

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

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DECLARATION

This project report is my original work and has not been presented for any award in any other University.

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DEDICATION

This work is dedicated to the Almighty God who has given me the grace, energy and insight to prepare this project. To my wife Nancy and daughters Rachael and Ann, you have always been a part of this journey. Thank you very much for your moral support and understanding.

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LIST OF ACRONYMS/ABBREVIATIONS

BOM:	Board of Management
CEO:	Chief Executive Officer
EFA:	Education for All
FPE:	Free Primary Education
FSE:	Free Secondary Education
GoK:	Government of Kenya
HRM:	Human Resource Management
KICD:	Kenya Institute of Curriculum Development
MDG:	Millennium Development Goal
MOEST:	Ministry of Education Science and Technology
NACOSTI:	National Council for Science Technology and Innovation
PESTEL:	Political, Economic, Social, Technological and Legal Environment
PA:	Parents Association
RBV:	Resource Based View
ROI:	Return on Investment
SPSS:	Statistical Package for Social Sciences
SWOT:	Strengths, Weaknesses, Opportunities and Strengths
TQM:	Total Quality Management
TSC:	Teachers Service commission
UPE:	Universal Primary Education
UTs:	Untrained teachers

OPERATIONAL DEFINITION OF TERMS

Financial Resources	The money available to a school for spending in the form of cash. This may be cash generated from fees paid by pupils or donations. Before running its activities, a school needs to secure sufficient financial resources in order to be able to operate efficiently.
Government Policy	According to the Education Act, this refers to the set of regulations and laws which govern the management of school activities and programmes, particularly with regard to establishment, management, monitoring and control of school programmes with an aim of providing quality education.
Human resources	Are the trained teachers and support staff who make up the workforce within the school. It includes the teachers, management and any other stakeholder directly or indirectly involved in implementation of strategic plans within private primary schools.
Organizational leadership	Stock of assets such as human resources, financial resources, information technology resources and organizational leadership available in a school for implementation of strategic plans.
Information Technology Resources	These are communication and information technologies which involve processing, retrieving and communicating information for decision making in line with the school's strategy of providing quality education.

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 implement them. According to Kirinyaga County Education Office, most private primary schools infrequently implement strategic plans. The general objective of the study was to investigate the influence of organizational resources on the implementation of strategic plans in private primary schools in Kirinyaga County, Kenya. The specific objectives were; to determine the importance 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 270 members who comprised of 90 headteachers, 90 PA, and 90 BOM chairpersons. The sample size of the study was 81 respondents who comprised of 27 head teachers, 27 BOM chairpersons, and 27 PA chairpersons. Primary data was collected through semi-structured questionnaires. Descriptive and inferential statistics were used to analyze quantitative data. The analyzed data was presented using frequency distribution tables. The study established that human resources, financial resources, information technology resources, and organizational leadership had a positive statistically 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 improve organizational leadership by providing strategic direction effective communication and prudent allocation of resources. The data was gathered by using a self-administered questionnaire, analyzed by use of descriptive statistics utilizing tables. SPSS was used to analyze data through a regression model. The study will contribute to knowledge addition by revealing the influence of organizational resource on the performance of private primary schools in Kenya.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Planning is a process of identifying a purpose and then deciding upon the approaches, techniques, methods, procedures, time horizons, resources and all that must be done to accomplish a purpose. Plans contain practical guidelines, precise goals and targets and a timetable for attainment, and are useful to the success of an organization with regard to the achievement of mission, goals and objectives. In every organization therefore, there is need to formulate and implement plans which would lead to realization of its set objectives, goals, mission and vision (Sababu, 2011). Strategic plans are very important in the management and success of organizations. They are a set of process undertaken in order to develop a range of strategies that contribute to achieving the organizational direction.

According to Aldehayyat et al. (2015), before strategic implementation is done, the directors of organizations more often examine the nature in which work would make use of instruments, for example, SWOT analyses, PESTEL analyses, Porters five forces model, among others. The Porters five forces is a useful tool for analyzing the environment in order to identify the rival competitors and what is it that they are doing that make them better than their colleagues in the industry. At a point when an organization utilizes this model, it can set up measures that can influence it to be aggressive as others in a similar domain. This will be conceivable in the wake of tending to the shortcomings and dangers when SWOT analysis has been directed. Likewise, it is through the use of this device that the organization would recognize the necessities of its stakeholders and, in this way, react to them appropriately.

Strategic plan implementation requires proper management of budgetary and time resources and constant monitoring of all progress. In the United States of America, for example, Knoff (2005) argued that virtually every state and school district in the country has worked in the area of school improvement in order to improve the academic and social-behavioral outcomes of all students. Prompted in the 1980s by the business community's demand for a more prepared workforce, during the 1990s by eight National Education Goals (National Education Goals Panel, 1999), and a 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. The US Comprehensive School Reform Quality Center (2006) contends that during various school improvement

models exist, their results have differed, because of the interdependency between these models 'and the capacity to adjust and react to school area conditions.

In Asia, the implementation of strategic plans in schools has been arranged in various ways. For instance, Wallace (2004) posits that in Asia, both local and national education systems have created based on cycles of audit, implementation, and change. At the institutional level, Hill-Meshane (2009) asserted that four unique sorts of school plans could be distinguished. The first school plan is the expository, which includes no reliance on the school. The second plan is the time-bound, which needs a concrete action. Third is the help that is delivered by a gathering of staff and concentrates on fund and staff improvement. The final plan is the corporate, and this is created by the team cooperating and centering over a concurred scope of the school's needs. Chime (2012) asserts that neither of these typologies of strategic implementation in Asia considers either the whole idea of application in schools or the degree to which external variables control such plans.

School planning in Africa is faced with various difficulties. While some school planning activities have succeeded, others have not been fruitful. In South Africa, Chinsamy (2012) posits 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. Different school advancement, school adequacy, and school enhancement activities were started, both by the administration using giver financing, and by non-governmental organizations. Chege (2012) argues that the projects contacted diverse parts of school life in individual schools. Nonetheless, investigations of school improvement extends in South Africa have uncovered that they have not significantly affected educating and learning and ensuing students' execution.

Chinsamy (2012) recommends that one of the main reasons for the relative failure of these projects in south Africa, despite their good intentions and excellent content in many cases, was the implementation of single change programmes or the lack of intergration of many programmes initiated 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 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.

According to Akyeampong (2005), Ghana adopted the concept embraced of Whole School Development (WSD) which seeks to promote the following; child numeracy and critical thinking; with the view of enhancing the nature of teaching and learning methodology in first school study halls; Community cooperation in instruction conveyance; Competencies of educating and learning through school-situated in-administration preparing; Participatory planning and asset the executives at school and area levels; and Improve performance. The Whole school development aims at helping the principals and instructors to improve the nature of teaching and learning in schools. The Whole school development in Ghana is having the sort of effect anticipated from a school improvement activity concentrating its endeavors on decentralized decision making to enhance neighborhood network investment in school development, leadership training for principals, school infrastructure, local government support and capacity building to improve the quality of education.

In 2008, The Kenya Government, through the Ministry of Education Science and Technology, gave a blueprint of five years strategic plan for the period between 2008 and 2012. In Kenya the vision 2030 was developed in the year 2007 to provide quality education by facilitating quality training and preparing citizens with abilities which are directed to meet demands in the competitive economy(MOE Strategic arrangement 2008-2009). It is expected that training will bring to improve performance in kenya organizations.

With regards to vision 2030 which has three pillars to be specific; economic, social and political, the social pillar is to be accomplished through instruction and its strategic to make a simply, durable and even handed social improvement in a secure condition. In 2013, the Government of Kenya through the Ministry of Education Science and Technology directed that all organization prepare and implement strategic plans in order to improve efficiency.

1.1.1 Implementation of Strategic Plans

Implementation of the strategic plan refers to putting to action strategies spelled out in the final plan to achieve original goals and mobilizing the resources needed to take those actions Cooper (2015). This procedure is fundamental to an association's prosperity, since it gives a system to the activities that will prompt the foreseen outcomes. Strategic plans ought to be communicated to all stakeholders to understand more about the organization's targets and

goals. Strategy implementation empowers an organization to deliberately take action at the changing condition and to be set up for the potential changes that may happen.

Strategy implementation might be viewed with a lot of difficulties which may radiate from the administration, the assets, the organization structure, coordination of exercises and culture, the organization politics, the inspiration of staff, the inclusion and investment of staff, the recognition and obstruction exuding from staff and different partners (Okumu 2003). Pearce(2003) argues lack of fit strategic plan may also challenge its fruitful implementation. Robbins (2003) and Sedisa (2008) have demonstrated that influential directors are the individuals who have gained certain essential aptitudes to adapt to the requests of their administration errands. Robbins (2003) assembled these aptitudes into three general classes, individually specialized abilities, human abilities, and applied abilities. Such skills are essential for school administrators to execute strategic plans successfully.

Absence of assets is another factor that could influence the implementation of strategic plans. Verspoor (2008) posits that most discretionary schools in sub-Saharan Africa work with inadequate resources in light of poor sponsoring. Most schools face deficiency of course readings, classrooms, sanitation offices, instructors, and other educating/learning resources. In such conditions, schools would be depended upon to prepare for what is available. Exactly when schools prepare over-ambitious plans the implementation of strategic plans is faced with several difficulties.

The other key factor influencing the implementation of strategic plans is stakeholder participation. The success of any strategic plan lies in the level of participation of all those who will be charged with the responsibility of implementing.. Therefore, active involvement of stakeholders at all levels is emphasized. Research by Swiderska (2001) demonstrates that partner support plays a fundamental role in ensuring that strategic planning attempts are productive and in staying away from potential issues at the implementation stages. Partner investment brings impressive advantages in terms of structure and the conditions essential to encourage smooth implementation of strategic plans. Swiderska (2001) argues that Investing in education generates awareness and capacity which help to build consensus and support strategic plan implementation, improved trust and collaboration which generates motivation to put policy into practice.

Implementation of strategic plans is a key to achievement in any school. Strategic plans will make tuition-based schools to have an engaged and surely known future by every one of the

partners in the schools. Strategic planning would make the school exercises done in a sorted out way. It would likewise prompt legitimate use of assets and accomplishment of schools objectives and goals. This would inspire the schools improvement. With regards to this investigation, the result of actualizing strategic plans is school execution is estimated as far as scholastic execution in national assessments, progress rates, degrees of consistency, understudies' control, and nature of instructing and learning assets.

As indicated by UNESCO (2007), the enrolment in essential training worldwide expanded by 6% somewhere in the range of 2009 and 2014 with the biggest builds happening in Sub-Saharan Africa (27%). Additionally, the interest for private essential instruction has ascended by 20% in sub-Saharan Africa. As per the Ministry of Education KCPE execution Report (2018), the gross enrolment rate and net enrolment rate for private elementary schools have improved altogether somewhere in the period between 2014 and 2018. The Gross enrolment rate expanded by 11.1% points representing a 18% expansion while the Net enrolment rate expanded by 15.7% points representing a 28% over the same period.

