school is the first Cambodian dual-system secondary school which recently developed strategic management system plan to run their educational operation. However, this plan has not been fully implemented in 2012-2013 academic year.

Research Framework

The conceptual foundation of this study applies the integration of three frameworks: the strategic plan process of Taylor and Miroiu (2002), the concept of Balance Scorecard proposed by Kaplan and Norton (2004); and the integration of a self-reflection cycle of Plan-Action-Observe-Reflect (PAOR) with Appreciation-Influence-Control (AIC) techniques in participatory action research (PAR) proposed by Kemmis and Taggart (2007).

Toylor and Moiroiu (2002) described more inclusive framework of the strategic management planning and implementation process through four phases, planning, documentation and dissemination, implementation while the Balanced Scorecard of Kaplan and Norton (2004) is used as a management tool for analyzing, monitoring, and evaluating the work of the organization in four perspectives: students/stakeholder, internal process, learning and growth, and financial. The Balanced Scorecard is also used to create quality improvements in effectiveness and efficiency and to track the progress of implementation based on key performance indicators (KPIs).

Moreover, a self-reflection cycle of Plan-Action-Observe-Reflect (PAOR) is used in a participatory action research studies to allow researchers to visit a phenomenon at a higher level; to understand a particular issue within an educational context; and to make decision through enhance understanding. In addition, the technique of Appreciation- Influence-Control (AIC) is the process of communication when a group of people have a willing to listen to other

participants' opinions (Appreciation) via conversation (Influence) and responsible for work (Control) by brainstorming and presenting the information to a group for developing the community and action plans. The summary of the research framework is shown in figure 1 as follows:
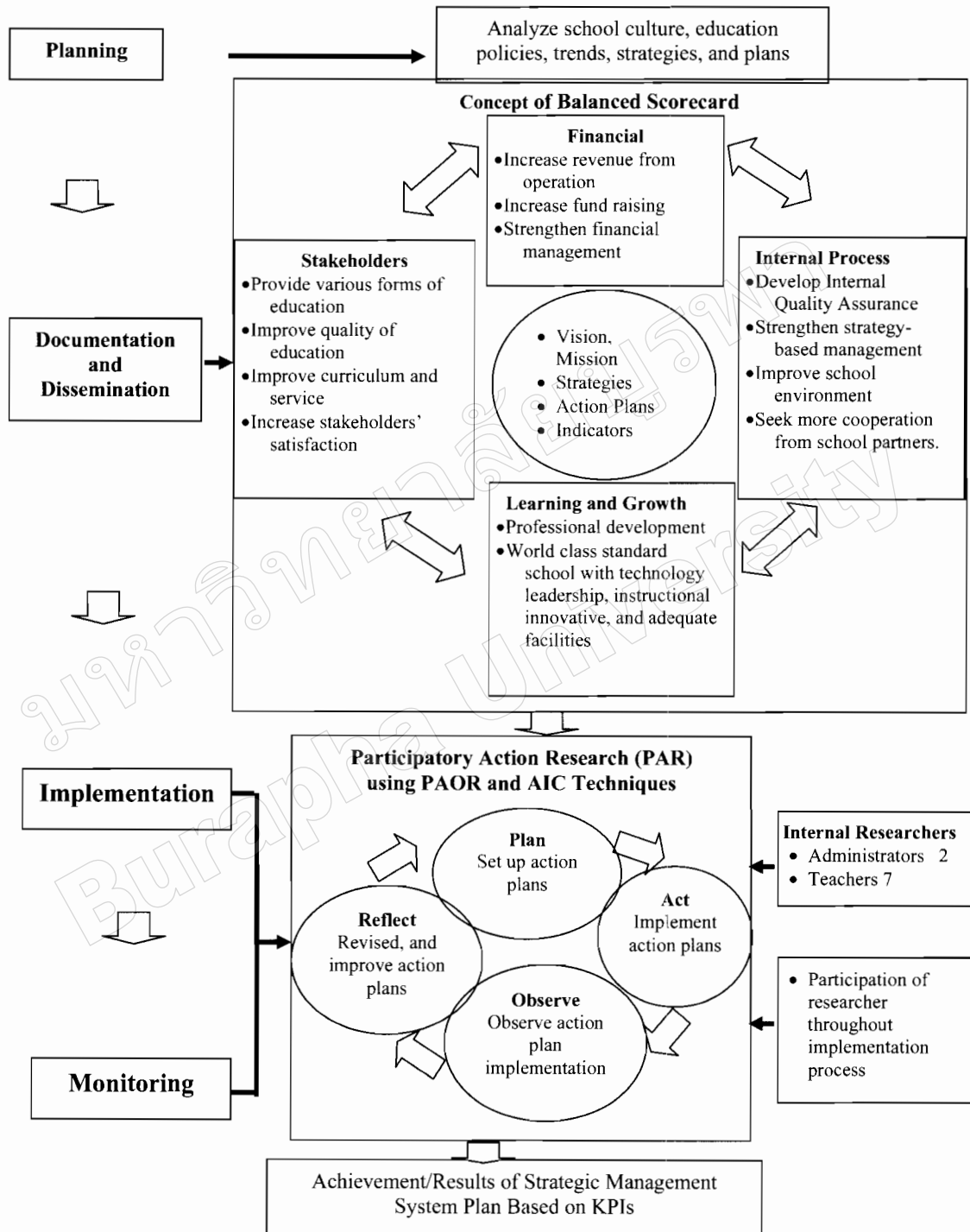

