

EMPIRICAL INVESTIGATION ON THE INFLUENCE OF HUMAN RESOURCES AND FINANCIAL RESOURCES ON IMPLEMENTATION OF STRATEGIC PLANS IN PRIVATE PRIMARY SCHOOLS IN KIRINYAGA COUNTY, KENYA

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ABSTRACT

Planning has been identified as a critical component by which the organizations achieve rapid quality results in their operations. Empirical evidence reveals that over 60% of private primary schools in Kenya have strategic plans but do not fully implement them. According to Kirinyaga County Education Office, most private primary schools rarely implement strategic plans. The general objective of the study was to investigate the influence of human resources and financial resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya. The study was anchored on the Agency Theory and the Resource Based View. The study adopted cross sectional, explanatory and descriptive research designs. The study targeted 90 private primary schools in Kirinyaga

County and focused on 270 members who comprised of 90 head teachers, 90 BOM chairmen and 90 PA chairmen. The sample size of the study was 81 respondents who comprised of 27 head teachers, 27 BOM chairmen and 27 PA chairmen. Primary data was collected through semi-structured questionnaires. Inferential statistics were used to analyze quantitative data. The study established that human resources and financial resources had a positive statistical significant influence on the implementation of strategic plans in private primary schools in Kirinyaga County. The study will contribute to knowledge addition by revealing the influence of human resources and financial resources on implementation of strategic plans of private primary schools in Kenya.

***Key Words:** human resources, financial resources, implementation, strategic plans*

INTRODUCTION

Implementation of strategic plans in schools is of critical importance to both private and public organizations across the globe. In the United States of America for example, Knoff (2005) notes that successful strategic plan implementation improves school performance. Comprehensive School Reform Quality Center (2006) in the US points out that while 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 audit cycles. At the institutional level, Hill-Meshane (2009) asserted that there are four unique school plans which include: no reliance on the school plan; the time-bound school plan; third is the help that is delivered by a gathering of staff and concentrates on fund and staff improvement; and the final plan is the corporate. 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.

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.

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.

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.

Human Resources and Implementation of Strategic Plans

Human resource can give an organization a competitive position because of their unique skills. Wanjiku and Ombui (2015) established 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 maintain qualified employees should effectively conduct business operations by lowering production costs, yielding more output, and increasing customer loyalty. Adams (2012) posits, exceptionally capable, propelled individuals who are treated with difference will indicate incredible promise to the satisfaction of the organization's destinations. 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 an organization requires skilled and committed individuals.

Ngware et al (2008) in total quality management in secondary schools in Kenya contend that unsatisfied employees may not engage in activities of strategy implementation. His findings 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 and Ombui (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 which can contract and hold qualified representatives should encounter more grounded business execution through diminished recruitment 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 concerned about how individuals are utilized and supervised in associations to accomplish competitive advantage through strategic implementation 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 findings agree with Kamau (2015) who contend 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) argues that adequate funding and infrastructure is key in increasing the motivation of employees. The researcher revealed that employees trained within the institutions are motivated to implement strategic plans resulting in improved firm

performance. Dandira (2011) argues that some organizations fail to include their workers in their strategic plan implementation because they ignore involving their workers in formulation of their strategic plans and hence don't secure their ownership.

Financial Resources and Implementation of Strategic Plans

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 information particularly non-salaried consumptions.

Finances 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 with less financial resources. This worked together the findings of an examination by Babayomi (2009) that tuition based schools on account of accessibility of learning assets performed superior to government funded schools.

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.

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 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 human resources and financial resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya.

OBJECTIVE OF THE STUDY

The objective of the study was to conduct an empirical investigation on the influence of human resource and financial resources on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya.

RESEARCH HYPOTHESIS

1. Human resources does not have a significant influence on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya
2. Financial resources do not have a significant influence on implementation of strategic plans in private primary schools in Kirinyaga County, Kenya

THEORETICAL LITERATURE REVIEW

This study was anchored on the Agency Theory, the Resource Based View and the Resource Advantage Theory. The agency theory was proposed by Jean B. McGuire (1998). In terms of applicability, Jackson (2013) contends that the agency theory of strategic Management is so crucial since the action chosen by a the headteachers and representatives of the board and community in a school have a grater impact on the educational achievement of the whole community whose children study there. Hence, the agents' role in strategic implementation and the overall strategic management process cannot be underestimated. Kamau (2016) says that the school is often portrayed as a nexus of both unequivocal and verifiable contracts connecting the administration and its distinctive partners, including guardians, specialists, understudies, providers and the state among others.

The resource based-view theory was developed by Penrose (1959) and supported by Birger Wernerfelt (1984). 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 terms of its applicability, the Resource Based Theory posits that the internal strengths that a school has and which cannot be matched, copied nor substituted by its competitors are very useful drivers for growth and competitive advantage of the school.