Essentially, factors that impact being out of school, likewise impact of drop out, and youngsters from country zones and poor homes are most in danger. As per Lewin (2008) low maintenance in essential instruction can be credited to high beginning enrolment rates in grade school yet high drop out and reiteration and low consummation rates, with low change rates into auxiliary school and low optional school enrolment. Poor retention in primary schools is not a challenge that is specific in the country but also in the larger sub Saharan Africa..

1.1.2 Organizational Resources

A strategic arrangement empowers an association to assess its assets, distribute spending plans, and decide the best strategy for maximizing its return on investments. Amstrong (2009) argues that an organization that has not set aside the effort to build up a strategic arrangement won't have the option to give its workers heading or core interest. As opposed to being proactive even with business conditions, an association that doesn't have a set strategy will find that it is responsive; the association will address unexpected weights as they emerge, and the association will be at an aggressive weakness.

Studies have viewed organizational resources such as human resources, financial resources, technology, and organizational leadership as the basic building blocks of an organization responsible for the production of goods and services Kamau (, 2013). This observation is in

line with Wheelen and Hunger (2013), who posit that resources are organizations assets and are the basic building blocks of an organization.

As indicated by Ngware et al., (2008), the nature of non-public schools in Kenya is reflected in budgetary, human, mechanical assets just as authority. The quality and ampleness of assets, for example, physical offices, hardware, educating, and learning materials, all have an immediate bearing on quality as they decide how viably the educational programs are actualized. The nature of instruction can't be accomplished and supported if the assets and offices are not accessible to inadequate quality and amount. Ngware et al. (2008) are of the argument that the schoolteacher must set up the setting in which understudies can best accomplish their goals. Persistent enhancement that outcomes from understudies, instructors, and the Board of Management cooperating must be tackled. Educators should focus on proficiency and training that gives an initiative structure that help persistent enhancement in the learning procedure.

1.1.2.1 Human Resources and Implementation of Strategic Plans

Human resource can give a competitive favorable position because of the way that it is valuable and has no substitutes. Wanjiku and Ombui (2015) place that if organizations are to endure and flourish in the worldwide economy they require world class human resource skills and procedures for overseeing them. Firms which can contract and hold qualified workers should encounter more grounded business execution through decreased enlistment costs, more significant yields on preparing ventures, and expanded client faithfulness because of a progressively connected with, administration arranged representatives.

Adams (2012) posits, exceptionally capable, propelled individuals who are treated with difference will indicate incredible promise to the satisfaction of the organization's destinations. Positive organization execution can be made and supported through reasonable misuse of human resources as authoritative immaterial resource Wright (2008). World-class intensity is controlled by an association's capacity to fulfill its clients' needs better, quicker and less expensive than its rivals. This requires high and constantly improving degrees of value, speed and cost viability. To accomplish this organization requires skilled and submitted individuals including capable pioneers just as nonstop investigation and improvement everything being equal. Submitted and created individuals and with no stop improvement of business procedures are the consequences of good HRM rehearses.

Ngware et al (2008) in an examination because of inspiration on execution of representatives inside the private segment contends that modest roused staff may keep away from such systems or missing themselves during the hour of strategy implementation. His discoveries were in accordance with Herzberg's hypothesis (1966) that truancy might be connected to work disappointment with terms and states of business, for example, supervision, authoritative strategies, pay, professional stability, relational relationship and physical condition. Wanjiku (2015) in an investigation on inspiration of staff inside the state funded colleges in Kenya contends that if organizations are to endure and flourish in the worldwide economy they require propelled world class human resource abilities and procedures for overseeing them. Firms who can contract and hold qualified representatives should encounter more grounded business execution through diminished enlistment costs, better yields on preparing speculations, and expanded client devotion because of a progressively connected with, administration arranged workers.

The acts of HRM, for example, resourcing, preparing and advancement, representative relations and reward the board are worried about how individuals are utilized and oversaw in associations to accomplish upper hand through the strategic sending of a profoundly dedicated and skilled workforce. Armstrong (2009) further contends that the adequacy with which associations oversee, create, inspire, include and draw in the willing commitment of the individuals who work in them is a key determinant of how well those associations perform. These perceptions agree with Kamau (2015) who contended that compelling administration of representatives empowers, initiative that rouse individuals, draws on their abilities, drives their investment in basic leadership, and takes in their thought, their desires and needs.

Maxwell (2013) sets that efficiency plan gives purposes behind representative profitability or decreasing worker costs through work improvement, motorization, profitability haggling; motivating forces and profit sharing plans, work upgrade, and so on. The maintenance plan demonstrates explanations behind representative turn over and show procedures to maintain a strategic distance from wastage through pay approaches; changes in work prerequisites and improvement in working conditions. At last, for control focuses, the whole labor plan ought to be exposed to close observing every once in a while. Control focuses must be set up to discover inadequacies, occasional refreshing of labor stock, in the light of evolving conditions, be embraced to evacuate lacks and create tentative arrangements.

Bosses are required to guarantee representatives fill in as a group, they should regard their workers as interior clients who can give criticism an authoritative advancement. Dandira (2011) takes note of that some top managerial staff and ranking directors go for retreats to get ready strategic plans without including their workers. The lower framework representatives may get a handle on left in implementation and henceforth they neglect to actualize the arrangement viably. Successful 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.

1.1.2.2 Financial Resources and Implementation of Strategic Plans

Connected with regards to instruction, financing of training alludes to the subsidizing of school conditions and assets to satisfy quality guidelines, spending on instruction contributions to accomplish learning objectives, apportioning satisfactory income stream to upgrade execution and checking the planned assets for instruction. Abu-Ghaida(2010), contends that the measure of assets accessible for current, non-educator compensation things may have critical impact on training quality. Much of the time the weight of instructors pay rates crushes out different sources of info particularly non-salaried consumptions.

Assets make a main edge for an organization .Franklin (2011) demonstrates that administration linkage may hotspot for comparable assets and other prescribed procedures yet it is constantly hard to have a few assets with replication for instance, representative aptitudes, rehearsed social qualities, time the board aptitudes and money related investment funds capacity. This prompts incredible disparities in the implementation of apparently comparable procedures among associations. In nations encountering vast development in the school age populace like Kenya, capital ventures must be adequate for physical foundation and upkeep of school structures. Spending on ICTs ought to be considered, because of their potential job in enhancing learning yields.

Hallakhe (2017) underscored that the accessibility of pertinent instructive assets add to scholarly accomplishment and that ugly school structures, swarmed classrooms, non accessibility of playing grounds and surroundings that have no stylish excellence can add to poor scholastic accomplishment. Further, Kembui (2015) in an investigation of connection between instructive assets and understudies scholastic execution in Kenya noticed a solid positive huge connection between instructional assets and scholarly execution. As indicated

by him, schools with a bigger number of assets performed superior to schools that are less blessed. This worked together the discoveries of an examination by Babayomi (2009) that tuition based schools on account of accessibility and sufficiency of instructing and learning assets performed superior to government funded schools.

Ogonge (2013) properties the absence of legitimate administration of assets to the continuous inability to execute all around arranged and archived strategic plans crosswise over Africa. Sufficient number of representatives alone isn't sufficient to drive forward an implementation plan. Franklin (2011). There is need great authority and all around prepared supervisors that will facilitate the use of association assets which are typically rare and extremely expensive to get. Despite what implies were utilized to procure the association assets, partners will dependably need to contrast the measure of assets utilized and the achievement of a given system implementation.

Most institutions have a complex planning process, however shockingly few of these are connected straightforwardly to implementation of strategic plans. Often needs ought to be given to key success areas where performance is good in order to make it excellent rather than devoting those resources to improving problem areas. This may be the only way to create an implementation friendly environment. It can be done by reviewing budgeting process, and looking for the linkage with strategic plan Adams (2012). School managers make on a daily basis decisions related to staff and students.

Departments usually set objectives for their staff and reallocate resources all the time. Schools have restricted resources; every one of these choices and activities must add to the strategic arrangement. Sababu (2011.) 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 .

1.1.2.3 Information Technology Resources and Implementation of Strategic Plans

The present unique condition requests all associations to change – both drastically and steadily. Feasible advancement can't occur without development. It is fundamental for an association to change the manner in which it works and furthermore change the items and administrations it gives Penguin (2012).It requires an association that energizes experimentation, always screens nature, assesses its own exhibition and is focused on

ceaselessly improve execution. A surge of research connecting development to the learning base of the association features the significance of different basic elements which empower the procurement and use of information to advance advancement. It makes reference to that certain learning can be overseen in a roundabout way by overseeing different components which add to an association's way of life, structure, innovation and administration. As indicated by this surge of research development can be advanced by dealing with the unsaid and unequivocal information inserted in these variables.

One of these components, innovation, is ceaselessly changing and is a basic supporter of the tempestuous markets. Additionally, innovation as an elusive learning based resource expands the capability of advancement the board. Adams (2012) recommend that innovation arrangement mirrors the creative frame of mind of an association and its promise to development. While innovation can assume a significant job in an association's advancement procedure, an excessive amount of innovation may even smother development by institutionalizing the current work processes and procedures. Adams (2012), notes since quite a while ago run focused situation of an association is accordingly reliant on how wisely associations deal with their mechanical resource bases. Firms vary in light of the fact that they create abilities in various innovations. Asymmetries in learning enrichments may give a premise to innovative heterogeneity. Then again firms may likewise contrast in the manner they abuse or convey the accessible/gained innovation.

Today, the strategic administration of innovation is viewed as one of the most significant issues in writing (Kumar, et al, 1993). As per Floyd and Woolrigde(2012), an organization can utilize innovation to make an upper hand by making boundaries that hinder section of opponents, presenting novel items or innovation forms that draw in new clients, or changing the principles of rivalry in the business. The creation, advancement and use of innovation can shape the reason for the accomplishment of firms. Development through advancements may not really occur through leap forward developments. Drucker(2004) includes imaginative methods for incorporating existing or forming advances into high worth arrangements. These creative ways length over the whole worth chain and require reconciliation crosswise over inner and outside business limits.

Data and Communication Technologies (ICT) have created quick changes in the public arena by on a very basic level changing the manner in which individuals impart, approach data and amusement, and working together, organization, explore and so forth. What's more, ICT are

seen to be inborn to the instructive change endeavors essential for the 21st century society, since they have changed the key parts of the idea of learning and the manner in which we get to it. The huge advancement and dissemination of new age innovations is required to apply a noteworthy effect on guidance and learning by (Dede, 2008) including advancing understudies' inspiration, commitment, correspondence, self-coordinated and synergistic getting the hang of, offering better access to data, and shared substance and working resources, helping understudies to think and convey imaginatively, and figuring out how to happen past the dividers of the customary study hall condition.