Figure 1 Research Framework

Method

Participants

The data for this report collected from 45 participants: 22 teachers, 10 students, 9 community representatives; 3 officers of the Cambodian Ministry of Education, Youth, and Sport; and 1 steering committee of HRH Princess MahaChakriSirindhorn Education project. The participants were mixed in terms of ages, educational background, professional profile, and socioeconomic standing. They were purposively selected based on three criteria: (1) they were involved in the development and implementation of the strategic management system plan; (2) they were beneficiaries of the strategic management system plans; and (3) they were accessible and voluntary to participate in this research. The participants were continuously interviewed and observed in order explore related data until a point of data saturation is reached.

Research Procedure

The study was conducted in five phases. The first phase involved the study of conceptual foundation of the implementation of the strategic management system plan. The second phase dealt with the construction of instruments to examine obstacles to the implementation of strategic management system plan. The third phase was the investigation of the obstacles to the implementation of the strategic management system plan. The fourth phase was the proposal of implications to minimize obstacles to the implementation of strategic management system plan. The final phase is the conclusion and publication of the study report.

Research Instruments

In this report, two types of instruments, interview guide and field note were used to collect the data. They were developed by the researcher. The interview guide was constructed based on technique of Patton (2002) in which four categories were included: (1) Behavior/Experience Questions, (2) Opinion/Value Questions, (3) Feeling Questions, and (4) Sensory Questions. This interview guide consisted of a number of questions concerning the participants' background and information, participants' involvement in the implementation of the strategic management system plan, barriers to the strategy implementation process, and the ways to overcome the challenges.

Field note was transcribed note or the written account derived from data collected during in-depth interviews and focus group discussion. In this study, the field note was used to record the data throughout the interview process. Particularly, the field note mainly accounted the description of the in-depth interview and focus group discussion, the informant's reaction, and researcher's reaction as well as assumption.

In order to ensure their validity, the instruments were evaluated by 7 experts in the field of the strategic management system plan in education. Likewise, to provide precise understanding of the language for participants,

the instruments were translated into Khmer language and validated by 3 Cambodian university lecturers of English.

Data Collection and Analysis

Prior to the data collection, the researcher explained the purpose of data collection to the participants. The researcher, then, asked the participants to sign on a consent form and insisted them to provide true responses. The researcher also confirmed the participants that the data collected from them would be kept confidential and used only for the present study. The data was collected in triangulation form and was carried out in two rounds in Khmer language. Following the first three months of the implementation, the first round of data collection was conducted through in-depth interviews with 3 administrators and two separate focus group discussions with project holders, 11 ordinary teachers, and 7 heads of the departments. Similarly, the second round of data collection was conducted after 6 months of the implementation, through in-depth interviews with 4 administrators, 3 officers fromthe MoEYS, and 1 member from HRH PrincessMahaChakriSirindhorn education

project. Meanwhile, focus group discussions were also conducted with 4 groups of participants, 11 ordinary teachers, 7 head of the departments, 10 students, and 9 community representatives. The data obtained from the in-depth interview and focus group discussion was audio-recorded. To confirm the accuracy, the data was also collected through observation throughout the implementation process. The collected datawas transcribed and thenanalyzed using thematic technique, proposed by Braun and Clarke (2006), through6respective steps, familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining themes, and producing a final report.

