

# Influence Of Resources On Implementation Of Strategic Plans In Public Secondary Schools In Kakamega County, Kenya

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**Abstract-** Implementation of strategic plans would enable institutions realize their objectives and enhance good performance. From studies carried out, a number of institutions that have formulated strategic plans, implementation aspect has been a challenge. The purpose of this study was to analyse the influence of resources on implementation of strategic plans in public secondary schools in Kakamega County. Objective of the study was to determine influence of resources – human, finance, infrastructure and time on implementation of strategic plans in public secondary schools from Kakamega County. The study used a combination of descriptive survey design and correlation design targeting a total population of 645 respondents with a sample population of 173. Multiple stage sampling techniques were applied. The study used questionnaires and interview schedules as instruments for data collection alongside document guide list. Questionnaires were validated through application of content validity analysis determined by expert judgement. Piloting of the questionnaires was carried out in eight selected public secondary schools and split half technique applied to ascertain the reliability of the instruments. Correlation co-efficient for Board of Management (BoM) chairpersons, Parents Association (PA) chairpersons, Principals and senior teacher's instruments were 0.85, 0.81, 0.87 and 0.84 respectively. This indicated high reliability of instruments. Both descriptive statistics and regression analysis were adopted. In addition, the researcher carried out document analysis of strategic plans for individual schools sampled out. The study established that resources had significant influence on implementation of school strategic plans at  $p < 0.05$  level of significance with a  $p$  value of 0.043. Regression analysis revealed that implementation of strategic plans was predicted to increase by 0.395 when resources go up by one. From the results, resources explained 10.4% of the variation in the implementation of strategic plans. The study established that resources for implementation of strategic plans in public secondary schools from Kakamega County were inadequate. The study recommends that more resources be allocated in public secondary schools to ensure effective implementation of strategic plans in order to enhance performance in these institutions.

**Index Terms-** Resources (human, infrastructure, finance and time), Strategy, strategic plan and strategic implementation.

## I. INTRODUCTION

Strategy implementation has been premised to be an aid in enhancing institutional performance. Oslen (2017) avers that a strategic plan is important to an organization because it provides a sense of direction and outlines measurable goals. It is a tool that is useful in guiding day-to-day decisions and evaluating progress. As a management tool, Oslen (2017) opines that a strategic plan helps an organization do a better job, because it focuses the energy, resources and time of everyone in the organization in the same direction. A number of institutions world-wide have gradually embraced strategic planning process in order to enhance their performance. In cognisance of this, Lawler (2006) posits that organizations that do not plan have exponentially higher rates of failure than those that plan and implement their plans. Successful implementation of strategic plan therefore is key to any organizations success and survival since it will enable the organization to realize her objective and vision.

Globally, some countries have made it mandatory for schools to formulate strategic plans in line with national strategic plans. Bell (2002), notes that in 1989, the United Kingdom (UK) government put emphasis on the staff to develop their own priorities in line with national goals and objectives and come up with strategies to achieve them. In Australia, the government has gone a step ahead and made a guideline of what schools should include in their strategic plan (State of Victoria, 2010). The United Kingdom government passed the 1988 Education Reform Act which gave the responsibility of planning to schools (Giles, 1995) both cited in Njeru et al (2013).

Ezugwu (2013) observes that whereas some countries initiate and implement their development plans, others initiate but do not implement them. He goes on to state that 90% of the plans made by developed world like Japan are fully implemented while in contrast 90% of plans made in developing world like Nigeria are not fully implemented. As a result, even though sound plans are made in most of the developing countries they are hardly implemented and therefore no meaningful development is achieved as the objectives of the plans are not realized.

In 1998 Uganda introduced the first five years Education Sector Investment Plan (ESIP), the first genuine educational sector programme (Government of Uganda, 2012). It focused principally on primary education. It was followed by Education Sector

Strategic Plan (ESSP) 2004 – 2015. The first ESSP revision 2007 – 2015 reflected towards free secondary and revision of the curriculum, while the second revision 2010 -2015 prioritised access, equity, relevance and efficiency of education (Government of Uganda, 2012). Currently, Education and Sports Sector Strategic Plan 2017 – 2020 under implementation aims at providing the policy framework that will guide the education sector through its ambitious goal of providing quality education with an insufficient resource envelope (Government of Uganda, 2017)

In Kenya, with the introduction of Results Based Management and Performance Contracting in early 2000, various ministries including the Ministry of Education were to come up with Ministerial Strategic plans. It was a statutory requirement that public organizations, including government ministries develop strategic plans as a means of enhancing result-based management and efficiency in their operations. Strategic planning process was to set the foundation of effective performance measurement systems as individuals and departments would be measured against the set targets. Performance management in public service was therefore to be operationalized by strategic plans. Consequently, in 2006, Ministry of Education came up with her five-year strategic plan 2006-2011 (Ngware, Odebero and Wamukuru 2006).

