

INFLUENCE OF ORGANIZATIONAL RESOURCES ON IMPLEMENTATION OF STRATEGIC PLANS IN PRIVATE PRIMARY SCHOOLS IN KIRINYAGA COUNTY, KENYA

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ABSTRACT

Planning has been identified as a critical component by which the organizations achieve rapid quality results in their operations. Empirical evidence reveals that over 60% of public primary schools in Kenya have strategic plans but do not fully implement them. According to Kirinyaga County Education Office, most private primary schools rarely implement strategic plans. The general objective of the study was to investigate the influence of organizational resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya. The specific objectives were; to determine the influence of human resources, financial resources, information technology resources and organizational leadership on implementation of strategic plans in private primary schools in Kirinyaga County. The study was anchored on the Agency Theory, the Resource Based View and the Resource Advantage Theory. The study adopted cross sectional, explanatory and descriptive research designs. The study targeted 90 private primary schools in Kirinyaga County and focused on 270 members who comprised of 90 head teachers, 90 BOM chairmen and 90 PTA chairmen. The sample size of the study was 81 respondents who comprised of 27

head teachers, 27 BOM chairmen and 27 PTA chairmen. Primary data was collected through semi-structured questionnaires. Descriptive and inferential statistics were used to analyze quantitative data. The analyzed data was presented using percentages and frequency tables. The study established that human resources, financial resources, information technology resources and organizational leadership had a positive statistical significant influence on the implementation of strategic plans in private primary schools in Kirinyaga County. The study recommended to management the need to invest in human resources; strengthen and enforce policy on sourcing and use of funds, policy on procurement of ICT infrastructure and finally the management should strengthen and enforce policy on provision of strategic direction, communication and resource allocation as far as organizational leadership is concerned. The study will contribute to knowledge addition by revealing the effects of organizational resources on performance of private primary schools in Kenya.

Key Words: *financial resources, government policy, human resources, organizational resources, technological resources*

INTRODUCTION

Planning is a procedure of recognizing a reason and after that settling on the methodologies, strategies, techniques, systems, time skylines, assets and all that must be done to achieve a reason. Plans contain functional rules, exact objectives and targets and a timetable for fulfillment, and are helpful to the accomplishment of an association as to the accomplishment of mission, objectives and destinations. In each association thusly, there is have to detail and actualize plans which would prompt acknowledgment of its set targets, objectives, strategic vision (Sababu, 2011). Strategic plans are significant in the administration and

accomplishment of associations. They are a lot of procedures embraced so as to build up a scope of methodologies that add to accomplishing the authoritative course (Tapinos et al., 2015).

Before strategy implementation is done, the directors of associations more often than not examine nature in which they work utilizing instruments, for example, SWOT investigation, PESTEL examination, Porters five powers model, contender examination, client examination and hole examination among others (Aldehayyat et al, 2015). The Porters five powers is a helpful apparatus for breaking down the earth so as to distinguish the opponent contenders and would could it be that they are showing improvement over their associates in the business. At the point when an association utilizes this model, it can set up measures that can cause it to be as aggressive as others in a comparative domain. This will be conceivable in the wake of tending to the shortcomings and dangers when SWOT examination has been directed. Likewise it is just through utilization of this device that the association will have the option to recognize the necessities of its clients and in this way react to them properly.

Implementation of strategic plans in schools is very much progressed in created nations. In the United States of America for example, Knoff (2005) states that essentially every state and school locale in the nation has worked in the zone of school improvement so as to improve the scholastic and social-conduct results all things considered. Provoked during the 1980s by the business network's interest for a progressively arranged workforce, during the 1990s by eight National Education Goals (National Education Goals Panel, 1999), and in the new thousand years by the No Child Left Behind enactment, school-wide endeavors to consider teachers responsible for understudy results are presently required, persistently observed, and announced every year. In any case, the Comprehensive School Reform Quality Center (2006) in the US contends that while various school improvement models exist, their results have differed, generally because of the interdependency between these models' capacity to adjust and react to nearby school and area conditions, and the neighborhood acknowledgment of a specific model alongside a promise to its sound implementation.

In Asia, implementation of strategic plans in schools has been arranged in various ways. For instance, Wallace (2004) contends that, at both local and national level, systems for implementation have been created dependent on cycles of audit, implementation and implementation. At institutional level MacGilchrist et al. (2005) asserted that four unique sorts of school plans could be distinguished: I) the expository, which included no belief inside the school; ii) the particular, created by the key alone; iii) the helpful, delivered by a gathering of staff and concentrating on fund and staff improvement; and iv) the corporate, created by the staff cooperating and centering over a concurred scope of the school's needs. Chime (2012) says that neither of these typologies of strategic implementation in Asia considers either the genuine idea of implementation in schools or the degree to which such plans are controlled by outer variables.