Research Results

This section only reports the results related to the obstacles to the implementation of the strategic management system plan. The data revealed that top five obstacles to strategy implementation were commonly found during the implementation of the strategic management system plan as shown in table 1.

Table 1: Summary of Obstacles to Strategy Implementation

Themes	Summary of Responses
1. Resource Allocation	Financial challenges included a delay of budget allocation, and a mismatch between budgeting policy and school's needs
2. Leadership	Leadership problems concerned irresponsibility of administrative team, including ignorance of duties, poor facilitation, and lack of working evaluation.
3. Structure	Organizational structure was ambiguous, ineffective and non-functional. It allowed more centralized working style and made it difficult for teachers to work across the departments.
4. Culture	Old-generation teachers were strongly resistant to strategic management system plan by demonstrating lack of participation, poor cooperation, low commitment, and discouragement.
5. Communication	The school had poor communication. Internal meeting among management team and teachers were seen very rare while the connection with community, development partners, and workplaces was not widely strengthened.

Financial Resource Allocation

The financial resource allocation included the delay of budget allocation, and mismatch between budgeting policy and school's needs. The participants mentioned the school suffered from the delay of budget allocation. The school needed to wait for two or three months to get the budget. As the school operation largely depended on the budget provided by the MoEYS, the participants believed that tardy budget allocation caused a major trouble for school operation and improvement. Particularly, it decelerated and postponed the process of a number of school projects. Regarding this constraint, Administrator #1 stated:

" The projects under the SIG budget is supposed to be run six months ago, but now we haven't been able to implement any of them due to they don't provide us the budget."

Furthermore, the participants complained that the budgeting guideline did not match with the real needs of the school. This barrier restricted the school administrators' authority to allocate the budget into extra-scheme and unplanned school projects. Both administrators and MoEYS officers admitted that the utilization of the school budget should align with the budgetary guideline of the MoEYS. Reallocating the budget, administrators would probably face a punishment or a blame from the MoEYS for failing to follow the ministry's guideline otherwise they needed to seek for approval from the MoEYS.

Leadership

Leadership matter was found associated with irresponsible towards their duties.Participants commented that some of the administrative team ignored their assigned responsibilities. Instead of performing their assigned duties with full potential and capacity, teachers attempted to find an excuse to overlook and distance from their obligations. Insightfully observed, it was found that there was a poor facilitation from administrators. Participants reported that teachers, who were project holders, considerably needed a directive guidance and facilitation from administrators. On the other hand, without administrators' recommendations, teachers were likely to abandon their projects half way unexpectedly. Head of department #2 stated,

"Some of my projects are very well-planned, but they could not go forwards and finally failed to progress, because no one monitors and push them forwards."

In addition, the participants mentioned there was no systematic evaluation on the school initiatives where both internal and external committee could work to assess the success of the initiatives. Practically, the school was reported to evaluate its initiatives by the judgment of a group of heads of the departments.

Organizational Structure

Data revealed that organizational structure wasambiguous, ineffective and non-functional.Participants specifically reported that the structure allowed more centralize working style and caused difficulty for teachers to work across the departments.It was reported that administrative team and administrative staff members were working against the power structure. The work was not widely distributed to teachers at an operational level. Instead of delegating work to subordinates, most of the work was handled by only a particular group of people. In supporting this issue, heads of department #2 mentioned that,

"All administrators should clearly assign responsibility in decentralization way. .... I strongly recommend them not do all the work by themselves"

Data also revealed that there were too many levels of authority in the school. This constraintmadeit difficult for teachers from different departments to share resources. For example, participants mentioned that teachers needed to depend their own department resources to operate their projects. In case they needed assistance from other departments, the request for the use of their resource needs to go through many people, head of the department, the deputy principal and the principal.