As of late, innovation incorporation and similarity has been perceived as the key switch for improving guidance and learning, and has been respected among the main needs in instructive strategy, subsidize planning, and educational plan advancement in numerous instructive frameworks in the EU zone and around the world Becta (2008). Simultaneously, governments propelled significant activities and guided impressive subsidizing to assemble ICT foundations in the schools and get ready instructors to successfully utilize ICT for instructive purposes. Be that as it may, the aim to change instructing and learning and accomplish instructive change, through the coordination of ICT in study hall settings, has not so far been adequately applied. In spite of instructive arrangement immense endeavors and orders (ICT foundation in the schools, educator planning activities and so on.), ICT neglected to initiate a significant effect in the schools contrasted with different trains in our advanced society (organization, business, work, inquire about, and so forth.).

1.1.2.4 Organizational Leadership and Implementation of Strategic Plans

A critical factor that could impact the achievement of strategic planning is a school initiative. Often, when a school performs well, the head educator, as the school chief, is the first to be saluted, while poor execution prompts the head instructor to accept the fault. The head educator is the most imperative individual in a school setting. As the CEO of a school, he/she is accused of the duty of dealing with the everyday undertakings of the organization, and guaranteeing that all individuals from the school network are moving the correct way. Pearce (2003) states that the prime errand of school goes to practice administration of the caring that outcomes in a mutual vision of the headings to be sought after by the school, and to oversee a change in manners that guarantee that the school is fruitful in understanding the concept.

The crucial role of leadership is to put in place mechanisms to ensure that the strategic plans are fully implemented. This includes showing the strategic direction of the school, providing

all the resources required to achieve the strategic plans, and communication of the strategies to all the concerned stakeholders. Penguin (2012) opines that When the strategic plan implementation is wholeheartedly communicated, it wins the hearts and minds of the various stakeholders involved in the whole implementation process so that they own the plan before application. The leader takes the role of the coordinator.

Penguin (2012), cited in David (2011), distinguishes initiative as a procedure of impact, prompting the accomplishment of wanted results. The process of effort is the utilization of impact to immediate and arrange the exercises of the individuals from a sorted out gathering toward the achievement of the gathering destinations. Strategic initiatives characterize and decipher the vision and good reason energetically. It is a conveyance system for structure the bearing and the limit concerning the association to accomplish that directional move or change (Davies, 2011). Jackson (2013) battles that hierarchical initiative is necessary in coordinating/directing the strategic planning implementation process. Adams (2012) states that for a pioneer to impact different partners to claim strategic arrangements during the implementation process, he/she ought to have specialized and relational aptitudes. For reasons for this investigation, the analyst will concentrate on strategic courses, resource distribution, and correspondence.

Pioneers need to have compelling relational abilities, relational aptitudes, professional abilities and capacity to filter a domain to have the option to anticipate future occasions. Successful relational abilities are important for the pioneer to go down the vision to every one of the representatives and pertinent partners. Dandira (2011) in an examination because of correspondence on strategy implementation inside parastatals in Kenya contends that correspondence should course through and through of the firm with the goal that all representatives are kept in the light on how the strategic arrangement is being considered and what is expected of them. This implies directors ought not keep down any data in their ownership which can be useful in strategic planning. The professional abilities are essential in strategic planning. Dandira (2011) asserts that the assessment that correspondence should course start to finish of the firm so all representatives are kept in the light on how the strategic arrangement is being considered and what is expected of them. This implies chiefs ought not keep down any data in their ownership which can be useful in strategic planning.

1.1.2.5 Government Policy and Implementation of Strategic Plans

Ringer (2012) records that in 1989, the UK government put accentuation on the staff to build up their own needs, think of and execute techniques to accomplish them. Later the executed strategic plans were utilized by the legislature as central focuses for national review structure. This implies the educators were required to demonstrate their accomplishments amid routine investigations utilizing parameters they had set in the strategic plans. Giles (2015) reports that as of now UK government has thought of an arrangement of getting focuses for schools from the national targets set for various classifications of schools.

In Kenya, the legislature has a basic task to carry out in implementation of methodologies inside the training division in Kenya. The legislature develops the school educational modules and the more extensive training strategy. The Kenya government consistently actualizes strategic plans with the latest one covering year 2016-2026. The service's strategic arrangement previously mentioned is quiet on endeavors the administration is taking to empower schools in the nation to figure strategic plans. The Government of Kenya has thought of a comparative arrangement of controlling schools on what they have to incorporate into their strategic plans.

Clearly, strategic planning in private elementary schools is to a great extent controlled by outside weights, for example, strategy. Weight on existing assets, want for quality, test of quickly changing approach and aggressive condition in the business makes strategic planning applicable. As Bell (2012) notes, strategic planning is a key administration process that draws together institutional qualities and objectives and gives a system to the nature of arrangement and the organization of assets. The subject of concern is in this manner, regardless of whether strategic planning in elementary schools prompts enhanced execution.

1.1.3 Implementation of Strategic plans in private schools

Private schools are those setup, claimed, or worked by individual people, business visionaries, and establishments fundamentally with the broad target of riches amplification and profitability in their quest for scholarly greatness to their students (Kumar, 2013). Private schools, otherwise called free schools, non-legislative or non-state schools, are not directed by nearby, state, or national governments Ogonge (2013). In such a manner, they hold the privilege to choose their substitutes. They are financed in entire or to some degree by charging educational cost, instead of depending on compulsory tax collection through open subsidizing. At some private schools, substitutes might have the option to get a grant, which

makes the cost less expensive, contingent upon an ability hence having budgetary need, or assessment credit grants that may be accessible.

As indicated by the constitution of Kenya 2010, any individual is allowed to set up a private school subject to the arrangements of the Education Act. The Education Act, 2012, gives that a private school will set up important instructive and administration structure, select enrolled educators, conform to and pursue the endorsed educational program, keep up premises that meet the prerequisites of the word related well being, security guidelines and building measures, keep up vital educating and learning materials, keep up an information bank on understudies undertaking training in the school and submit to the Cabinet Secretary, and where mentioned by the Cabinet Secretary, give proof that students are gaining sensible instructive ground fitting for their age and grade level dependent on aftereffects of broadly perceived institutionalized accomplishment tests.

The County Education Board in discussion with the Teachers Service Commission will evaluate a private school, including instructors, non-showing staff, the school's instructive projects and the school instructional materials, to review the school's offices and to perform such other fitting capacities as for the private school as the Cabinet Secretary may require (GoK, 2014). All these arrangement of exercises, objectives and goals in this manner require private schools additionally to direct strategic planning. This examination targets looking at the degree to which authoritative resources impact implementation of strategic plans in private grade schools in kirinyaga County, Kenya.

1.1.4 Private Primary Schools in Kirinyaga County

The majority of the residents experience 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 to Kirinyaga county as young men drop-out to join the rice ranchers while young ladies are inclined to high school pregnancies and new 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 high low training quality. These difficulties make Kirinyaga County one of a kind set-up for study. The County had 90 private primary schools as per 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 as 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.

1.1.5 Education Sector in Kenya

The Government of Kenya is focused on the arrangement of value instruction and preparing to its subjects at all dimensions. The progressing Free Primary Education bears declaration to this reality (GoK, 2011). The Social Pillar in the Vision 2030 singles out instruction and preparing as the vehicle that will drive Kenya into a center of salary economy. Moreover, the Constitution of Kenya (2010) has accommodated Free and Compulsory Basic Education as a human directly to each Kenyan take. The nation is subsequently obliged to adjust instruction and preparing to the requests of the two records. This implies exploring all parts of the instruction framework to make it receptive to the new substances. The Education Sector is in charge of the arrangement and co-appointment of instruction, preparing, investigate, training strategy implementation and quality affirmation at all dimensions of learning (GoK, 2010). Training is given by both open and tuition based schools.

Kenya is one of the countries which signed the Millennium Development Goals (MDG) and one of the goals is Education for All (EFA) by year 2015. However, these EFA goals had not been achieved by the year 2015 (Shinyolo, 2012). This is partly due to inadequacy of resources in the schools. This explains why the private sector accounts for a large proportion of schools both in secondary and primary education. Private schools account for over 24% of all schools in Kenya. The accomplishment of these objectives relies upon how well

instruction programs are actualized. This calls for arrangement of a national instruction strategic arrangement whereupon schools should base their strategic plans.

According to School Management Guide (1991), strategy implementation is a line of action designed by the school to achieve desired targets with a scale using available resources. The Kenya government regularly implements strategic plans and has made it a requirement for schools to implement strategic plans in line with the national strategic plan. The Ministry of Education has been encouraging schools to implement strategies to ensure better and efficient management of the educational institutions. The strategies they implement usually focuses on academic performance of the learners, infrastructure, sourcing of funds, pupils and staff discipline, staff motivation and improvement of students' participation in co-curricular activities among others (Shinyolo, 2014). This however is not mandatory for private schools.

Aldehyyat and Ngware et al (2008) have brought up that a school that actualizes strategic arrangement infers advantages, for example, having arranged and concurred clear objectives and targets, correspondence of the set objectives to different partners, giving a base where upon progression can be assessed, manufacturing strong and valuable gatherings in the officials staff who have clear vision on how the school will be in future, giving the school the board new musings which can guide the school to increasingly unmistakable statures of splendor and at last presents the school resources for a proficient and reasonable improvement arrangement.

1.2 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.

1.3 Objectives of the study

1.3.1 General Objective

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.

1.3.2 Specific Objectives

The specific objectives of this study were:

- i. To determine the influence of human resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya.
- ii. To establish the influence of financial resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya.
- iii. To determine the influence of information technology resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya.
- iv. To determine the influence of organizational leadership on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya.

1.4 Research Questions

The study was guided by the following research questions:

- i. To what extent does human resources influence implementation of strategic plans in private primary schools in Kirinyaga County, Kenya?
- ii. How does financial resources influence implementation of strategic plans in private primary schools in Kirinyaga County, Kenya?
- iii. What is the influence of information technology resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya?
- iv. To what extent does organizational leadership influence implementation of strategic plans in private primary schools in Kirinyaga County, Kenya?

1.5 Significance of the Study

The findings of this study will provide insights to school managers on how to configure adequate and right strategic organizational resources in pursuit for better performance. The findings of the study will help managers of private primary schools to put strategic interventions in place which will be useful in the implementation of strategic plans by various stakeholders. The policy makers of private primary schools will benefit from the findings of the study because they will gain insight on the effect of strategic organizational resources on performance of private primary schools. This will guide them in implementation of policies to support acquisition, deployment, development and maintenance of the right and adequate organizational resources in order to continuously provide education in pursuit of realization of vision 2030. Finally, the study will contribute to knowledge addition by providing future researchers with information on factors that influence implementation of strategic plans.