School planning in Africa is looked with various difficulties. While some school planning activities have succeeded others have not been fruitful. In South Africa, Chinsamy (2012) takes note of that after change from politically-sanctioned racial segregation, there was much enthusiasm from various instructive bodies electorate in discovering the attributes of

successful and enhancing South African schools. Various school advancement, school adequacy, and school enhancement activities were started, both by the administration using government financing, and by nongovernmental associations. The projects contacted diverse parts of school life in individual schools - school the board, educator improvement in subject substance and showing philosophy, student appraisal, and authoritative advancement. Nonetheless, investigations of school improvement extends in South Africa have uncovered that they have not significantly affected educating and learning and ensuing students' execution (Chege, 2012).

Chinsamy (2012) recommends that one of the principle explanations behind the general disappointment of these undertakings in South Africa, regardless of their well meaning goals and brilliant substance much of the time, was the implementation of single change programs or the absence of joining of numerous projects started in schools. Furthermore, it was commonly discovered that those schools that made enhancements in certain angles, and whose students consequently improved their presentation, couldn't keep up that improvement in ensuing years reliably. A significant number of these undertakings, beside having single change programs, would in general be "supply-push" intercessions, either concentrating on sources of info or on improved schools forms and that was regular; they for the most part didn't concentrate on "request side" and on responsibility for conclusive outcomes. They depended on the idea that there was some information or procedure shortfall, and that fixing that deficiency would pretty much consequently lead to better conclusive outcomes.

Ghana embraced the idea of Whole School Development (WSD) which looks to advance the accompanying: a) Child-focused essential practice in proficiency, numeracy and critical thinking with the view to improve the nature of instructing and learning in fundamental school study halls; b) Community cooperation in instruction conveyance; c) Competencies of educating and learning through school-situated in-administration preparing; d) Participatory planning and asset the executives at school and area levels; and e) Improve productivity in asset the board (Akyeampong, 2005). At the core of the WSD procedure in Ghana is the arrangement of help to principals and instructors to improve the nature of educating and learning in schools. What's more, he noticed that WSD in Ghana is having the sort of effect anticipated from a school improvement activity concentrating its endeavors on decentralized basic leadership to upgrade neighborhood network investment in school advancement, authority preparing for principals, school framework, nearby government backing and limit working to improve the nature of instruction.

In 2008, The Kenya Government through the Ministry of Education Science and Technology gave a blue print five years strategic arrangement, 2008-2012. The vision was to have an all around aggressive quality instruction and preparing for Kenya's manageable improvement and the mission is to give, advance, facilitate quality training and preparing for strengthening of people to wind up minding, capable and dependable natives who worth training as a long life process (MOE Strategic arrangement 2008-2009). The supposition that will be that, improvement in the nature of training will deliver Kenyans with worldwide focused abilities. This will at that point produce the labor required to transform the nation into a center pay status continuously 2030.

With regards to vision 2030 which has three columns to be specific; monetary, social and political, the social column is to be accomplished through instruction and its strategic to make a simply, durable and evenhanded social improvement in a spotless and secure condition. In 2013, the Government of Kenya through the Ministry of Education Science and Technology requested each open foundation to make, execute, screen and survey its internal key game plan as a strategies for redesigning result based organization and efficiency in their exercises.

The majority of the residents live beneath the neediness line with critically low pay levels because of insignificant financial exercises inside the voting demographic. School drop-out rates and non-attendance are progressively grave in schools close Mwea town as young men drop-out to join the rice ranchers while young ladies are inclined to high school pregnancies and early relationships. Most private grade schools are likewise understaffed and have lacking learning offices. These financial difficulties clarify the low enlistment rates, low standards for dependability, low fulfillment rates and the by and large low training quality. These difficulties make Kirinyaga County a one of a kind set-up for study. The County had 90 private primary schools as at January 2018 with some offering boarding facilities while others are day schools (Kirinyaga County Education Office, 2016).

According to the Kirinyaga County Strategic Plan, (2016-2026), the current enrollment stands at approximately 5322 boys and 3954 girls, that is, 57% boys and 43% girls respectively, with 68 female teachers and 205 male teachers. The schools are expected to adopt and domesticate their own strategic plans from the districts strategic plan as a requirement by the MoE. Besides strategic planning being a government's policy, the dwindling resources coupled by the ever changing and highly competitive environment has made strategy implementation a necessary practice in the endeavor to improve academic performance and all the other aspects of performance such as stakeholder satisfaction, staff motivation and co-curricular activities. Studies done on implementation of strategic plans have concentrated on corporate organizations, public entities and public primary and secondary schools. For example, Njagi, Muathe and Muchemi (2011) conducted a study on public secondary schools. Very few studies have focused on primary schools and more particularly the private primary schools.