Literature on discourse regarding strategic planning process aver that implementation part of the process is the most difficult one Alexander (1985), Hrebiniak; (2006), Allio (2000), (Hussey 2000 and Thomson & Strick, 2003) all cited in Yang Li et al (2008), Pearce & Robinson (2009), Abok (2013) and Kirui (2013). Reasons advanced by these studies for the poor implementation of strategic plans among others point out such determinants as human and financial resources, strategic leadership, and management capacity. Pearce & Robinson (2009) have asserted that for a strategy to be implemented there should be sufficient resources.

A baseline survey carried out by the researcher found out that only 158 (39%) public secondary schools in Kakamega County out of 401 were undertaking strategic planning process. During the same period, a standard assessment carried out in Mumias Sub-County of Kakamega County in five secondary schools in February 2014 reported that only one secondary school had reviewed her strategic plan and was on course in implementing the plan. Two other institutions had strategic plans that were still in draft form yet the implementation period had expired and nothing as per the strategic plans had been done. The remaining two other institutions, their strategic plans which were “professionally developed” (by a consultant) had not been adhered to and therefore not implemented.

A survey by Ngware, Odebero and Wamukuru (2006) showed that over 60% of schools in the Country did not have strategic plans. Similarly, a baseline study conducted by Njeru, Stephen and Wamboi (2013) in Embu District showed that only two (2) out of twenty-four (24) public secondary schools 8.3% had formulated and were trying to implement strategic plans. From this baseline survey therefore, strategy implementation was still a challenge to a number of public secondary schools in Kenya hence an area of great interest for research.

Literature on strategic planning process aver that human, material, time and financial resources are vital when it comes to

implementation of strategic plans. Pearce & Robinson (2009) assert that the strategy to be implemented should be realistic in relation to available resources for its implementation. Kirui (2013) in his study found out that financial resources affected implementation of strategic plans in Local authorities in Migori County. This was through budgetary allocations, financial controls and external donors. In their study, factors affecting the implementation of strategic plans in Government Tertiary Institutions, Omboi and Mucai (2013) found out that resource allocation strongly influenced implementation of strategic management plans. This, they noted was through institutional leadership and the Board of Governors. They then concluded that sufficient resource allocation policies for equitable distribution of opportunities for staff development enhanced students’ performance. This study set out to establish if the same was applicable to public secondary schools in Kakamega County.

Buluma and Maende (2013) sought to determine effects of human resource factors that were affecting implementation of strategic plans in local authorities in Kenya. They found out that human related factors such as inadequate personnel (staffing) were a hindrance to implementation of council’s strategic plans. On the other hand, Pfeffer and Salancik (1978) Resource Dependency theory argue that an organization is dependent on the environment for its resources and that these resources literally control the organizations planning. They go on to aver that such resources may include skilled and dedicated staff, equipment, time and raising and utilization of funds. Resources, they aver that, are basis of power for organization.

Mwajuma (2013) observed that it was not practical for an organization to solely rely on external source hence NGOs had to develop contingency plan so as to have uninterrupted schedule of activities. The study emphasized the importance of resources in implementation of plans whether from internal or external sources. Scholars like Scott (2003), Osoro (2009), Kandie (2004) and Boyd (1990) all cited in Mwajuma (2013), have clearly cited unique resources as being key to effective strategy implementation. Pearce and Robinson (2009) concur with them when they aver that organizations with adequate resources will most likely achieve their objectives as opposed to those without or with very limited resources. They further assert that when a set of strategic programs has been decided upon it is implied that resource allocation has been made for these programs. Pearce & Robinsons position is echoed by Kibachia, Iravo and Luvanda (2014) who posit that without providing for the necessary assets and strategic expenditures a strategic program cannot be implemented successfully.