1.6 Scope of the study

The study focused on the influence of organizational resources on implementation of strategic plans in 90 private primary schools in Kirinyaga County. The study adopted a descriptive research design. Hence the study was conducted at a particular point in time and sought to establish the relationship between human resources, information technology resources and organization leadership on implementation of strategic plans within these private primary schools.

1.7 Limitations of the Study

At the initial stages, there was scarcity of information due to non-disclosure of information the respondents considered were of strategic nature. The researcher countered this problem by assuring them of confidentiality of the information they provide.

1.8 Organization of the Study

This project is organized into five chapters; Chapter One focuses on the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, scope and limitation of the study. Chapter Two focuses on the theoretical literature, empirical literature and summary of the literature review and research gaps. Chapter Three covers the research design, target population, sample size, sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure, data analysis techniques and ethical considerations. Chapter four presents the data that was collected, analyzed and discussed. Chapter five presents the summary, conclusions and recommendations together with suggestions for future studies.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter discusses all the literature that have been reviewed which are related to the topic of the study. It presents the theoretical and empirical literature, conceptual framework and the research gaps that the study intended to fill.

2.2 Theoretical Literature

This study was anchored on the Agency Theory, the Resource Based View and the Resource Advantage Theory.

2.2.1 The Agency Theory

This theory was proposed by Jean & 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 the headteachers and representatives of the board and community in a school have a greater 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) argues that the school is often portrayed as a nexus of both unequivocal and verifiable contracts connecting to administration and its distinctive partners, including guardians, specialists, understudies, providers and the state among others.

2.2.2 The Resource Based View

This theory was developed by Edith Tilton Penrose (1959) and supported by Birger Wernerfelt (1984). The resource-based view 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) 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 resource at the disposal of a primary are very critical in regard to implementation of school strategic plan.

2.2.3 Resource Advantage Theory

This theory was first introduced 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.

2.3 Empirical Literature Review

According to Aldehyyat et al., (2011) a number of researchers agreed that a strategic planning should be basic, flexible and neither too ambitious.It ought to enable some level of adaptability to fit in the changing environment. 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 explains why a strategic plan ought to be prepared in flexible manner so as to be changing environmental conditions.

2.3.1 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.The study concluded that for educators to give quality training, they should be very much qualified and propelled. The study recommended

that instructors ought to be proactive in order to effectively impact their influence on the organization in regard to performance. This may call for instructors to execute suitable procedures intended to realise the organizational set objectives. Ngware et al.,(2008) contends that if educators are taken for training to expand their skills they will be inspired and particularly when they are allowed to use their skills in participating in strategic plan formulation.

Maxwell (2013) conducted a study on the challenges to effective teacher training in Mandera County. The study established basically that lack of adequate funding and infrastructure were key to successful teacher training. The study 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. The study further established that likewise be accessible to prepare the various stakeholders so that each can know the supposed to fuifill its obligations.

Maxwell (2013) findings were in line with those of Recklies and Drucker (2008) findings. Recklies (2009) argues that the projects which yield most astounding returns ought to be implemented first. In an 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) posits that a typical issue experienced in Africa is that individuals are designated to positions to which they have no coordinating professional capacity. The study to a situation where a previous army general (who is utilized to dictatorial style of initiative) is appointed position of a college overseer which requires majority rule style of administration. This scenario results confussion 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 appointed from the professionally qualified educators.

2.3.2 Financial Resources

The resources of a firm are the facilities that supervisors need to work within their journey to improve the performance of the Enterprise. They include both tangible and intangible resources (Ogonge, 2013). Maxwell (2013) quotes Barney (2011), The latter characterized an

association's resources as all advantages, abilities, authoritative procedures, sound qualities, data, and learning constrained by a firm that empowers 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 acquiring 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 training the staff on the expected organizational goals (Jackson, 2015). Financial resource information are critical for acquiring information required for preparing strategic plans. Availability of funds, and stakeholder's knowhow have a significant relationship with the schools strategic planning. Recklies (2008) from her study found that lack of funds and knowledge about the strategic planning process were the key hindrances to effective strategic plans in private secondary school. An arrangement ought not be defined on the off chance that it can't be actualized. Wernman (2014) in a study on bridging the awful gap between strategy and action found that people, skills, facilities and money are some of the resources that must be adequate for a proper strategic plan for a school.

The main source of finances in private primary school is parents' contribution, income-generating projects within the school, donors, and bursary. The availability of financial resources on time means that the private school is able to acquire the basic items/facilities required to implement 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.

In education sector,primary private school financial resources is a major issue.The investment in teaching and other learning materials,the cost of paying teachers and other non teaching staff.Development monies,operation expenses, physical infrastructure,transport.the government to interject in disbursement of fund so as to achieve education goals,education for all and universal education.

2.3.3 Information Technology Resources

Gluck (2013) in a study on the influence of information technology on organizational performance within manufacturing firms found that the turbulence of 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 source 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) suggests that technology policy reflects the innovative attitude of an organization and its commitment to innovation.while technology can play an important role in an organization's innovation process,too much technology might even stifle innovation by standardizing the existing workflows and process. A study by Gluck (2013) found that technological innovation hastens development of institution through improvement of current process and proceduresAsymmetries 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.

Floyd (2012) in an examination on the role of information technology as a tool for increased competitive advantages, argues that a company can use technology to create a competitive advantage by creating barriers that deter entry of rivals, introducing novel products or technology process that attract new customers, or changing the rules of competition in the industry, firms that use improved innovation drives firms in achievement of organizational performance (Drucker, 2011). Development through advancements may not really happen through break-through innovations. 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.

The innovative decisions of a firm are generally explained in its innovation strategy i.e the plan that guides the accumulation and deployment of technological resources and capabilities (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, apparatus and machines. The specialist will in this way center around innovative similarity, understandability, usability, incorporation and arrangement.

2.3.4 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 (Floyd, 2012). 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.

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 (Ashim, 2008). 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.

According to Ngware et al (2008) he posits that the top school leadership comprises of board of management, parents association and school principle. these are expected to provide vision to the organizational members. This view has however been challenged by some scholars. Ashim (2008) asserts 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 (Ngware et al., 2008). 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.

For the relationship to be 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.

Dandira (2011) argues that effective implementation of strategic plan is achieved when all original members are made aware of how strategic game plan is expected to be undertaken. hence no vital information should be held by the leader to subordination. This infers boss should not hold down any information in their possession which can be valuable in strategic planning.

According to 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 skills. Managers are required to regard their workers as interior clients who can give input on hierarchical advancement. Dandira (2011) established that the managerial staff of most organizations do not arrange to go for retreats to prepare strategic plans without their workers. This poses a threat to implementation of strategic plans because of lack of ownership. leadership provide strategic direction in regard to the organization's vision. 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.

Leadership acclimatizes the strategy with vision to improve the ability of the firm to perform well. The present business conditions are quickly changing and generally pioneers attempt to embrace adaptable and process improvement techniques to guarantee responsiveness of the association towards change. Leadership influenced the whole decision making and decision making is the core of the strategic management 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 city 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 study of 354 SMEs was used using stratified unpredictable testing. The backslide exhibited that extremist organization had the most dumb founding 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 initiative styles on the implementation of strategic plans inside Kisumu area.

2.3.5 Summary of Literature Review and Gaps

Table 2.1: Summary of Literature Reviewed

Author(s)	Study	Findings	Research/ Knowledge Gaps	Focus of the Proposed Study
Wheelen (2008)	Influence of financial resources organization or performance: a case study of of public secondary schools in Embu county	Poor performance of public secondary schools due to lack of adequate funds	Focus on only one organization resource and study ignored critical aspects of financial resources such as availability, adequacy and right allocation	Study focused on critical aspects of financial resources such as availability, adequacy and right allocation in relation to implementation of strategic plans in private primary schools in Kirinyaga County.
Hamid(2008)	Effect of human resource management on organizational performance among	There is a significant direct relationship between human	The study failed to focus on critical aspects of human resource	The study focused on training, motivation, employee skills and

	Technical Training Institutes in Murang'a County.	resource management and organizational performance.	management such as motivation, employee skills and team work	team working relation to implementation of strategic plans in private primary schools in Kirinyaga County.
Gluck (2007)	Influence of technological development on organizational performance within manufacturing firms in Nakuru County	Significant positive relationship established existed between ICT development and organizational performance.	The study only focused on integration and ignored other aspects such as compatibility, ease of use and alignment.	Study focused on aspects of ICT such as compatibility, ease of use, integration potential and ICT alignment in relation to implementation of strategic plans in private schools in Kirinyaga County.
Dandira (2011)	Influence of communication on strategy implementation within parastatals in Kenya; a case study of Kenya Pipeline, Nakuru	Significant positive relationship established existed between leadership and organizational performance.	The study focused on communication and ignored other aspects such as strategic direction and resource allocation	The study focused on the influence of communication, strategic direction and resource allocation on implementation of strategic plans in private primary schools in Kirinyaga County.
Wanjiku (2015)	Factors affecting provision of service quality in public health	The study found that insufficient funds stifled the	The study only focused on the financial	This study focused on the influence of human, financial

	sector using a case of Kenyatta National Referral Hospital.	performance of public health institutions in regard to delivery of quality health care	resources but did not focus on the influence of information technology and human resources and leadership in strategy implementation	and information technology resources and leadership on implementation of strategic plans in private primary schools in Kirinyaga County.
Dasanayaka (2001)	Performance of Health Care Equipment in public sector hospitals in Sri Lanka	Established that there exists a significant relationship between physical resources and organizational performance.	The study only focused on the physical equipment but did not focus on financial and human resources which are key in acquisition and management	This study focused on the influence of human, financial and technological resources on implementation of strategic plans in private primary schools in Kirinyaga County.
Takahashi (2010)	Effect of firm resources on business performance of male and female headed household in SMEs in Japan	Established a significant positive relationship between financial resources and organizational performance.	The study only focused on the financial resources but did not focus on the influence of technological and human resources and leadership in strategy implementation	This study focused on the influence of human, financial and technological resources and leadership on implementation of strategic plans in private primary schools in Kirinyaga County.
Chege (2012)	The effect of leadership on implementation of	Significant positive relationship	The study focused on leadership	The study focused on the influence of leadership on

	strategic plans in Small and Medium Enterprises (SMEs) in Nairobi County	existed between leadership and organizational performance	without special attention to the leadership styles	implementation of strategic plans in private primary schools in Kirinyaga County.
Ashim (2008)	Role of leadership in strategy implementation within the public sector in Kenya; a case of Jomo Kenyatta University of Science and Technology	Significant positive relationship existed between role of leadership in strategy implementation within the public sector	The study did not focus on the impact of leadership on implementation of strategic plans within the private primary schools in Kenya	The study focused on the influence of organizational leadership in implementation of strategic plans in private primary schools in Kirinyaga County
Maxwell (2013)	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.	The study only focused on the financial resources and infrastructural resources but did not include human resources and influence of leadership in strategy implementation	This study focused on the influence of human, financial and technological resources and leadership on implementation of strategic plans in private primary schools in Kirinyaga County.