STATEMENT OF THE PROBLEM

Implementation of strategic plans is key to successful organizational performance. In every organization, there is need to formulate and implement a coherent document which guides the efforts of all the stakeholders, outlining what the organization is trying to achieve and how it intends to achieve it (Kumar, 2013). The Kenya Government through the Ministry of Education noted the importance of strategic plans to schools and issued a policy guideline for all schools to prepare and implement strategic plans. Most studies on strategic management in Kenyan primary schools have been pre-occupied with one issue - assessing the factors that influence strategy formulation. For instance, Gachogu (2012) examined the factors influencing formulation of strategic plans in public secondary schools in Kirinyaga County. Njagi, Muathe and Michemi (2013) conducted a study on the factors influencing formulation of strategic plans in Embu North District. In yet another study, Wanjiku & Ombui (2013)

examined the factors influencing implementation of strategic plans in public secondary schools in Lari District of Kiambu County. Another study by Sije & Ochieng' (2013) assessed the relationship between strategic planning and its implementation in private primary schools in Homa-Bay County. A study by Sedisa (2008) uncovers that over 60% of private elementary schools in Kenya don't have strategic plans. Also, the few schools that work being worked on plans are seen as inadequate and offer projects which are not finished on schedule (Dan, 2013). This has prompted a portion of these schools being portrayed with altered needs and deficient and haggard structures. The Kenya Government through the Ministry of Education noted the importance of strategic plans to schools and issued a policy guideline for all schools to have strategic plans but not all schools have come up with these plans (Njagi et al. 2013). Given that strategy implementation is an important process not only for educational institutions but also for other organisations, it is important to understand the factors that influence strategy implementation. The rationale of this study was therefore, to assess the influence of organizational resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya.

OBJECTIVE OF THE STUDY

The main objective of the study was to assess the influence of organizational resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya.

THEORETICAL REVIEW

Agency Theory

This theory was proposed by Jean B. McGuire (1998). Office hypothesis is an administration approach where one individual (the specialist) follows up for the benefit of another (the key) and should propel the chief's objectives. The operator in this way propels both the principals' advantages and his own advantages in the association. An equalization of these interests ought to be converged so as to touch base at the corporate goals of the association through the specialist since he/she is accountable for the tremendous assets of the association.

The Agency Theory holds the view that there ought to be appropriate collaboration between the administration and its partners so as to progress in the direction of a shared objective. Rugman (2011) contends that the Agency Theory is utilized in the administrative writing as a hypothetical system for structure and overseeing contract, which is among the rising issues in strategic administration. It along these lines clarifies the conduct of principals and specialists connections in execution contracting in the board. The organization hypothesis will in general outweigh everything else against other strategic administration speculations.

In terms of applicability, Jackson (2013) contends that the agency theory of strategic Management is so crucial since the action chosen by a the headteachers and representatives of the board and community in a school have a grater impact on the educational achievement of the whole community whose children study there. Hence, the agents' role in strategic implementation and the overall strategic management process cannot be underestimated. Kamau (2016) says that the school is often portrayed as a nexus of both unequivocal and

verifiable contracts connecting the administration and its distinctive partners, including guardians, specialists, understudies, providers and the state among others.

Resource Based View

This theory was developed by Penrose (1959) and supported by Birger Wernerfelt (1984). The resource-based view (RBV) stipulates that in strategic administration the principal sources and drivers to firms' upper hand and prevalent execution are primarily connected with the qualities of their resources and capacities which are significant and exorbitant to-duplicate (Mills, 2003 and Peteraf and Bergen, 2003). Expanding on the presumptions that strategic resources are heterogeneously circulated crosswise over firms and that these distinctions are steady additional time, Barney, (2011) looks at the connection between firm resources and supported upper hand. Four observational markers of the capability of firm resources to create continued upper hand can be esteem, rareness, incomparability, and non-substitutability. In Barney, (2011), firm resources incorporate all benefits, capacities, hierarchical procedures, firm properties, data, learning, and so forth constrained by a firm that empower the firm to consider and execute methodologies that improve its productivity and adequacy.

A resource based methodology stresses inner parts of the firm. In that capacity, aggressive strategy ought to be more impacted by amassed resources than by the earth; what a firm has would figure out what it achieves. Resources become major drivers of firm execution (Conner, 2013). As indicated by Conner, a resource-based view accentuates esteem augmentation of a firm through successful resource incorporation with the accomplice's significant resources to accumulate generally inaccessible upper hands and qualities to the firm.