Organizational Culture

For the organizational culture barrier, the study found that there was strong resistance to the change from teachers. This problem was clearly demonstrated through the lack of participation and cooperation as well as low committment.The participants perceived

that particularly teachers, particularly, old-generation teachers, refused to accept additional work as project holders. As mentioned by the administrators, implementing projects was an extra burden and teachers were unhappy with this assignment and consequently most of them were likely to provide less cooperation if they were not given reasonable incentives. In elaborating this matter, head of department #5 pointed out that,

"We have faced many obstacles. Some of our teachers do not participate in our projects. For instance, project holder doesn't cooperate with us as stationed teachers."

Furthermore, even some of the teachers agreed to join the project, the participants described that their commitment was low. Most of them were reported not to work at their best. They delayed or terminated the projects with unreasonable excuse.

Communication

Data revealed that the school had limited communication both within organization and with development partners. Internally, participants commented thatKampong Chheuteal High School currently appeared to be having a poor communication. They reported that the school did not perform effectively in terms of information dissemination.They particularly revealed that there was very rare meeting among management team and teachers at operational level.

Likewise, the participants indicated that the school communication with external organization, such as community, development partners, and business industry was inadequate and inconsistent. Community and MoEYS officer relatedly believed that the school should build up a better channel of communication with external organizations. To give more concrete example, Community Representative #2 disclosed that,

"The decrease in students' academic result and discipline due to the school and community do not talk with each other quite often. We should meet more often to talk about and deal with the school issues."

As implementing a strategic management system plan was a new experience for teachers, participants believed that failure to effectively communicate inside the school caused teachers limited understanding on project formulation and implementation. Meanwhile, inadequate communication with external organizationsminimized school's opportunitiestopromote students' academic performance and professional practice.

Discussion

Results were discussed into five aspects: financial limitation, leadership constraint, ineffective organizational structure, inflexible organizational culture, and poor communication.

Financial Limitation

It was reported that Kampong Chheuteal High School experienced a difficulty in financial resource. This financial hardship is due the fact of two factors: the delay of budget allocation from the MoEYS and the mismatch in concepts between the school strategy and MoEYS's guideline.It is hardly surprising when the participants included financial resource allocation as a potential problem to implementation process of strategic management system plan. Kampong Chheuteal High School has been through some of the toughest times in the last few years from the insufficient and late budget allocation. Although, the MoEYS has recently provided a significant increase in school budget, the budget has been delayed for at least two months. It seemed to be obvious that when the school encountered the limitation of financial resource, there were frequently a competition of resources within the organization. There were several changes to be made to its budget allocation system. Only prioritized projects was approved and provided with financial supports. With this regard, it meant that implementation of other less prioritized initiatives at that time would have been stalled or delayed.Another related reason was the mismatch between the school strategy and budgetary guideline. Kampong Chheuteal High School, as any others throughout the country, was required to strictly follow the MoEYS'scentral guideline in terms of budget spending. However, most of school strategy-focused plans were not aligned with the MoEYS' guideline. This could be inferred that the school was not able to utilize some of its annual budget. To use reallocate it, the school need to seek for approval from the MoEYS.This finding is similar to the study of Ndegwah (2014), Ngannga and Ombui (2013), and Wilcoxson (2012) in which financial resource were main challenges in implementing strategies in many schools of under developing countries. Budgeting was found to be a fundamental part of any action planning especially where the school had a capital-intensive strategy. Similar findings found by Kaplan and Norton (2008), Jones (2008) and Dutka (2013) that 60% of organizations do not allocate appropriate financial resources to the strategy implementation.To ensure the success of strategy implementation, the study also suggested that financial resources should be adequately availed to capacity building, implementation activities and tasks based on the organizational structure.