Olsen (2017) observes that to successfully implement strategic plan, one needs to have sufficient funds and enough time to support implementation. He argues that, often true costs are underestimated or not identified. True costs include a realistic time, commitment from staff to achieve a goal, a clear identification of expenses associated with a tactic or unexpected cost overruns by a vendor. Besides sufficient funds and time, he recommends that one must have the right people on board. By the right people, he refers to staffing and those with the requisite competencies and skills that are needed to support the plan. Thus during the planning process period, organizations should expand employee skills through training, recruitment or new hires to include new competencies required by the strategic plan.

Abok's, Waititu's, Ogotu's and Ragui's (2013) study indicated a positive relationship between implementation of strategic plans and resources. Their study was in conformity with Pearce and Robinson (2009) assertion that effective resources strengthen their strategic orientation by anticipating the challenges and problems of an organization through creating a reserve of resources that are very unique and strategic in the environment for their survival. Abok et al (2013) study concluded that organization resources played a big role in effective implementation of strategic plans in Non- Governmental Organizations in Kenya. This study therefore set out to analyse the influence of resources on implementation of strategic plans in public secondary schools in Kakamega County. Such resources as noted from the literature reviewed include, financial related resource, physical related resources, human related resource and time.

## II. STATEMENT OF THE PROBLEM

As a statutory requirement, all public institutions in Kenya were to develop strategic plans as a means of enhancing results based management. In public secondary schools therefore strategic planning was to set the foundation for effective performance measurement and subsequently enhance school performance. Studies indicate that about 30% of public secondary schools are slowly embracing strategic planning process but implementation part of it still remains a challenge, resulting in well formulated strategies in a number of institutions that are hardly implementation.

It is from this premise that all public secondary schools in Kakamega County ought to aggressively undertake strategic planning process. Their strategic plans should be formulated with intentionality and practicality. Unfortunately, this seems not to be the case. For the few public Secondary schools in Kakamega County that had formulated strategic plans, some of them, their strategic plans documents could be found on book shelves gathering dust, rather than on desk top being implemented. This study therefore sought to address the question, what is the influence of resources on implementation of strategic plans in public secondary schools in Kakamega County, Kenya?

## The Purpose and Objectives of the Study

The study set out to analyse the influence of resources on implementation of strategic plans in public secondary schools in Kakamega County. Specific objective of the study was to determine the influence of resources – human, financial, infrastructure and time on implementation of strategic plans

## III. METHODOLOGY

The study adopted both descriptive survey design and correlation method and was conducted in Kakamega County in Kenya. The study targeted 632 managers from the 158 public secondary schools from Kakamega County that were embracing strategic planning process alongside 13 Sub County Quality Assurance and Standards officers (SCQASO). The total target population therefore was 645.

Multi Stage sampling technique was applied (Kothari and Gaurav, 2014). Stratified random sampling was used to select subjects for the sample to represent existing sub-groups in the population. These sub groups were National Schools, Extra County Schools, County Schools and Sub County Schools. In addition, the researcher also used purposive sampling specifically targeting only schools that were undertaking strategic planning process.

In an effort to get a representative sample of the population across the board, the researcher sampled out a total of 40 public secondary schools from the 158 public secondary schools in the County that were undertaking strategic planning process. This was a representative percentage of 25%. The sample selected therefore was slightly above a minimum acceptable sample for a descriptive research of 10% for a larger population and 20% for a small population (Gay, 1981). From this sample, it therefore implied that the number of respondents, namely, Board of Management (BoM) Chairpersons, Parents Association (PA) Chairpersons, principals and senior teachers or Heads of Departments (HoD) corresponded with the number of sampled schools as shown in table 1 below.

**Table 1: Sample size and sampling techniques**

<b>Respondent</b>	<b>Target population (N)</b>	<b>Sample population (n)</b>	<b>%</b>	<b>Sampling techniques</b>
BOM Chairperson	158	40	25	Multi-stage and stratified
P.A Chairperson	158	40	25	Multi-stage and stratified
Principals	158	40	25	Multi-stage and stratified
Senior Teachers	158	40	25	Multi-stage and stratified
Sub-County Quality Assurance and Standards Officers	13	13	100	Purposive
<b>Total</b>	<b>645</b>	<b>173</b>	<b>26.8</b>	

Questionnaires were developed and administered to each of the following respondents; BoM Chairpersons, PA Chairpersons, Principals and Heads of department respondents. Separately,

SCQASOs were interviewed using a tailor made interview schedule. The study also consulted documentary evidence, specifically individual school's strategic plans. The instruments

for this study were validated through application of content validity determined by experts' judgement. On the other hand, reliability of the questionnaires was determined by split half method of testing internal consistency using spearman Browns formulae after pre-testing in eight purposively selected pilot schools. Results for the reliability co-efficient of the instruments were; 0.85 for BoM questionnaire, 0.81 for PA questionnaire, 0.87 for principals and 0.84 for senior teachers.