Dyer (2008) characterizes integral resource blessing as a "particular resource of coalition accomplices that all things considered create more noteworthy rents than the total of those acquired from the individual gifts of each accomplice." But first, firms must locate one another and perceive the potential benefit of joining resources. Using a resource-based perspective on the firm, Laffont (1997) characterizes and conceptualizes an association's coalition capability as a hierarchical capacity for discovering, creating, and overseeing unions. Subsequently, finding the correct accomplice and perceiving the reciprocal resources would be the initial phase in accomplishing effective inventory network coordination. In terms of its applicability, the Resource Based Theory posits that the internal strengths that a school has and which cannot be matched, copied nor substituted by its competitors are very useful drivers for growth and competitive advantage of the school.

Resource Advantage Theory

This theory was developed by Hunt and Morgan (1995). This hypothesis draws on showcasing's heterogeneous interest hypothesis by Alderson (1965). This hypothesis holds that, in light of the fact that intra-industry request is fundamentally heterogeneous, distinctive market offerings are required for various market sections in a similar industry. Resource advantage hypothesis draws on differential bit of leeway hypothesis (Porter, 1985). This

hypothesis has affinities with a few research conventions. To begin with, it follows to the resource-based hypothesis of the firm and the chronicled custom (Conner, 2013). Characterizing resources as the substantial and immaterial elements accessible to the firm that empower it to deliver productively or potentially viably a market offering that has an incentive for some market segment(s), this hypothesis perspectives firms as combiners of heterogeneous, incompletely versatile resources that are verifiably arranged in reality.

In terms of its overall growth and sustainability, a school should identify better resources to help it match its competitors. The quality of the tangible resources may be in terms of the attributes of teachers, PTA, BOM, parents, school employees and pupils, type and quality of the physical and technological resources, teaching and learning facilities and materials among others. Thus, for primary schools to successfully carry out the strategy implementation process to help them achieve improved academic performance, they need to utilize the resources at their disposal well.

EMPIRICAL REVIEW

A number of researchers agreed that a strategic arrangement should be basic, reasonable and neither too aspiring nor deficiently requesting (Aldehyyat et al., 2011). It ought to enable some level of adaptability to fit with the evolving condition. Mintzberg (1978) includes another point of view by featuring the peril of planning in that it accept the world will stop while directors hold back to actualize systems. This clarifies why a strategic arrangement ought to be planned such that it is adaptable to oblige ecological changes.

Albeit the majority of the writing accessible on strategic administration manages the business world, a few contrasts can be drawn between the business area and training part. Takahashi (2012) gave the similitudes as pursues. To begin with, the two segments endeavor to make a profit however the kind of profit varies in both; Two, both have restricted assets yet they have boundless needs and should distribute assets in the wake of putting their necessities in a succession of need; Three, both vie for customers and assets and ultimately, both have customers who interest for more fulfillment. The schools get assets from government, guardians, contributors and other pay creating tasks to actualize the ventures they distinguish. These assets are not really enough.

Human Resources

Human resources remain key to successful organizational performance. An employee's level of training, experience and motivation are the greatest key to success (Gichobi, 2013). Ngware et al (2008) conducted a study on the effect of training on performance by Secondary school teachers in Kericho District. He set up that for educators to give quality training, they should be very much qualified and propelled. His investigation recommended that instructors ought to be proactive and try to impact the outer condition and send resources to impact it. This may call for instructors to execute suitable procedures intended to acknowledge set objectives. Ngware (2008) contends that if educators are taken for preparing to expand their aptitudes, they will be inspired and particularly on the off chance that they are allowed to put their abilities to rehearse.

Maxwell (2013) conducted a study on the challenges to effective teacher training in Mandera District. The study established basically that lack of adequate funding and infrastructure were key to successful teacher training. He noted that if teachers are successfully taken for training, their skills will increase and they will be motivated especially if they are given a chance to put their skills to practice. His investigation likewise suggested that assets ought to likewise be accessible to prepare the groups so each can know the obligations and desires.

Maxwell (2013) discoveries were reliable with those of Recklies and Drucker (2008). Recklies (2009) is of the sentiment that just the projects which yield most astounding returns ought to be supported after the key activity territories have been recognized. In an optional school, the cash originates from the administration subsidizing/government give, guardians' commitment, pay creating ventures inside the school, benefactors, and bursary. As indicated by Drucker (2004), worker's skill is valuable in implementation of strategic plans and where an association does not have qualified labor she will be compelled to redistribute.

Hallake (2017) takes note of that a typical issue experienced in Africa is that individuals are designated to positions to which they have no coordinating professional capacity. They refer to a situation where a previous armed force general (who is utilized to dictatorial style of initiative) is selected to a place of a college overseer which requires majority rule style of administration. This prompts a confuse between the identities selected with the procedures that can function admirably for the association. This issue anyway may not be extremely intense in the Kenyan auxiliary schools since the Principals are designated from the professionally prepared educators. What might be faulty is whether the named principals are individuals with a dream to push the school.