Source: Researcher, 2020

2.4 Conceptual Framework

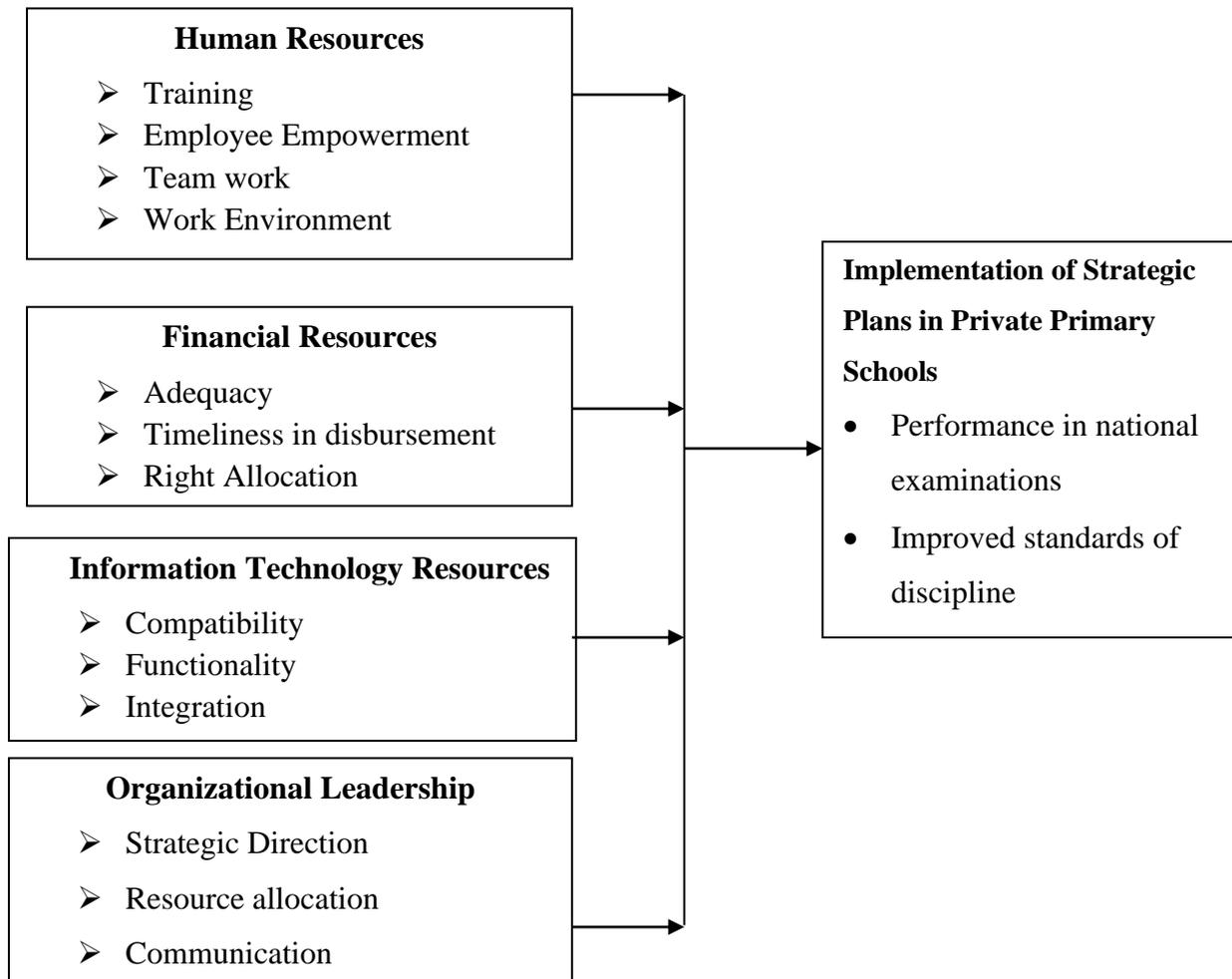
A conceptual framework is a model that shows the relationship between the study variables (Orodho). Figure 2.1 shows the relationship between the study variables which comprises of human resources, financial resources, information technology resources and organizational

leadership and the dependent variable which is the implementation of strategic plans within private primary schools.

Organizational resources

Independent Variables

Dependent Variable



Source: Researcher, 2020

The above schematic diagram shows the influence of organizational resources on implementation of strategic plans in private primary schools; The mediating effect of government regulations on the relationship between organizational resources and implementation of strategic plans; The independent variables classified under organizational resources are human resources, financial resources, information technology resources and organizational leadership. Implementation of strategic plans is the dependent variable.

Each of the variables was operationalized into measurable constructs. Human resources was operationalized into three measurable constructs which includes motivation, employee skills and team work. Financial resources were operationalized into three measurable constructs which includes; availability, adequacy of funds and right allocation. The information technology resources were operationalized into five measurable constructs which includes compatibility, understandability, ease of use, integration and alignment. Organizational

leadership was operationalized into three measurable constructs which includes strategic direction, resource allocation and communication

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, the study area, target population, sample and sampling procedure, research instruments, validity and reliability of the instruments, data collection procedures and analysis techniques that were employed in carrying out the actual research.

3.2 Research Design

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. Maxwell (2008) contends that explanatory research design is used where the study in question is intended to explain the causal relationships between variables after analysis of quantitative data objectively collected from the field and empirical testing of hypotheses. This is in agreement with Cooper (2015) who asserts that cross sectional and explanatory research designs are useful in explaining the relationships between variables for studies carried out at one point in time.

3.3 Empirical Model

The study used multiple regression model that involved analyzing the relationship between the independent variables and dependent variable. Cooper (2015) posits that multiple regression analysis is suitable for predicting values of dependent variable where various independent variables are involved. The analyzed data was then presented in tables for ease of interpretation and reporting of findings. In this study the dependent variable was implementation of strategic plans in private primary schools while the organizational resources influencing implementation of the strategic plans were the independent variables. The regression equation was presented as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e.$$

Where;

Y= Implementation of strategic plans in private primary schools

β_0 = Constant term; β_1 , β_2 , β_3 and β_4 , are beta coefficients

X_1 = Human Resources

X_2 = Financial Resources

X_3 = Information Technology

X_4 = Organizational Leadership

e= error term associated with the regression model

3.4 Target Population

Mugenda (2003) defines population as a complete set of individuals' cases or objective with some common observable characteristics. The study focused on Kirinyaga County which has a total of 90 registered private primary schools with 90 headteachers, 90 BOM chairpersons and 90 PA Chairpersons.

Table 3.1:Target Population

Sub County	Total Number	Percentage
Head Teachers	90	33.3
BOM Chairmen	90	33.3
PA Chairmen	90	33.3
Total	270	100

Source:Researcher, 2020

3.5 Sampling Procedure and Sample Size

The researcher adopted stratified smpling technique in which the private primary schools were grouped according to sub counties. The study used 30% of the population to select the sample size. Mugenda and Mugenda (2003) recommend a sample size of 30% for small population and 10% for large population. Hence, a sample of 27 headteachers, 27 BOM chairpersons and 27 PA Chairpersons were selected for the study.

Table 3.2: Sample Size

Category of Respondents	Total number	No. selected based on a factor of 0.3	Percentage
Headteachers	90	27	33.33
BOM chairman	90	27	33.33
PA Chairman	90	27	33.33
Total	270	81	100

3.6 Data Collection Instruments

The data collection instrument for this study was a questionnaire that was developed by the researcher in consultation with the supervisor. Questionnaires were preferred because they were easy to administer.

3.6.1 Pilot Study

The researcher carried out a pilot study to test the reliability of the instrument. The questionnaires were piloted in two private primary schools in the neighbouring Embu County. The study subjected the questionnaires to double check in order to ensure face validity. The researcher also ensured questionnaires covered the research objectives to ensure construct validity. This is in line with Franklin (2011) who posit that validity is critical to ensure the instrument measures what it is supposed to measure.

3.7 Validity and Reliability of Instruments

3.7.1 Validity

Validity alludes to the degree to which an instrument gathers information that it is intended to results got from the examination of information really speak to the marvel under investigation to the degree. It alludes to the propriety, importance and helpfulness of any surmisings an analyst draws dependent on information acquired with an instrument. Research instruments are to quantify precisely and decisively what they are out to gauge. Mugenda (2003) describe legitimacy as the exactness and significance of derivations, which depend on the examination results. As such, legitimacy is how much outcomes acquired from the investigation of the information really speak to the marvel under examination. The researcher shall rely on external validity. The researcher ensured that the instruments of data collection possessed content and construct validity. The content and construct validity was determined by giving the questionnaires to the experts i.e. to three lecturers from the department of Business Administration knowledgeable in the area to vet on the items used in the questionnaire. Language used on the questionnaire was kept simple to avoid any ambiguity and misunderstanding.

3.7.2 Reliability

The study used athreshold of Cronbach alpha coefficient of 0.7 as recommended by Orodho (2005) who posits that Cronbach Alpha coefficient of 0.9 and above is excellent, 0.8 is good, 0.7 is acceptable, 0.6 is poor while 0.5 and below is unreliable. This concurs with Ehlers (2000) who argued that a Cronbach alpha coefficient of 0.7 is considered acceptable. Table 3.3 shows the results of the reliability test.

Table 3.3: Cronbach's Alpha Coefficients

Scale	Cronbach's Alpha	Number of Items
--------------	-------------------------	------------------------

Human resources	0.821	66
Financial resources	0.808	64
InformationTechnology resources	0.799	63
Organizational Leadership	0.784	62
Strategy implementation	0.876	67

Source:Researcher, 2020

The Alpha Coefficients in table 3.3 above show that all the items were reliable, having Chronbach alpha coefficient above the threshold of 0.7. The highest level of reliability was recorded in Strategy implementation ($\alpha=0.876$) followed by the human resources ($\alpha=0.821$). Financial resources were also reliable at an Alpha level of 0.808, as was the information technology resources and organizational leadership at 0.799 and 0.784 Alpha levels respectively. The pilot study thus found that all these items were reliable and could be used for further investigation.

3.8 Data Collection Procedure

After cautiously planning suitable survey, the analyst directed specialist to the subjects who thus were required to fittingly fill them by responding to the inquiries contained in that. Earlier game plans were made with the school administrators in regards to the day and time of the visit to the schools. Following multi week, they were gathered by the specialist who painstakingly experienced them to guarantee they were accurately filled and prepared for further handling and examination. At the beginning, respondents were guaranteed of their well being and secrecy and were educated that the reason regarding the examination was simply scholarly and in this manner the data illustrated was not going to be utilized to make any damage to them.