Leadership

It was reported that there was a leadership problem regarding the irresponsibility of duties. Insightfully observed, this challenging constraint was due to the fact of disappointment and limited understand as well as inexperience. It was found thatadministrators were disappointed with repeated failure of previous initiatives. Participants, especially administrative team, admitted that some administrators were demotivated and not fully committed to their duties because they got insufficient supports

from both MoEYS and development partners. This result supports what suggested by Pujas (2010) in which the management team, affected by discouragement, lost their initial enthusiasm. This little commitment toward the initiatives by the top of the organization resulted in the staff losing motivation. Pujas puts great importance for the success of the initiatives on top management commitment toward the program. And many initiatives failed because top management was never really committed to the program.Irresponsibility may also cause from administrators' understanding and practical experience of the school strategy. Being a novice in strategy implementation, administrators were reported to have very limited understanding how to execute them effectively. Instead of giving staff members a directive guidance, most of the administrators distanced themselves from the school initiatives, as they were unable to provide much instructional assistance. The absence of administrators' sponsorship have resulted in ignorance of the duty and harmed school initiatives. Eventually, many ambitious initiatives could fail. This result is consistent with the proposal of Hrebiniak (2006) on obstacle to effective strategy implementation. Hrebiniak mentioned that one basic problem to strategy implementation is that managers know more about strategy formation than implementation. They have been trained to plan, not to execute. The lack of functional expertise could cause successful implementation of strategy become

less likely and more problematic. Additionally, this finding is supported by Pujas (2010) in which lack of knowledge caused the gradual loss of confidence in the concept and, accordingly, the support of the organizational leaders.

Organizational Structure

It was found that there was the current structure allowed more centralized working style and caused difficulty for teachers to work across the departments. This constraint may due to the organizational structure itself was ambiguous, ineffective, and non-functional.Based on the chart of organizational structure, it was found that the organization structure was ambiguous and non-functional. Instead of nominating 4 deputy school principals, the number was reduced to only 3 in which two of vice school principals were responsible for academic affairs while another school principal was responsible for administrative affairs. With this assignment, it is obvious that there was nooneto be accountable for the work of students' affair, community relation, and industry linkage. As the school strategic management system plan cover all school aspects, it was found that school structure and school strategy were not parallel. This uncertainty of responsibility created problems in terms of authority distribution. This result is also consistent to the study of Heide, Gronhaug, and Johannessen (2002), which found that initiatives are not being implemented successfully because there are too many managers, and consequently none of them show any ability to follow up on

implementation. In addition, the result of this study is related to the principle of functional and dysfunctional model claimed by Hoy and Miskel (2008). They argued that unclear hierarchy of authority caused the dysfunctional structure. It produced a potential blockage in communication because subordinates were reluctant to communicate anything.Concerning the more centralized working style, it is factual that some of administrators and teachers were not working with the best. This resulted in some work being left uncompleted. In order to survive their work life day-to-day and to normalize workflow, some of the administrators need to force themselves to get all the work done under their responsibility. This result was similar to what suggested by Naanga and Ombui (2013) in which schools with inconsistent organizational structure were not able to achieve their goals as efficiently as those with well-aligned, practical and acceptable structure. The researchers noted very clearly that organizational structure can help or hinder, support or block strategic change and that a good fit-for-purpose structure will enable changes, continuous or discontinuous, small or large, to be made effectively and efficiently.

Organizational Culture

Organizational culture was one of the barriers identified by the findings. One of the most frequent themes implied from organizational barriers was resistance to change. It was found that teachers at the operational level remained strongly resistant to participate in the implementation of the strategic management system plan. The matter of this opposition to the change may emerge from two factors. First, people did not want to change their working routine. Kampong Chheuteal High School had its own culture which represented a traditional norm and behaviour of the organization. When the strategic management system plan was introduced into their operational work, teachers felt that the change would give them additional burden. Then they tried to find excuses to avoid being involved in the implementation of initiatives. According to Tan (2004), resistance to change is always prevalent in the implementation initiatives, and it can be a challenge to persuade teachers to accept the change. People tend to dislike a change because they are reluctant to move out of their comfort zone. They are worried they might lose control of their responsibilities, or they have to adjust with new working environment.