Financial Resources

The resources of a firm are the advantages that supervisors need to work with in their journey to improve the presentation of the Enterprise. They incorporate both substantial and elusive resources (Ogonge, 2013). Maxwell (2013) cites Barney (2011) who characterized an association's resources as all advantages, abilities, authoritative procedures, firm qualities, data, and learning constrained by a firm that empower it to consider and actualize Strategies that improve its productivity and adequacy. Wheelen and Hunger (2013) states that resources are associations resources and are the essential structure squares of an association. Unmistakable resources are physical resources, for example, land, structures, hardware, stock, and cash. Immaterial resources are non-physical resources that are a production of Managers and different workers, for example, brand names, notoriety of the organization, among others.

Financial resources are critical for financing strategic organizational resources and expanding business activities in line with organization's strategic objectives (Sababu, 2011). This concurs with previous studies that have found availability of adequate business finance is a critical factor in sustaining long-term investment leading to business success (Dye, 2008). Gluck (2013) argued that an organization should allocate the financial resources in priority areas in order to obtain maximum returns from the investment in question which will consequently lead to improved performance.

Funds are important for preparing of staff with the goal that each can know the duties and desires (Jackson, 2015). Assets are basic amid the information accumulation arrange when gathering of data from nature is required. It might include voyaging, holding gatherings, or distributing apparatuses for interchanges, for example, handouts and fliers. Upon implementation, cash is required for implementation. An arrangement ought not be defined on the off chance that it can't be actualized. Recklies (2008) is of the feeling that just the projects which yield most astounding returns ought to be supported after the key activity territories have been distinguished.

Schools have very limited resources; all these decisions and actions must contribute to the strategic plan. In a private primary school, the money comes from the parents' contribution, income-generating projects within the school, donors, and bursary. The availability of financial resources means that the private schools are able to acquire the basic items/facilities required to implement their strategic plans with the aim of realizing enhanced academic performance of the learners. The financial resources should also be adequate and should be correctly allocated to the key performance areas while at the same time minimizing wastage.

Takahashi (2010) examined the effect of firm resources on business performance of male and female headed firms in the case of Lao Micro, Small and Medium sized enterprises (MSMEs) in Japan and found that financial resources was significantly linked with firm performance irrespective of who heads it. The study further established that availability, accessibility and adequacy of funds led to achievement of competitive advantage. Wanjiku et al (2015) conducted a study on the factors affecting provision of service quality in public health sector using a case of Kenyatta National Referral Hospital. The study found that insufficient funds stifled the performance of public health institutions in regard to delivery of quality health care to patients because of the institutions inability to acquire the necessary physical resources like, medical supplies and equipment. However, the study ignored critical aspects like adequacy of funds and timeliness in disbursement of funds by the government.

Dasanayaka (2001) conducted a study on the performance of health care equipments in public sector hospitals in Sri-Lanka. The study found that the performance of public hospitals was very poor due to inadequate funds for allocation to various needs such as: acquisition of right and quality equipment and devices; and maintenance of medical equipment and devices; training of staff for handling equipment and devices. The study ignored aspects like timeliness in disbursement of funds by the government to the hospital which is critical in regard to performance of medical institutions.

Information Technology Resources

Gluck (2013) in a study on the influence of information technology on organizational performance within manufacturing firms argues that the turbulence of the any environment is a function of the frequency, the amount and the irregularity of the change that occurs in it. It considers specifically the powerful and pervasive influence of technological change as the product and the progenitor of many significant industrial, social and political changes. Moreover, it takes the view that in many organizations, the basis of long-term competitive

success is moving towards technology as the means of securing a sustainable comparative advantage.

Adams (2012) recommends that innovation arrangement mirrors the creative demeanor of an association and its responsibility to advancement. While innovation can assume a significant job in an association's advancement procedure, a lot of innovation may even smother development by institutionalizing the current work processes and procedures. The since quite a while ago run focused situation of an association is accordingly subject to how wisely associations deal with their innovative resource bases. Firms vary in light of the fact that they create capabilities in various advancements. Asymmetries in information gifts may give a premise to mechanical heterogeneity. Then again firms may likewise vary in the manner they misuse or convey the accessible/obtained innovation (Gluck, 2013).

Floyd (2012) in an examination on the job of data innovation as a device for expanded upper hand, contends that an organization can utilize innovation to make an upper hand by making boundaries that dissuade passage of opponents, presenting novel items or innovation forms that pull in new clients, or changing the principles of rivalry in the business. The creation, improvement and use of innovation can frame the reason for the achievement of firms. Development through advancements may not really happen through leap forward developments. Or maybe it includes inventive methods for incorporating existing or forming advances into high worth arrangements. These creative ways range over the whole worth chain and require incorporation crosswise over interior and outside business limits (Drucker, 2011).