The specialist looked for an educated assent from the respondents who were educated that they had a decision to pull back from the investigation freely before the finish of the activity. Endorsement to direct the examination was given by the Graduate School of Kenyatta University and power to gather information was from the National Commission for Science, Technology and Innovation (NACOSTI) that issues an exploration freedom grant. The auxiliary information was gathered by contemplating planning archives, for example, strategic plans and other planning and administration manuals, to investigate the viability of implementation arrangements and strategies, for example, contained in strategic

implementation. A run down of the records/productions and the factors of intrigue were created to guarantee consistency of information gathered..

3.9 Data Analysis

Data analysis alludes to analyzing what has been gathered in the review and making derivations and surmisings. This includes sorting out and clarifying the information after it has been gathered. After a thorough exercise of gathering information, the specialist set out on investigating every filled survey to check on the off chance that they were appropriately filled. The specialist at that point doled out numerical codes to the data acquired by classes or classifications figured and this aided in the assistance of examination. Factual bundle for sociology (SPSS) software was utilized to direct the examination since it is generally utilized for breaking down overview information and is easy to use.

Distinct measurements were applied to depict the fundamental highlights of the information in an examination; These incorporated the recurrence circulation tables and rates. The examination likewise utilized inferential measurements to break down the quantitative information. The numerous relapse investigation models were applied. Frequencies, reference diagrams, means and rate measures were utilized.

Table 3.4 Operationalization and measurement of variables

Variables	Category	Operationalization	Measurement
Implementation of strategic plan in private primary school	Dependent	<ul style="list-style-type: none"> • Performance in national examinations • Improved standards of discipline 	Revenue and cash flow Market goals
Human resource	Independent	<ul style="list-style-type: none"> • Training • Employee empowerment • Team work • Work environment 	Return on human capital Cost of labour Expenses per employee
Financial resource	Independent	<ul style="list-style-type: none"> • Adequacy • Timeliness in 	Net income Interest expense

		disbursement <ul style="list-style-type: none"> • Right allocation 	ratio Depreciation expense ratio
Information technology resources	Independent	<ul style="list-style-type: none"> • Compatibility • Functionality • Intergration 	Application performance. Project satisfaction Application performance
Organizational leadership	Independent	<ul style="list-style-type: none"> • Strategic direction • Resource allocation • Communication 	Investments of time Decision making

Source: Researcher, 2020

3.10 Ethical Considerations

The study ensured the following ethical issues are observed. First, a research authorization was obtained from graduate school of Kenyatta university, which was used to obtain a research permit from NACOSTI. Secondly, a permission letter was obtained from Kirinyaga County director of Education to collect data from the private schools. Lastly, the researcher sought consent from respondents to participate in the study and assured them of confidentiality of information given that it would be used only for academic purposes. The researcher also ensured that he had courtesy to his respondents. There was no room for deception and the researcher revealed the full intention of the research to the respondents.

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the data that was collected and the analysis thereof. The purpose of this study was to assess the influence of organizational resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya. Specifically, the study sought to determine the extent to which human resources, financial resources, information technology resources and organizational leadership influence implementation of strategic plans in private primary schools in Kirinyaga County, Kenya.

It also sought to determine the moderating effect of government policy on the relationship between organizational resources and implementation of strategic plans in Kirinyaga County, Kenya.

4.2 Response Rate

The study was conducted in 27 private primary schools in the County which were purposively selected to represent the entire population. This research used self-administered structured questionnaires to collect primary data. Questionnaires were used to collect data from the headteachers, BOM and PA chairpersons. This study collected data from 81 respondents comprising headteachers, BOM and PA chairpersons from 27 private primary schools in the County. Questionnaires were administered to all the respondents. The response rates were as follows:

Table 4.1 Response Rate

Questionnaire administered	Frequency	Percentage
Questionnaires Distributed	81	100
Questionnaires Returned	69	85.2
Unreturned Questionnaires	12	14.8

Source: Researcher, 2020

From the questionnaires that were distributed, 69 questionnaires were returned, which translates to a response rate giving of 85.2%. Babbie (2007) posits that a response rate of 70% and above is considered to be very good and sufficient for analysis. The questionnaires returned were therefore considered adequate for analysis of the research problem.

Data was computed and processed in numerical and non-numerical forms; tabular and percentages. Complementary secondary data from books, journals and official records were also reviewed. The research findings were presented in quantitative and qualitative form.

Quantitative data was analyzed using frequency distribution, percentages, mean and standard deviation.

4.3 Demographic Information

The demographic information of the respondents comprised of gender, respondents' management levels, the period the respondents had worked in the school, their highest level of education and also included whether the respondent's school implement strategic plans. In addition, the demographic information sought to find out the time frame for the respondents' organization's strategic plan and specification of the time periods covered and the review of the same.

4.3.1 Respondents Gender

The respondents were asked to indicate their respective gender. The results were presented in table 4.2

Table 4.2: Respondents' Gender

	Frequency	Percentage
Female	23	33.3
Male	46	66.7
Total	69	100.0

Source: Resercher, 2020

From table 4.2, 33.3% of the respondents indicated that they were female while 66.7 % indicated that they were male. This shows that majority of the respondents who were involved in the study were males. Thus the study indicates that both male and female gender were represented and therefore the government policy of 1/3gender was achieved.

4.3.2 Age of the Respondents

The researcher wanted to establish the age of the respondents. The results are shown in table 4.3.

Table 4.3: Age in years

	Frequency	Percentage
30 – 35 years	20	28.8
36 – 40 years	25	35.6
41 – 45 years	6	8.90
46 – 50 years	15	21.1
51 years & above	3	5.55
Total	69	100.0

Source: Resercher, 2020

Table 4.3 indicates that 64.4% of the respondents were within the age bracket of 30-40 years which is the most productive age bracket. This sends light to the organization to organize capacity building workshops for better productivity.

4.3.4 Experience of respondent

The study sought to establish the length of time the respondents had served in their current stations. The results are shown in Table 4.5 below:

Table 4.4: Length of time served in the current school

Length of Time at the school	Frequency	Percentage
Below 5 years	15	22.2
6- 10 years	21	30.0
11 – 15 years	14	20.0
16 – 20 years	12	17.8
Over 20 years	7	10.0
Total	69	100.0

Source: Resercher, 2020

Table 4.4 indicates that 50% of the respondents indicated that they had been working in the school for a period ranging from 6-15 years, with 22% having worked for less than 5 years, 17% of them having been serving the school for a period ranging 16-20 years while 10% of the respondents indicated that they had been in the school for a period of over 20 years. Thus from the results, majority of the respondents involved in the study had been at their current stations for a reasonable time and thus were capable of delivering credible information regarding strategy implementation within their schools.

4.3.5 Education Level

The researcher had asked the respondents to indicate their highest level of education, the findings were represented in Table 4.5 below:

Table 4.5: Education of respondent

	Frequency	Percentage
Certificate	9	13.3
Diploma	38	54.4
Bachelor's Degree	19	27.8
Masters	3	4.45
Ph.D	0	0
Any Other	0	0
Total	69	100.0

Source: Resercher, 2020

From table 4.5 13.3% of the respondents indicated that they had certificate as their highest level of education, while 54.4% of the respondents indicated that they were diploma holders, 27.8% indicated that they were holders of bachelor's degree and 4.45% indicated that they had master's degree. None of the respondents had Ph.D level of education. Thus the study indicates that majority of the respondents had college education, thus could be relied on to give credible information on strategy implementation within the schools.

4.4 Descriptive Statistics

The study used descriptive statistics to describe the situation on the ground regarding the independent and dependent variables of the study.

4.4.1 Influence of Human Resources on implementation of Strategic Plans

The study sought to establish the extent to which respondents rated the statements on influence of human resources on implementation of strategic plans on scale of 1.5 where 1 = Not at all 2 = Small Extent 3 = Moderate Extent 4 = Large Extent 5 = Very Large Extent

The results are shown on table 4.6

Table 4.6: Human Resources and Implementation of Strategic Plans in Private Primary Schools in Kirinyaga County

Statements	n	Min	Max	Mean	Std Dev
There is training policy in place in this school in regard to training of employees.	69	1	5	4.00	1.065
Employees in this school are trained at least once a year	69	1	5	4.21	0.934
Training programs are organized as per the needs of the employees in various departments based on their performance gaps.	69	1	5	4.13	1.119
The training programs have greatly improved the performance of this school.	69	1	5	4.22	1.402
Employees are encouraged to continually increase and develop their skills.	69	1	5	4.09	1.323
Employees are allowed to make decisions that affect their work for instance setting of performance targets.	69	1	5	3.93	1.112
The school management values employee's ideas and suggestions on ways of improving the quality of education within the school.	69	1	5	4.23	0.846
There is teamwork in this school	69	1	5	2.96	1.221
The team working has improved the customer service in this school.	69	1	5	3.36	1.322
Team working has improved employee interpersonal relations in this school	69	1	5	3.44	1.119
The school usually organizes team building workshops for employees at least once a year.	69	1	5	4.22	0.878

The work load for employees in this school is manageable.	69	1	5	3.42	1.882
Employees in this school receive equal opportunities and treatment in terms of promotion and career advancement.	69	1	5	3.93	1.112
The employees are provided with functional and operable equipments and other working tools.	69	1	5	4.23	0.846
The school management is very supportive to employees in order to perform their tasks effectively.	69	1	5	2.96	1.221
Overall aggregate				3.595	1.364

Source: Resercher, 2020

The aggregate mean score of the respondents' responses on statements regarding human resources was 3.595 with a standard deviation of 1.364. The statements were in reference to training, employee empowerment, team work and work environment. This meant that the respondents agreed to a large extent on the issues addressed. It implies that the human resources influenced above average implementation of SPS of private primary schools since the issues addressed in the statements on human resources were implemented by the school management as per the respondents' responses. The standard deviation of 1.364 indicated that the respondent had divergent views.

4.4.2 Influence of Financial Resources on Implementation of Strategic Plans

The researcher had wanted to establish the influence of financial resources on implementation of Strategic Plans in Kirinyaga County on a scale of 1-5 where:

1 = Not at all 2 = Small Extent 3 = Moderate Extent 4= Large Extent 5 =
Very Large Extent

Table 4.7: Financial Resources and Implementation of Strategic Plans in Private Primary Schools in Kirinyaga County

Statements	n	Min	Max	Mean	Std Dev
The money collected is adequate to cater for the needs of various departments	69	1	5	2.44	1.006
There are adequate funds to run school operations and various school programmes.	69	1	4	2.21	1.002
It is easy to mobilize resources for strategy implementation within the school	69	1	5	1.08	1.224
Our stakeholders help in mobilizing funds for strategy implementation in the school	69	1	5	3.18	1.102
The resources are used appropriately in ensuring better policies are implemented	69	1	5	2.53	1.012
The funds are received by the school in time	69	1	5	3.32	1.104
There are school programs that are not carried out or provided because funds are not disbursed by the school management on time.	69	1	5	3.96	0.988
The funds received by this school from the various sources are put into the right use as per priority areas.	69	1	5	4.23	1.331
The prudent use of funds in this school has greatly improved its performance.	69	1	5	2.47	1.320
Overall aggregate				2.655	1.159

Source: Researcher, 2020

The aggregate of respondents' responses in regard to statements on financial resources was 4.14. The statements were in reference to financial adequacy, timeliness in disbursement and right allocation. This meant that the respondents agreed to a large extent which is above average implying that financial resources had a great influence on implementation of strategic plans within private primary schools in Kirinyaga County. It implies that the financial resources attained above average performance of private primary schools since the issues

addressed in the statements of financial resources were implemented by the school management as per respondents' responses. The standard deviation of 1.159 meant that there was no much variation in respondents' views.