Qualitative data from interview schedule was analysed qualitatively. This entailed thematic analysis, content analysis and then triangulation. Thematic analysis (categorization of related themes) involved analysing the main themes as found in the study. Whereas quantitative data analysis was subjected to descriptive statistics and regression analysis. When using descriptive statistics to analyse data, frequencies, percentages and measures of central tendency were calculated and subjected to analysis and interpretation. Regression analysis on the other hand was applied in particular when looking at the influence of resources on implementation of strategic plans. Regression analysis examines the influence of one or more independent variables on dependent variable (Kothari et al, 2014). Regression analysis produces a regression equation where the coefficients represent the relationship between independent variable and the dependent variable. The researcher used the regression equation to make a

prediction of the influence of resources on implementation of strategic plans.

#### IV. RESULTS AND DISCUSSION

The researcher first sought to establish the status of strategic plans in public secondary schools from Kakamega County with regard to the extent of their implementation. The study respondents were presented with 10 items on a 5-point likert scale. This instrument was prepared based on McNamara's (2005) Goal-Based strategic planning model that came up with ten steps in planning. An implementation matrix with a 5 point likert scale was used. The scale ranged from 0 to 1 with, 0 representing no action, 0.25 denoting a slight implementation, 0.50 average, 0.75 slightly above average and 1 full implementation. The midpoint of the scale was a score of 0.5. Therefore, mean rating below 0.5 denoted that strategic plans were not implemented or were slightly implemented – below average, while scores above 0.5 – midpoint denoted that implementation of strategic plans was above average, whereas an overall score of 1 would have denoted full implementation of strategic plans. Table 2 indicates analysis of the responses.

**Table 2: Schools' strategic plans as per the implementation matrix**

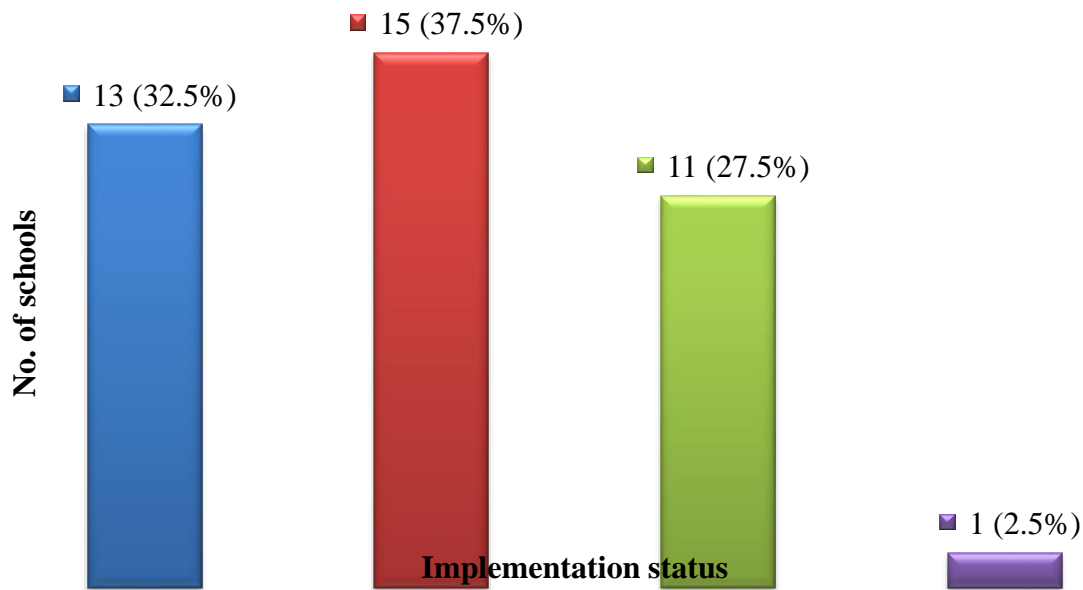
Implementation Status		No action (0)		Slight (0.25)		Average (0.5)		Slightly Above Average (0.75)		Fully (1)		Mean	Std Dev.
		F	%	F	%	F	%	F	%	F	%		
Operating within time Frame		4	10.0	10	25.0	4	10.0	6	15.0	16	40.0	.625	.3712
Progress in addressing strategic issues		6	15.0	8	20.0	14	35.0	8	20.0	4	10.0	.475	.2985
Workshops on implementation of the Strategic plan		12	30.0	21	52.5	7	17.5	0	0.0	0	0.0	.425	.2133
The School is realizing her targets as per the objectives		1	2.5	19	47.5	11	27.5	9	22.5	0	0.0	.406	.2381
Within Budget Provision as per implementation log frame		6	15.0	10	25.0	17	42.5	7	17.5	0	0.0	.400	.1772
Availability of resources for implementation		1	2.5	18	45.0	17	42.5	4	10.0	0	0.0	.369	.2467
Frequency of meetings and minutes on strategic plan		10	25.0	19	47.5	9	22.5	2	5.0	0	0.0	.269	.2071
Tasks accomplished as per plan		6	15.0	17	42.5	9	22.5	8	20.0	0	0.0	.256	.2228