The innovative decisions of a firm are generally explained in its innovation strategy i.e., the arrangement that aides the gathering and sending of mechanical resources and abilities (Zahra, 2011). Disregarding the expanding significance of development and the pretended by mechanical abilities in an association's development direction shockingly, little is known how mechanical advancement in various associations is driven by their innovation strategy. A decent mechanical strategy controls the securing and organization of essential resources to advance development. These resources incorporate data, apparatuses and machines. The specialist will in this way center around innovative similarity, understandability, usability, incorporation and arrangement.

Organizational Leadership

Leadership is in charge of advancement of methodologies to accomplish the vision. Essentially strategy implementation means is to give guide and this guide ought to be clear and centered. It is the obligation of leadership to relate the strategy procedure with the vision. It ought to build up a culture of learning by giving a reasonable arrangement of qualities for the association. Qualities show the conduct of the association and lead the association towards right. Both vision and procedures ought to mirror these qualities. When the pioneer comprehends the significance of qualities the procedure of strategy implementation turns out to be simple. The most significant job of the leadership is to incorporate the individuals with the strategic administration process. It ought to include everybody to guarantee responsiveness towards wanted change (Floyd, 2012).

Strategy implementation is considered as fundamental aptitudes of leadership that encourages change in the association or essentially can rebuild the association as indicated by vision. At last leadership empowers and animates the individuals in the association to work productively as per vision of the association. Without the association of each one the hierarchical objectives can't be accomplished. Above all it is the obligation of leadership to settle on right choices for the good of the organization capably on the grounds that associations achievement relies on basic leadership (Ashim, 2008).

The top school leadership in a school incorporates the Board of Governors, Parents Teachers Association and the school Principal. They give leadership and vision to the association. The Principal has for quite a while been required to offer leadership on issues of value improvement in schools (Ngware et al., 2008). This view has anyway been tested by certain researchers. Ashim (2008) in an examination on the job of leadership in strategy implementation inside the schools in Kitui County contends that a school chief can't offer leadership on school vision in disconnection since it is an aggregate duty all things considered. He further contends that effective planning must incorporate the three degrees of the board in the school.

An investigation done by Kumar (2013) found that the Principal was viewed as key player in strategy implementation. An inconsistency is uncovered when Giles (2015) discovered that the strategic planning procedure was profoundly overwhelmed by principals and their agents. It tends to be said that despite the fact that the Principals are instrumental in driving the procedure, they need the contribution of the considerable number of partners.

Another point of view of help by top administration is taking a gander at the period that they have remained in the school. In the event that a Principal has worked in a school for quite a while, he/she can have the chance of drawing in the others to detail the strategic arrangement. Okumu (2003) is of the feeling that if an individual just works in a school for an extremely brief period, he might not have an effect in figuring the strategic arrangement. Moves by the legislature from one school to the next achieve this test. The top administration ought to have the option to persuade the guardians on the method of reasoning for burning through cash to define a strategic arrangement since they have the obligation to shield open premium and offer direction to the partners (Ngware et al., 2008).

For the relationship to in all likelihood complete strategies satisfactorily, they must have practical social capacities, social aptitudes, professional capacities and ability to check an area to presumably predict future events. Fruitful social capacities are principal for the pioneer to go down the vision to all of the laborers and significant accomplices. Dandira (2011) in an assessment in view of correspondence on method implementation inside parastatals in Kenya fights that correspondence should course totally of the firm with the objective that all specialists are kept in the light on how the strategic game plan is being considered and what is anticipated from them. This infers boss should not hold down any information in their possession which can be valuable in strategic planning. The professional capacities are fundamental in strategic planning.

Convincing social capacities are major gadgets for the pioneer to go down the vision to all of the laborers and huge accomplices. Dandira (2011) is of the supposition that correspondence should course all the way of the firm so all agents are kept in the light on how the strategic game plan is being considered and what is anticipated from them. This infers boss should not hold down any information in their possession which can be valuable in strategic planning.

The professional aptitudes are major in strategic planning. Sherman, Rowley and Ashim (2008) saw that a run of the mill issue experienced in Africa is that people are assigned to positions to which they have no planning professional limit. Managers are required to regard their workers as interior clients who can give input on hierarchical advancement. Dandira (2011) noticed that some top managerial staff and ranking directors go for retreats to make strategic arrangements without including their representatives. The lower framework representatives may get a handle on left in implementation and thus they neglect to actualize the arrangement successfully. Viable relational abilities from top administration empower them to include every one of the partners to take an interest effectively in the entire procedure of strategic arrangement implementation. Constant learning is significant for any individual who wishes to get what it takes to filter nature.