The resource advantage theory was developed by Hunt and Morgan (1995). 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). In terms of its overall growth and sustainability, a school should identify better resources to help it match its competitors. The quality of the tangible resources may be in terms of the attributes of teachers, PTA, BOM, parents, school employees and pupils, type and quality of the physical and technological resources, teaching and learning facilities and materials among others. Thus, for primary schools to successfully carry out the strategy implementation process to help them achieve improved academic performance, they need to utilize the resources at their disposal well.

EMPIRICAL LITERATURE REVIEW

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

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

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

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

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

stock, and cash. Immaterial resources are non-physical resources that are a production of Managers and different workers, for example, brand names, notoriety of the organization, among others.

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

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

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

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

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

timeliness in disbursement of funds by the government to the hospital which is critical in regard to performance of medical institutions.

RESEARCH METHODOLOGY

The study used a cross sectional, explanatory and descriptive research designs. A cross sectional and explanatory research designs are useful in explaining the relationships between variables for studies carried out at one point in time. The study focused on Kirinyaga County which has a total of 90 registered private primary schools with 90 headteachers, 90 BOM chairmen and 90 PTA Chairmen. The researcher adopted stratified sampling technique. The study used 30% of the population to select the sample size. Hence, a sample of 27 headteachers, 27 BOM chairmen and 27 PTA Chairmen were selected for the study. The data collection instrument for this study was a questionnaire that was developed by the researcher in consultation with the supervisor. The 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 adopted content and construct validity by consulting experts in the preparation of the research instrments. To test reliability, the study used athreshold of Cronbach alpha coefficient of 0.7. The researcher distributed the questionnaires to the sampled population. Inferential statistics were used to analyze the data collected. The study used multiple regression model that involved analyzing the relationship between the independent variables and dependent variable. 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 human resource and financial resources were the independent variables. The regression equation was presented as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e.$$

Where: Y= Implementation of strategic plans in private primary schools; β_0 = Constant term; $\beta_1, \beta_2, \beta_3$ and β_4 , are beta coefficients; X_1 = Human Resources; X_2 = Financial Resources; e= error term associated with the regression model

RESEARCH RESULTS

The study response rate was 69 respondents out of 81 respondents which constituted 85.2%. The study used multiple linear regression to analyse quantitative data. Table 1, 2 and 3 show model summary, Annova summary and regression coefficients respectively.

Table 1: Model Summary

Model	R	R2	Adjusted R2	Standard Estimate error	of
1	0.896	0.803	0.797	1.535598	

Table 2: ANNOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	195.92	3	97.96	9.523	0.000
Residual	678.92	66	10.286		
Total	894.84	69			

Table 3: Regression Coefficients

Model	Beta (β)	Sig.
Constant	1.034	0.012
Human Resources	0.291	0.000
Financial Resources	0.223	0.000

The model summary indicates that the independent variables of the study which are human resources and financial resources jointly contributed to 79.7% of implementation of strategic plans in private primary schools while the other factors not included in this study accounted for 20.3% implementation of strategic plans in private primary schools in Kirinyaga County.

The Annova Summary shows that F (3,66) was 9.523 with a p-value of 0.000. This indicates that the model was statistically significant and could be used for further statistical analysis.

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

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

$$Y = 1.034 + 0.291X_1 + 0.223 X_2 + \epsilon$$

DISCUSSION OF STUDY FINDINGS

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 4.2 indicates that human resources had a positive statistical significant influence of 0.291 with a p-value of 0.000 < 0.05. This indicates that human resources was statistically significant in influencing implementation of strategic plans in private primary schools in Kirinyaga County. This study

further indicates that one unit increase in human resources will lead to an increase of 0.291 implementation of strategic plan in private primary schools. The findings concur with those of Jackson (2013) who found that human resources have an effect in strategy implementation in public schools. The results thus show that the human resources by within private primary schools in Kirinyaga County enhance the strategy implementation. The implication is that all the private primary schools in Kenya should make sure that human resources is prioritized when implementing strategic plans.

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

CONCLUSION AND RECOMMENDATIONS

The study concludes that in order to ensure effective and efficient implementation of strategic plans in private primary schools, investment in human resources in regard to training, employee empowerment, team building and working environment is of critical importance. With regard to the strategic financial resources, the study concludes that in order to ensure effective implementation of strategic plans in private primary schools, financial adequacy, timeliness in disbursement and right allocation of financial resources is of paramount importance.

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

The study was carried out in order to determine the influence of human resources and financial resources on implementation of strategic plans within private primary schools in Kirinyaga County. The study recommends that a further study should be carried out on the influence of human resources and financial resources on implementation of strategic plans in other business sectors such as the manufacturing sector.

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