Extent of monitoring and Evaluation exercise	14	35.0	12	30.0	13	32.5	1	2.5	0	0.0	.219	.1716
Progress reports and review on implementation status	17	42.5	12	30.0	10	25.0	1	2.5	0	0.0	.219	.2206
<b>Overall mean</b>											<b>0.37</b>	<b>0.24</b>

Results presented in Table 2 depicts that the mean scores obtained by the 40 sampled schools on the implementation of strategic plans ranged from 0.219 to 0.625 with a standard deviation of 0.2206 and 0.3712 respectively. The highest scored items were “operating within time frame (M=0.625)” and “progress in addressing strategic issues (M=0.475)”. On the other hand, the lowest scored items were “progress reports on implementation status (M=0.219)” and “extent of monitoring and evaluation exercise (M=0.219)”. From the study findings, it emerged that all the items except one (operating within time

frame) in the implementation matrix obtained a mean scores of below 0.5, meaning in most schools, implementation of strategic plans was below average (0.5). The overall implementation mean was 0.37 out of maximum average mean of 1. This score was below 0.5 – midway/ half, an indication that implementation of strategic plans was dismal and not as per implementation matrix. Only 1 school had fully implemented her strategic plan. Figure 1 illustrates an overall implementation status of the school strategic plans.



**Figure 2: Overall implementation status of the school strategic plan**

As shown in Figure 4.2, out of the 40 sampled schools, 13 (32.5%) had slightly implemented school strategic plans, 15 (37.5%) were average, 11 (27.5%) were slightly above average while the remaining 1 (2.5%) had fully implemented her strategic plan. This implies that majority of the schools a whopping 97.5% had not fully implemented their strategic plans. In concurrence with these results, Kefa (2014) established that most public secondary schools in Kiambu County had low implementation of the school strategic plans whereas, Njeru, Stephen and Wamboi (2013) found out that only 2 (8.3%) schools out of 24 were implementing their strategic plans.

**Provision of resources**

This study set out to determine the influence of resources on implementation of strategic plans in public secondary schools in Kakamega County. To address this objective, the researcher first sought to find out from the school principals and BOM whether they received finances to develop strategic plan. Table 3 shows findings obtained.

**Table 3: Funded to develop school strategic plan**

Response	Principals	BoM
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	Frequency	Percent	Frequency	Percent
Yes	8	20.0	6	15.0
No	32	80.0	34	85.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

Data presented in Table 3 shows that majority of the principals (80.0%) and BoM chairpersons (85.0%) reported that their schools were not funded to develop strategic plans. Interview schedule corroborated these responses of Principals and BoM chairpersons. All the interviewed respondents were emphatic that resources were not provided for strategic planning process. They reported that schools were trying to source and save funds from other vote heads for strategic planning process. On source of funding for schools that were undertaking strategic planning process, respondents mentioned savings from free day secondary education funds, contributions from parents, savings from boarding vote head, seeking for sponsors and donors, appealing for assistance from the National Government Constituency Development Fund (NG-CDF) and the County government. All respondents in unison concurred that there was no specific vote head for strategic planning process where schools could get funds to undertake the process.