Association's exhibition relies on the systems that utilization to accomplish organization's vision. Leadership acclimatizes the strategy with vision to improve the ability of the firm to perform well or as indicated by the need. The present business condition is quickly changing and generally pioneers attempt to embrace adaptable and process improvement techniques to guarantee responsiveness of the association towards change. Leadership affected the entire basic leadership procedure and basic leadership is the center of the strategic administration process. It encourages the entire procedure beginning from applied structure for strategy implementation and till the assessment. Fundamentally leadership impacts three zones of association first, the vision, Secondly the techniques itself lastly the qualities. These three segments together make the way of life of the association. It is the duty of the pioneer to present an unmistakable comprehension of the vision all through the association. Everybody should know where we need to be in future.

Chege (2012) looked to break down the impact of leadership styles on implementation of strategic plans in Small and Medium Enterprises (SMEs) in Nairobi County. Explicitly the examination: broke down the impact of dictatorial leadership style, surveyed the impact of vote based leadership style and assessed the impact of free enterprise leadership style on implementation of strategic plans in SMEs. Spellbinding exploration configuration was utilized. A case of 354 SMEs was picked using stratified unpredictable testing. The backslide exhibited that extremist organization had the most dumbfounding effect of implementation of strategic plans with a coefficient of 0.488, trailed by law based authority with a coefficient of 0.384 and free undertaking with a coefficient 0.269. The investigation investigated the effect of organization styles on implementation of strategic plans in Small and Medium Enterprises (SMEs) while the proposed assessment focused on the effects of activity styles on the implementation of strategic plans inside Kisumu territory.

RESEARCH METHODOLOGY

The study adopted cross sectional, explanatory and descriptive research designs because it purposed to explain the effect of organizational resources on performance of private primary schools in Kirinyaga County, Kenya at one point in time. The study used multiple regression model that involved analyzing the relationship between the independent variables and dependent variable. The study focused on Kirinyaga County which has a total of 90 registered private primary schools with 90 headteachers, 90 BOM chairmen and 90 PTA Chairmen. The researcher adopted stratified sampling technique in which the private primary schools were grouped according to sub counties. Hence, a sample of 27 headteachers, 27 BOM chairmen and 27 PTA Chairmen were selected for the study. The data collection instrument for this study was a questionnaire that was developed by the researcher in consultation with the supervisor. The data collected was analyzed using descriptive and inferential statistics.

RESEARCH RESULTS

Human Resources and implementation of Strategic Plans

The study sought to determine the influence of Human Resources on implementation of strategic plans in private primary schools in Kirinyaga County. Table 8 indicates that human resources had a positive statistical significant influence of 0.291 with a p-value of $0.000 < 0.05$. This indicates that human resources was statistically significant in influencing implementation of strategic plans in private primary schools in Kirinyaga County. This study further indicates that one unit increase in human resources will lead to an increase of 0.291 implementation of strategic plan in private primary schools. The findings concur with those of Jackson (2013) who found that human resources have an effect in strategy implementation in public schools. The results thus show that the human resources by within private primary schools in Kirinyaga County enhance the strategy implementation. The implication is that all the private primary schools in Kenya should make sure that human resources is prioritized when implementing strategic plans.

Financial Resources and implementation of Strategic Plans

The study sought to determine the influence of Financial Resources on implementation of strategic plans in private primary schools in Kirinyaga County. Table 8 indicates that financial resources had a coefficient of 0.223 with a p-value of $0.000 < 0.05$. This indicates that financial resources was statistically significant in influencing implementation of strategic plans in private primary schools in Kirinyaga County. This study further indicates that one unit increase in financial resources will lead to an increase of 0.223 implementation of strategic plan in private primary schools. The findings collaborate with those of Kamau (2013) who found that financial resources had an effect on strategy implementation.

Information Resources and implementation of Strategic Plans

The study sought to determine the influence of Information Technology Resources on implementation of strategic plans in private primary schools in Kirinyaga County. Table 8

indicates that information technology resources had a coefficient of 0.332 with a p-value of $0.000 < 0.05$. This indicates that Information Technology Resources was statistically significant in influencing implementation of strategic plans in private primary schools in Kirinyaga County. This study further indicates that one unit increase in financial resources will lead to an increase of 0.332 implementation of strategic plan in private primary schools. The findings concur with those of Gachogu (2012) who found that technological resources has effect on strategy implementation. The results thus show that the technological resources by private primary schools in Kirinyaga County enhance the strategy implementation. The implication is that the private primary schools in Kenya should make sure that technological resources is prioritized when implementing strategic plans.