Second, teachers' disappointment with previous initiatives was another reason teachers refused to the change . Most of the participants at school level similarly confirmed that old-generation teachers were the group who demonstrated the strongest opposition to the strategic management system plan. More and more teachers were reported to experience failure in implementing their projects of previous academic years. Although their projects were well-planned, the matter of repeated lack of moral, technical, and financial supports forced a number of their proposed projects to be

finally terminated. Consequently, teachers' disappointment has caused low working commitment and discouragement. The finding of this study is consistent with the studies of Kaplan and Norton (2001), Tan (2004), Okumus (2003), Alashloo et al. (2005), and Sudirman (2012), which suggested that the organization would encounter strong resistance and lack of commitment if staff members were unhappy with a particular of decision, made by top management team. Particularly when their work responsibility was incompatible with the organizational culture. However, this finding seems to be opposite from that found by Wilcoxson (2012) which resistance was resulted from the lack of understanding about strategic management system plans or how it is used and in other cases it appears as though the resistance comes from a lack of skepticism. To implement strategy successfully, human resource and their participation are important factor as people are the ones who implement desired strategy and change, and they are actually behind everything the organization does. Changes are important part of everyday life, therefore it is important to involve people from the very beginning stage with providing valuable information, making the process clear, describing responsibilities and actions in details.

Lack of Communication

It was found that Kampong Chheuteal High School had a poor communication within the organization and with the external organizations.

This problem may be generated from failure to organize regular meeting among related people.Participants reported that vertical lines of communication were insufficiently developed. Furthermore, it was found that many teachers were reported to be staying in the environment where they felt isolated in their cubicles. Both administrators and teachers did not do their best to share information to one another.

This finding of this study is consistent with that of Kaplan and Norton (2001, 2008), Jones (2008) and Dutka (2013) in which the majority of the strategy-focused manager teams found communication of strategy to subordinates most important challenge. Specifically, they similarly found that managers rarely hold a discussion on strategy. Only 15% of them dedicated more than one hour per month discussing the strategy. The current environment changes appeared very fast and management was kept busy dealing with them. Therefore, it resulted in spending less time on future planning, but solely on fixing the present or even the past problem instead. Not discussing the future planning leads to least importance of the strategic subject among staff members. Instead of talking with others to gather information, it seemed that most teachers tended to prefer basing their decision on their own assumptions. This matter lead to misinformed decision being made, which can be a barrier to the implementation process (Tan, 2004) .

Also, the result of this study was similar to that of Heide et al. (2002), Hrebiniak (2006),

and Joseph and Ombui (2013), which found that the major strategy implementation barriers were communication-related factors. Strategy implementation involves with more people; therefore, communication down the organization or across different factions becomes a challenge. Another possible explanation of the high level of communication problem may be the paucity of interaction and team functioning among staff members. This would cause every staff member unfamiliar with the school strategy. Niven (2006) found out that the majority of staff members would never have heard of school strategy as well as balanced scorecard. Even those who are somehow familiar with this concept will show much uncertainty to it if information is not regularly delivered to them. Based on the first principle of balanced scorecard, the best strategy in the world cannot be executed effectively if it is not well communicated to the people involved (Kaplan and Norton, 2001) .Therefore, the strategy would fail because they are not adequately communicated to staff members. In other words, without communication, nothing can be implemented successfully. This is because communication serves as a link between administrators and teachers across the school. It is the mechanism that helps disseminate information to others and to ensure that responsibilities and duties are clearly explained.

Implications

The results of this study suggested that the obstacles to the implementaion of the strategic managrnent system plan is very critical. Being unable to identify and deal withthese obstacles would bring strategy execution failure. Therefore, several suggestions for theory and best practice of strategy implementation can be implied on the basis of the results of this study.

Theoretical Implications

The implications for theory, generated from this study, are as follows:

1. *Centralization versus decentralization:* It is important to bare in mind that best practice for the implementation of the strategic managment system plan mostly depends on the decision of school or operational level. The result of this study support the existing concept on school-based-management of Herman (1991) in whichschool empowermentin descision making can fullfill their own needs. However, providing the school division or departments with too much autonomy may cause barriers as some of the school operational work needs to utilize the shared resource. Therefore, a balance between centralization and decentralization within the school should be considered.