Financial constraint was therefore cited as a major challenge. Schools did not have adequate funds to implement activities hence hampering implementation of strategic plans. Interview schedule for Quality Assurance and standards officers revealed that over 75% of principals were competent enough and effectively managing their institutions. Asked why principals were not able to successfully implement strategic plans yet they were very competent in management, they responded that ‘No matter how competent a leader is, dynamics of resources in public institutions seem to greatly hamper their effectiveness and implementation of strategic plans’. This implied that with inadequate resources they could not do much despite being competent.

The researcher further sought to examine whether schools were able to implement strategic plans as intended despite having insufficient resources. The findings of this analysis are presented in Table 4.

**Table 4: Fully implementation of strategic plan in school**

Response	Principals		BOM	
	Frequency	Percent	Frequency	Percent
Yes	4	10.0	2	5.0
No	36	90.0	38	95.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>

As reflected in Table 4, 90.0% of the principals and 95.0% of the BOM cited that they were not able to implement their respective school’s strategic plans as intended.

Principals were asked to rate the adequacy of resources for strategic planning process in their respective schools. Table 5 demonstrates their responses.

**Table 5: Adequacy of resources in school strategic planning process**

Resources	Very adequate		Considerable adequate		Somehow considerable adequate		Inadequate		Very inadequate	
	F	%	f	%	F	%	f	%	F	%
Financial	0	0.0	9	22.5	10	25.0	17	42.5	4	10.0
Human	0	0.0	17	42.5	15	37.5	7	17.5	1	2.5
Infrastructure	1	2.5	9	22.5	12	30.0	13	32.5	5	12.5

Time	4	10.0	18	45.0	8	20.0	10	25.0	0	0.0
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Table 5 indicates that in terms of finances and infrastructure, over 42.5% of the principals rated the resources as inadequate while 10% rated the resources very inadequate for the implementation of strategic planning process. Rated slightly below 50% in terms of availability among the four resources was human resources at 42.5% and time at 45% as considerable adequate for implementation of strategic plans.

In order to determine the influence of resources on implementation of strategic plans, the study respondents were presented with 10 items on a 5-point likert scale. Table 6 presents results of the analysis on the influence of resources on implementation of strategic plans.

**Table 6: Influence of Resources on Implementation of Strategic Plan**

Statement	Principals		BOM	
	M	Std. Dev	M	Std. Dev
Lack of finances has hindered implementation of our strategic plan	4.28	.847	4.45	.904
Changing enrolment trends in the school has forced us to change the school budget thus affecting implementation of the strategic plan	4.00	.987	3.92	1.118
We have adequate physical resources to facilitate effective implementation of the strategic plan	2.17	.903	2.62	1.372
Some projected sources of funds have changed necessitating changes in the strategic plan	4.10	.955	3.73	1.281
I have come to realize that the strategic plan cannot be implemented the way it was designed	3.83	.874	3.30	1.067
We do have adequate human capacity to implement our strategic plan	3.10	1.105	3.13	1.090
We have enough teaching staff to enable us meet our academic performance targets as set in the strategic plan	2.38	1.192	2.68	1.228
There are adequate instructional materials to support the instructional needs of the school.	3.45	.846	3.18	.844
The government policy on school fees has hindered progress of some projects spelt out in our strategic plan	4.65	.580	4.40	1.128
The school will be able to realize and address all issues within the stipulated time	2.15	.736	2.35	1.122
<b>Overall mean score</b>	<b>3.41</b>	<b>0.90</b>	<b>3.78</b>	<b>1.12</b>