Organizational Leadership and implementation of Strategic Plans

The study sought to determine the influence of organizational leadership on implementation of strategic plans in private primary schools in Kirinyaga County. Table 8 indicates that organizational leadership had a coefficient of 0.152 with a p-value of $0.000 < 0.05$. This indicates that organizational leadership was statistically significant in influencing implementation of strategic plans in private primary schools in Kirinyaga County. This study further indicates that one unit increase in organizational leadership will lead to an increase of 0.152 implementation of strategic plan in private primary schools. The findings support those of Gichobi (2013) who found that organizational leadership has an effect on strategy implementation. The results thus show that the organizational leadership by private primary schools in Kirinyaga County enhance the strategy implementation. The implication is that the managers should make sure that organizational leadership is prioritized when implementing strategy.

INFERENCE STATISTICS

From the statistical analysis of the data, the following model summary was obtained.

Table 1: Model Summary

Model	R	R ²	Adjusted R ²	Standard error of Estimate
1	0.923	0.853	0.739	0.32344

From table 1, the model summary indicates that the independent variables of the study which are human resources, financial resources, information technology resources and organizational leadership jointly contributed to 73.9% of implementation of strategic plans in private primary schools while the other factors not included in this study accounted for 26.1% implementation of strategic plans in private primary schools in Kirinyaga County. From the analysis of data, the following annova summary was established.

Table 2 shows that F (3,66) statistics is 57.08 with a p-value of 0.000. This indicates that the model was statistically significant and can be used for further statistical analysis.

Table 2: ANNOVA

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	6.78	3	2.26	57.08	0.000
Residual	625.20	66	15.63		
Total	631.98	69			

The study used regression model to determine the strength of independent and dependent variables. The following table gives the results of the regression analysis.

Table 3: Regression Results

Model	Beta (β)	Sig.
Constant	1.034	0.012
Human Resources	0.291	0.000
Financial Resources	0.223	0.000
Information Technology Resources	0.332	0.000
Organizational Leadership	0.152	0.000

Table 3 shows the coefficient for human resources is 0.291, with a p-value of $0.000 < 0.05$. This indicates that human resources had positive statistical significant influence on implementation of strategic plans in private primary schools in Kirinyaga County. This shows that one unit increase in Human Resources leads to an increase of 0.291 implementation of strategic plans in private primary schools.

Table 3 also shows the coefficient for financial resources is 0.223, with a p-value of $0.000 < 0.05$. This indicates that financial resources had positive statistical significant influence on implementation of strategic plans in private primary schools in Kirinyaga County. This shows that one unit increase in Financial Resources leads to an increase of 0.223 implementation of strategic plans in private primary schools.

The results in table 3 shows the coefficient for information technology resources is 0.332, with a p-value of $0.000 < 0.05$. This indicates that information technology resources had positive statistical significant influence on implementation of strategic plans in private primary schools in Kirinyaga County. This shows that one unit increase in information technology resources leads to an increase of 0.332 implementation of strategic plans in private primary schools.

Table 3 shows the coefficient for organizational leadership is 0.152, with a p-value of $0.000 < 0.05$. This indicates that organizational leadership had positive statistical significant influence on implementation of strategic plans in private primary schools in Kirinyaga County. This shows that one unit increase in organizational leadership leads to an increase of 0.152 implementation of strategic plans in private primary schools. The above results are analyzed using the following regression model.

$$Y = 1.034 + 0.291X_1 + 0.22.3 X_2 + 0.332X_3+0.152X_4 + \varepsilon$$

CONCLUSIONS

The study concludes that in order to ensure effective and efficient implementation of strategic plans in private primary schools, investment in human resources in regard to training, employee empowerment, team building and working environment is of critical importance.

With regard to the strategic financial human resources, the study concludes that in order to ensure effective implementation of strategic plans in private primary schools, financial adequacy, timeliness in disbursement and right allocation of financial resources is of paramount importance.

The study also concludes that information technology resources are significant in enhancing implementation of strategic plans in private primary schools. In addition, private primary schools that invest in information technology resources will improve communication between the teachers, learners, parents and other stakeholders of the school.

The study concludes that the leadership plays a key role in providing strategic direction to the school and therefore must design better and realistic strategic plans which must be effectively communicated to all the staff in the school.

RECOMMENDATIONS

The study made the following recommendations. First, the management of private primary schools should invest in human resources in regard to training, team building and work environment in order to improve strategy implementation. Secondly, the management should enforce policy on sourcing for adequate funds, prompt disbursement and use of funds.

Thirdly, the management of private primary schools should enforce policy of procurement of ICT infrastructure in regard to compatibility, functionality, integration and alignment. Lastly, the management of private primary schools should strengthen and enforce policy on provision of strategic direction, communication and resource allocation.

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