4.4.3 Influence of information Technology Resources on Implementation of Strategic Plans

The study sought to establish the influence of information technology resources on implementation of Strategic Plans in Kirinyaga County on a scale of 1-5 where:

1 = Not at all 2 = Small Extent 3 = Moderate Extent 4= Large Extent 5 = Very Large Extent

Table 4.8: Information Technology Resources and Implementation of Strategic Plans in Private Primary Schools in Kirinyaga County

Statements	n	Min	Max	Mean	Std Dev
IT systems have improved communication between various departments in the school.	69	1	5	3.12	1.102
IT systems has improved school operations.	69	1	4	3.42	1.882
IT system has improved decision making in the school	69	1	1	3.93	1.112
IT systems fosters close links between the school and our suppliers.	69	1	4	4.23	0.846
IT system has improved customer service.	69	1	4	2.96	1.221
IT systems has promoted quick response to pupils needs	69	1	4	2.47	1.320
ICT infrastructure in this school is in line with existing employee skills/experiences.	69	1	2	4.44	0.746
ICT infrastructure improves work procedures and processes of this school	69	1	2	3.10	1.102
The ICT infrastructure in this school is in operable conditions.	69	1	3	3.93	1.112
The ICT infrastructure in this school provides technical needs in regard to educational services.	69	1	3	3.42	1.984
Overall aggregate				3.2	1.365

Source: Resercher, 2020

The aggregate mean score of respondents’ responses in regard to statements on information technology resources was 3.77. The statements were in reference to IT integration, IT alignment, compatibility, ease of use and functionality. This means that the respondents agreed to a large extent which is above average implying that information technology resources had influence on implementation of strategic plans in private primary schools in Kirinyaga County. It implies that the information technology resources attained above average performance of private primary schools since the issues addressed in the statements of information technology resources were implemented by the school management as per respondents’ responses. The standard deviation of 1.365 meant that the respondents had divergent views.

4.4.4 Influence of organizational Leadership on Implementation of Strategic Plans

The study sought to establish the influence of leadership on implementation of Strategic Plans in Kirinyaga County on a scale of 1-5 where:

1 = Not at all 2 = Small Extent 3 = Moderate Extent 4= Large Extent 5 = Very Large Extent

Table 4.9: Leadership and Implementation of Strategic Plans in Private Primary Schools in Kirinyaga County

Statements	N	Min	Ma x	Mean	Std Dev
There is a Board of Management within the school	69	1	5	3.12	1.102
The school leadership provides direction on implementation of strategic plans within the school	69	1	5	3.93	1.112
The board of management is appointed democratically	69	1	5	4.23	0.846
The school management allocates resources prudently to the various school functions	69	1	5	3.44	1.119
The allocation of funds is based on the needs of each department within the school	69	1	5	3.36	1.322
The allocated funds are prudently utilized and are fully accounted for	69	1	5	2.96	1.221
The implementation of strategic plans is	90	1	5	3.12	1.102

communicated across all departments in the school					
The modes of communication is acceptable and accessible by all staff	90	1	5	3.42	1.882
Members of staff and other stakeholders use the available communication channels to provide feedback	90	1	5	3.93	1.112
Overall aggregate				3.675	1.364

Source: Resercher, 2020

Table 4.9 indicates that the mean score aggregate of respondents' responses in regard to statements on organizational leadership was 3.675. The statements were in reference to strategic direction,,right allocation and communication. This means that the respondents agreed to a large extent on the influence of organization leadership on implementation of strategic plans in private primary schools in Kirinyaga County. The standard deviation of 1.364 meant that the respondents had divergent views.

4.5 Inferential statistics

The study used multiple linear regression model to analyze the quantitative data. Sections 4.5.1, 4.5.2 and 4.5.3 shows results for model summary, annova and regression coefficients respectively.

4.5.1 Model Summary

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

Table 4.10: Model Summary

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

From table 4.10, the model summary indicates that the independent variables of the study which were 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.

4.5.2 Annova Summary

From the analysis of data, the anova results are shown in table 4.11:

Table 4.11: Annova Summary

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			

Source: Resercher, 2020

Table 4.11 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.

4.5.3 Regression Coefficients

The study used regression model to determine the strength of relationship between variables. Table 4.1 show regression coefficient.

Table 4.12: Regression coefficient

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

Source: Resercher, 2020

Table 4.12 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 4.12 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 in kirinyaga county.

The results in Table 4.12 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 4.12 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 were summarized using the following equation model:

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

4.5.4 Discussion of Research Objectives

The study discussed the research objectives based on results of regression analysis.

4.5.4.1 Objective one: To determine the influence of Human Resources on implementation of strategic plans in Private Primary schools in Kirinyaga County.

The study sought to determine the influence of Human Resources on implementation of strategic plans in private primary schools in Kirinyaga County. Table 4.12 indicates that the coefficient for human resources was 0.291 with a p-value of $0.000 < 0.5$ this indicates that human resource had positive and statistical significant influence on implementation of strategic plans in private primary secondary in kirinyaga county..

The findings concur with those of Jackson (2013) who found that human resources had significance effect in strategy implementation in public schools. The results thus show that the human resources within the 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.

4.5.4.2: Objective two: To determine the influence of Financial Resources on implementation of strategic plans in private primary schools in Kirinyaga County.

The study sought to determine the influence of financial resources on implementation of strategic plans in private primary schools in Kirinyaga County. Table 4.12 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. The findings collaborate with those of Kamau (2013) who found that financial resources had an effect on strategy implementation.

4.5.4.3 Objective three: To determine the influence of Information Technology Resources on implementation of strategic plans in private primary schools in Kirinyaga County.

The study sought to determine the influence of information technology resources on implementation of strategic plans in private primary schools in Kirinyaga County. Table 4.12 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. The findings concur with those of Gachogu (2012) who found that technological resources had significant on strategy implementation. The results thus show that the information technology 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 information technology resources is prioritized when implementing strategic plans.

4.5.4.4 Objective four: To determine the influence of organizational leadership on implementation of strategic plans in private primary schools in Kirinyaga County.

The study sought to determine the influence of organizational leadership on implementation of strategic plans in private primary schools in Kirinyaga County. Table 4.12 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. The findings are in line with support 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.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a discussion on the research findings resulting from the data analysis process and summarizes the key findings. The general implications of the findings are presented. The study was guided by the four key objectives and the chapter presents their level of attainment.

5.2 Summary

The main 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 study adopted cross sectional, explanatory and descriptive research designs to obtain optimal results. The study was conducted in Kirinyaga County, Kenya. The study targeted 90 headteachers, 90 BOM Chairmen and 90 PA Chairpersons while the sample size was 81 respondents comprising of 27 head-teachers, 27 BoM Chairpersons and 27 PA Chairpresons. Primary data was collected using semi structured questionnaires. The questionnaires were administered to 81 respondents. The response rate for the study was analysed using descriptive asnd inferential statistical.

The first objective sought to determine the influence of human resources on implementation of strategic plans in private primary schools in Kirinyaga County. The study revealed that human resources played a key role in implementation of strategic plans in private primary schools.

The second objective sought to determine the influence of financial resources on implementation of strategic plans in private primary schools in Kirinyaga County. The study revealed that financial resources had a significant role in implementation of strategic plans in private primary schools in Kirinyaga County.

The third objective sought to determine the influence of information technology resources on implementation of strategic plans in private primary schools in Kirinyaga County. It was established that technology information resource shad significant influence on implementation of strategic plans in private primary schools in kirinyaga county.

The fourth objective sought to determine the influence of organization leadership on implementation of strategic plans in private primary schools in Kirinyaga County. The

findings indicated that organizational leadership played a significant influence on implementation of strategic plans in private primary schools in Kirinyaga County.

5.3 Conclusions

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

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

The study concludes that information technology resources are significant in enhancing the implementation of strategic plans in private primary schools. Also, private primary schools that invest in information technology resources will improve in the implementation of strategic plans.

The study further concludes that organizational leadership plays a crucial role in the implementation of strategic plans. Therefore the management must provide direction and ensure continuous monitorship during implementation.

5.4 Recommendations

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

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

5.5 Suggestions for Further Research

The study was carried out to determine the influence of organizational resources on the implementation of strategic plans within private primary schools in Kirinyaga County. First, the study recommends that further research should be carried out on the influence of organizational culture on the implementation of strategic plans in both private and public

primary schools. Secondly, the study recommends that further research should be carried out on the influence of government policy on the implementation of strategic plans in both private and public primary schools.

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APPENDICES

APPENDIX I: Letter of Introduction

David Maina Karanja
P.O. Box 234,
Wanguru – Mwea.

14th May, 2019

Dear Participant,

REF: QUESTIONNAIRE COVER LETTER

My name is David Maina Karanja. I am undertaking a master's degree course in business administration (strategic management) at kenyatta university. I am currently undertaking a research study on the influence of organizational resources on implementation of strategic plans in private primary schools in kirinyaga county, kenya. The purpose of this letter is to request you to kindly find time and complete the attached questionnaire. The information provided for this research will be treated with utmost confidentiality and will purely be used for academic purposes. If you require any clarification please feel free to contact the undersigned.

Thanking you in advance.

Yours faithfully,

DAVID MAINA KARANJA

0721703007

APPENDIX II: Research Authorization (NACOSTI)



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Ref: No. NACOSTI/P/19/32828/28843

Date: 12th July 2019

David Karanja Maina
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry our research on *“The influence of organizational resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya.”* I am pleased to inform you that you have been authorized to undertake Research in Kirinyaga County for the period ending 1st July, 2020.

You are advised to report to the County Commissioner and the County Director of Education, Kirinyaga County before embarking on the research project.