As shown in Table 6, the mean scores obtained by the principals on aspects measuring the influence of resources on implementation of strategic plan ranged from 2.15 to 4.65, while that of the BoM ranged from 2.35 to 4.45. The highly ranked statements by both principals and BoM were “the government policy on school fees has hindered progress of some projects spelt out in our strategic plan (Principals M=4.65 and BoM M=4.40)” and “lack of finances has hindered implementation of our strategic plan (Principals M=4.28 and BoM M=4.45)”. The lowest ranked statements were “the school will be able to realize and address all issues within the stipulated time (Principals M=2.15 and BoM M=2.35)” and “we have adequate physical resources to facilitate effective implementation of the strategic plan (Principals M=2.17 and BoM M=2.62)”. From the study findings, it is clear that resources available in most schools were inadequate for successful implementation of strategic plans. The findings concurred with the results by Kevogo and Waiganjo (2015) who established that implementation of strategic plans in public secondary schools is adversely affected by scarcity of resources (time, human capital and budgetary allocation), presence of idle capacity due to poor flow of resources and inadequate funding of capacity building. Similarly, Amukowa (2017) found out that shortage of resources

such as funding, limited budgetary allocation, Skills, staff training and development, and disbursement of Free Day Secondary Education funds greatly influenced implementation of strategic plans in public secondary schools in Khwisero sub-county. Yabs (2010) in his study on strategic management practices in Kenya emphasized that without adequate resources the implementation of strategy is almost impossible. He further noted that the success of any school or organization depends to a very large extent on the availability of resources such as people, skill, facilities and money to implement strategy.

To determine the relative influence of resources on the implementation of strategic plans in public secondary schools, the following regression model was developed with strategic plan implementation index as the dependent variable.

$$Y = a_1X_1 + c$$

Where:

Y = Strategic plan implementation index

X<sub>1</sub> = Resources

c = Constant; and a<sub>1</sub> is a regression coefficient

Table 7 depicts the regression model summary.

**Table 7: Regression model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.322 <sup>a</sup>	.104	.080	4.34918
a. Predictors: (Constant), Resource				

Table 7 shows an R-square value of 0.104. This implies that resources explained 10.4% of the variation in the implementation of strategic plan.

Table 8 shows the regression coefficients for the model.

**Table 8: Regression coefficient for resources versus implementation of strategic plan**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.693	4.281		4.367	.000
	Resource	.395	.189	.322	2.096	.043
a. Dependent Variable: Implementation of strategic plan						

Table 8 illustrates that the prediction equation for implementation of strategic plan (Y) becomes:

$$Y = 0.395[\text{Resources}] + 18.693.$$

This means that implementation of strategic plan is predicted to increase by 0.395 when availability of resources goes up by one. In terms of significance level at  $p < 0.05$  level of significance, resources had a significant influence on implementation of strategic plan with a  $p$  value of 0.043. From this finding, it is clear that resources had a positive influence on the implementation of strategic plans. The findings of this analysis agrees with Abok et al (2013) whose study established that resources play a big role in effective implementation of strategic plans in Non- Governmental Organizations in Kenya. Similarly, Olsen (2017) observes that to successfully implement strategic plan, one need to have sufficient funds and enough time to support implementation. Further, a survey by Buluma et al (2013) found out that human related factors such as inadequate personnel (staffing) were a hindrance to implementation of council's strategic plans. Inadequacy of resource could have played a role in the implementation of strategic plans in public secondary schools from Kakamega County. Probably if the resources were adequate, then implementation of strategic plans would have been successful. From the responses and interview schedule it came out clearly that public secondary schools did not have adequate resources. Having noted the importance of resources in implementation of strategies and their inadequacy, one notes that implementation of strategic plans would not have been successful. This probably explained the overall dismal implementation of strategic plans with an overall implementation mean index of 0.37

which was far below half way implementation index of 0.5 and full implementation index of 1.

## V. CONCLUSION

The study established that over 80% of the schools were not funded to develop strategic plans and hence they were not able to implement strategic plans as intended. Regression analysis model revealed an R-square value of 0.104 which implied that resources explained 10.4% of the variation in the implementation of strategic plans. From the findings, implementation of strategic plan was predicted to increase by 0.395 when availability of resources goes up by one. In terms of significance level at  $p < 0.05$  level of significance, resources had a significant influence on implementation of strategic plans with a  $p$  value of 0.043. This implied that schools with adequate resources were more likely to have successful implementation of strategic plans than those with inadequate resources. From the study findings therefore, Resources had a significant influence on the implementation of strategic plans. However, these resources were not adequate to enhance implementation of strategic plans in public secondary schools from Kakamega County and this probably was an explanation to their overall implementation mean of 0.37 that was far below half way in the implementation of strategic plans. Arising from the study findings therefore, in order to ensure successful implementation of strategic plans in public secondary schools in Kakamega County, Kenya, sufficient resources should be allocated to schools.



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