2. *Organizational culture*: Every organization has its own working culture which represent to norms and behaviours. Frequently, culture is the factor that affect the success of strategy implementation. The result of this study complements the study by Ogbonna and Harris (2000), and Ahmad(2012) which claimed that there is a link between organizational culture and performance. When a complex change,

especially strategic managment system plan, is introduced into the organization, culture adaptation and resistance it always occure. The inability to handle this changecan threaten the success of multiple execution plans, tasks, and processes.

3. *Motivation:* Motivation is another factor that is related to the quality of the performance. Lack of motivation could be resulted from disappointment.Unachievable and unrealistic goals will hurt individual's confidence. The evidence obtained fromthis study is consistent with motivational concepts proposed by Hoy and Miskel (2008), which described that motivational individuals in schools are committed towards program by their goals. Lack of the motivation is clearly the potential obstacle to success of strategy implementation.

Implications for Practice

To minimize the obstacles to the implementation of the strategic management plan, the school should consider following aspects:

1. The school should closely tie resource allocation to the strategic managment system plan. It is important that the school needs to secure and wisely use all the required resouces, financial, human, and physical resources. Conversely, without these resources the school could hardly achieve the expected results of their initiatives. Also, it is important to keep in mind that the use of theses resources needs to be responsive to the objective of the Strategic

Managment System Plans otherwise the resources would become a waste of investment.

2. It is crucial to provide an adequate training to teachers on the importance and the implementation process of the strategic managment system plan. The training could be carried out via multiple forms such as an orientation, a seminar or workshop, and one-on-one coaching. It is believed that for the strategic managment system plans to have a positive impact, people in the school must understand the process and its validity in planning for the future of the school.

3. The desired goals set in each school initiative should be measureable and reachable. Too many goals will inevitably make for a cumbersome and ineffective strategic management system plans. Meanwhile, the school initiative goals should be well aligned with that of the strategic managment system plans.

4. The school should develop work plans or a specific guideline to support the implementation of the strategic management system plan. A good guideline should be dynamic and flexible. It should adopt the principle of Plan-Act-Observe-Reflect (Kemmis&McTaggart, 2007) where systematic working would be applied. By using efficient and effective guideline, the process of the strategy implementation could go on the right track, be observable, and stay focused on its mission.

5. The school should adopt a well-structured bottom up implementation of strategic plans approach for major strategic issues. This

could play a vital role in a implementation of the strategic management system plan. The approach would imply a proactive team input in the implementation process. To enhance this, all teachers should be invited to participate in every step of the implementation process. They should be provided with responsibilities of completing certain strategic objectives. Without responsibilities, the focus can easily shift from meeting the school goal to other irrelevant targets. Therefore, it is important to ensure that all the constituents of the school work together to move forwards in the same desired direction.

6. It is important to monitor projects and conduct self-assessment regularly and systematically. To do this work successfully, a team or committee should be formed to overlook and facilitate the implementation process.

7. The school should invite stakeholders to analyze the current problems and needs, to generate the action plans, to participate in the implementation process, to evaluate the progress and to give feedback.

8. The school should update the strategic management system plan. To do so, administrators should regularly request feedback about development process of strategy implementation on a monthly basis. The feedback helps review the status of the key strategic initiatives to create a sense of urgency to make decisions, and to take actions to the problems. Also, the school should revisit and consider any necessary revision and adaptation to the strategic management system plan annually. Regular revisiting the strategic management system plan helps keep the goals and objectives of the school fresh and responsive to the current demand of the society. However, thorough revision for significant changes to the strategic management system plan should be conducted every three to five years.

Recommendations for Future Research Studies

The results from this study generated some recommendations for further studies. It is recommended that future research studies should extend to implement the strategic management system plan for a longer period of time. This study collected qualitative data from in-depth interviews, focus-group discussions, and observation. Nevertheless, it would be interesting for future research studies to employ other research techniques such as shadowing qualitative technique, or mix-method techniques to collect the data.

Since the results of this study are relevant to its own context, it is remarkable to conduct further research studies in other contexts, such at other public and private high schools or higher institutions that also apply strategic plan in their management system.

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