Kindly note that as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

**BONFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

**The County Commissioner
Kirinyaga County**

**The Kirinyaga Director of Education
Kirinyaga County**

APPENDIX III: Questionnaire

Part A: Background Information

1. Please indicate your gender by a tick []
Male [] Female []
2. Indicate your age by a tick []
30 – 35 years [] 36 – 40 years []
41 – 45 years [] 46 – 50 years []
51 years & above []
3. Indicate your highest level of education.
Certificate [] Diploma []
Degree [] Masters []
PhD [] Others (specify) _____
4. Please indicate the number of years you have served in your current school.
Below 5 years [] 6- 10 years []
11 – 15 years [] 16 – 20 years [] Over 20 years []

Section B: Influence of Human Resources on implementation of strategic plans

Please indicate the extent to which you agree to the following statements on a scale of 1-5 where

- 1 = Not at all 2 = Small Extent 3 = Moderate Extent 4 = Large Extent
4 = Very Large Extent

Statement		1	2	3	4	5
i.	There is training policy in place in this school in regard to employees.					
ii.	Employees in this school are trained at least once a year					
iii.	Training programs are organized as per the needs of the employees in various departments based on their performance gaps.					
iv.	The training programs have greatly improved the performance of this school.					
v.	Employees are encouraged by the school management to continually increase and develop their skills.					
vi.	Employees are allowed to make decisions that affect their work for instance setting of performance targets.					
vii.	The school management values employee's ideas and suggestions on ways of improving the quality of education within the school.					
viii.	There is teamwork in this school.					
ix.	The team working has improved the customer service in this school.					
x.	Team working has improved employee interpersonal relations in this school					
xi.	The school usually organizes team building workshops for employees at least once a year.					
xii.	The work load for employees in this school is manageable.					
xiii.	Employees in this school receive equal opportunities and treatment in terms of promotion and career advancement.					

xiv.	The employees are provided with functional and operable equipments in this school.					
xv.	The management of this school is very supportive to employees in order to perform their tasks effectively.					

Section C: Influence of Financial Resources on implementation of strategic plans

Please indicate by a tick (√) the extent which you agreed to the following statements on a scale of 1 – 5 where:

1 = Not at all 2 = Small Extent 3 = Moderate Extent 4= Large Extent
5 = Very Large Extent

	Statement	1	2	3	4	5
i.	The money collected by the school is adequate to cater for the needs of various departments in regard to provision of quality education					
ii.	There are adequate funds to run school operations and various school programmes.					
iii.	It is easy to mobilize resources for strategy implementation within the school					
iv.	Our stakeholders help in mobilizing funds for strategy implementation in the school					
v.	The resources mobilized are used appropriately and prudently in ensuring improved academic performance					
vi.	The disbursement of funds by the school to the various functions is done promptly.					
vii.	There are school programs or services that are not carried out or provided because funds are not disbursed by the school management on time.					
viii.	The funds received by this school from the various sources are put into the right use as per priority areas.					

ix.	The prudent use of funds in this school has greatly improved its performance.					
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Section D: Influence of Information Technology Resources on implementation of strategic plans

Please indicate by a tick (√) the extent which you agreed with the following statements on a scale of 1-5 where:

1 = Not at all 2 = Small Extent 3 = Moderate Extent 4= Large Extent

5 = Very Large Extent

Statement		1	2	3	4	5
i.	IT systems has improved communication between the various departments in this school.					
ii.	IT systems has improved school operations.					
iii.	IT system has improved decision making in the school					
iv.	ICT infrastructure in this school is in line with existing employee skills and experiences.					
v.	ICT infrastructure improves work procedures and processes of this school					
vi.	ICT Infrastructure has reduced workload of school employees in various department.					
vii.	The ICT infrastructure in this school is in operable conditions.					
viii.	The ICT infrastructure in this school provides technical needs in regard to educational services.					

Section E: Influence of Leadership on implementation of strategic plans

Please indicate by a tick (√) the extent which you agreed with the following statements on a scale of 1-5 where:

1 = Not at all 2 = Small Extent 3 = Moderate Extent 4= Large Extent
5 = Very Large Extent

	Statement	1	2	3	4	5
i.	There is a Board of Management within the school					
ii.	The board of management is appointed democratically					
iii.	The school leadership provides direction on implementation of strategic plans within the school					
iv.	The school management allocates resources prudently to the various school functions					
v.	The allocation of funds is based on the needs of each department within the school					
vi.	The allocated funds are utilized prudently and are fully accounted for					
vii.	The implementation of strategic plans is communicated across all departments in the school					
viii.	The modes of communication is acceptable and accessible by all staff					
ix.	Members of staff and other stakeholders use the available communication channels to provide feedback					

Section F: Strategic plan implementation on private primary schools

Please indicate by a tick (√) the extent which you agreed with the following statements on a scale of 1-5 where:

1 = Not at all 2 = Small Extent 3 = Moderate Extent 4= Large Extent
5 = Very Large Extent

	Statement	1	2	3	4	5
i.	Proper implementation of strategic plans leads to harmony at the workplace					
ii.	There are reduced cases of absenteeism as a result of strategic plan implementation within the school					
iii.	There are reduced cases of school drop outs as a result of strategic plan implementation within the school					
iv.	There are improved standards of discipline as a result of strategic plan implementation within the school					
v.	There are improved academic performance as a result of strategic plan implementation within the school					

I wish to thank you sincerely for taking your time to complete this Questionnaire. Your cooperation is highly appreciated.

APPENDIX IV: List of Private Primary Schools in Kirinyaga County

No.	Name of School	Type
1.	Bishop Kigunda Academy	Mixed Day/Boarding
2.	Alber Academy	Mixed Day/Boarding
3.	St. Antony Academy	Mixed Day
4.	Faith Junior Academy	Mixed Day
5.	Canon Muka Academy	Mixed Day
6.	Mwangaza Junior Academy	Mixed Day/Boarding
7.	Kutus Muslim Primary School	Mixed Day/Boarding
8.	Mercy Preparatory Primary Shool	Mixed Day/Boarding
9.	Mwea Baptist Star Academy	Mixed Day/Boarding
10.	Ngurubani Effort Academy	Mixed Day/Boarding
11.	Mwea Plain View Primary School	Mixed Day/Boarding
12.	Shirikisho Primary School	Mixed Day/Boarding
13.	Vineyard Academy	Mixed Day/Boarding
14.	Mwea Brethren Academy	Mixed Day/Boarding
15.	Parkend Academy	Mixed Day/Boarding
16.	Golden Brains Academy	Mixed Day/Boarding
17.	Fountain School Academy	Mixed Day/Boarding
18.	Holy Family Academy	Mixed Day/Boarding
19.	Kirinyaga Plainsview Academy	Mixed Day/Boarding
20.	St. James Achievers Academy	Mixed Day/Boarding
21.	PCEA Ngurubani Academy	Mixed Day/Boarding
22.	Score Junior Academy	Mixed Day/Boarding

23.	Dawn Vision Academy	Mixed Day/Boarding
24.	Mwea East Private Academy	Mixed Day/Boarding
25.	Muongano Academy	Mixed Day/Boarding
26.	Mwea Top Mark Academy	Mixed Day/Boarding
27.	Prime Start Academy	Mixed Day/Boarding
28.	Valley Road Academy	Mixed Day/Boarding
29.	St. Lawrence Academy	Mixed Day/Boarding
30.	Murinduko Academy	Mixed Day/Boarding
31.	Good Luck Academy	Mixed Day/Boarding
32.	Sacred Heart Academy	Mixed Day/Boarding
33.	Winners Academy	Mixed Day/Boarding
34.	St. Ann's P.I Academy	Mixed Day/Boarding
35.	Kaharo Bidii Academy	Mixed Day/Boarding
36.	Kiamutugu Junior	Mixed Day/Boarding
37.	Kiangai Blessings Academy	Mixed Day/Boarding
38.	Wisdom Star Academy	Mixed Day/Boarding
39.	Kimandi Pri School	Mixed Day/Boarding
40.	Rev. Musa Mumai Academy	Mixed Day/Boarding
41.	Murinduko Academy	Mixed Day/Boarding
42.	St. Abraham Preparatory School	Mixed Day/Boarding
43.	Winners Academy Karumandi	Mixed Day/Boarding
44.	Trinity Academy	Mixed Day/Boarding
45.	Kutus Municipality Primary School	Mixed Day/Boarding
46.	Jua Junior Academy	Mixed Day/Boarding

47.	Mbiri Maarifa Academy	Mixed Day/Boarding
48.	High Visioned Girls Academy	Mixed Day
49.	St. Francis Kirinyaga	Mixed Day/Boarding
50.	Freds Grammar Academy	Mixed Day/Boarding
51.	Gathuthuma Academy	Mixed Day/Boarding
52.	Wanga Academy	Mixed Day/Boarding
53.	Precious Treasures Academy	Mixed Day/Boarding
54.	Leaders Primary School	Mixed Day/Boarding
55.	Young Tremendous Academy	Mixed Day/Boarding
56.	Thiba Glory Academy	Mixed Day/Boarding
57.	Part End Junior Academy	Mixed Day/Boarding
58.	St Julius Academy	Mixed Day/Boarding
59.	Kamuruana Hill Academy	Mixed Day/Boarding
60.	Jufred Primary School	Mixed Day/Boarding
61.	Royal Academy	Mixed Day/Boarding
62.	Muburu Classic Academy	Mixed Day/Boarding
63.	Kerugoya Elementary School	Mixed Day/Boarding
64.	Ndururu Academy	Mixed Day/Boarding
65.	Master Education Centre	Mixed Day/Boarding
66.	Miranga Academy	Mixed Day/Boarding
67.	Miracle Academy	Mixed Day/Boarding
68.	St Jackson Academy	Mixed Day/Boarding
69.	St. Josephs Kerugoya Academy	Mixed Day/Boarding

70.	Mwamba Academy	Mixed Day/Boarding
71.	Kianyaga Education Centre Academy	Mixed Day/Boarding
72.	Mja Academy	Mixed Day/Boarding
73.	Kiandai Academy	Mixed Day/Boarding
74.	Jwaka Academy	Mixed Day/Boarding
75.	Kiboti High Hope	Mixed Day/Boarding
76.	Fancy Hill top Academy	Mixed Day/Boarding
77.	Jerumbo Academy	Mixed Day/Boarding
78.	Kangaita Academy	Mixed Day/Boarding
79.	Kibingo Good Hope Academy	Mixed Day/Boarding
80.	Day Bert Academy	Mixed Day/Boarding
81.	Kanguto Academy	Mixed Day/Boarding
82.	Mwenja Academy	Mixed Day/Boarding
83.	Burutai Academy	Mixed Day/Boarding
84.	Kagurumo Academy	Mixed Day/Boarding
85.	New Life Academy	Mixed Day/Boarding
86.	Bright Morning Academy	Mixed Day/Boarding
87.	Mutumo Academy	Mixed Day/Boarding
88.	All star Academy Mwea	Mixed Day/Boarding
89.	Beracah Academy	Mixed Day/Boarding
90.	Forest View Academy	Mixed Day/Boarding

Source; Kirinyaga County Education Office, 2018