



Does alignment of resources to strategic goal affect performance of public secondary schools? The case of public secondary schools in koibatek sub-county, Kenya

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Abstract

Strategic leadership shapes the formation of strategic intent which influences successful strategic practices in an organization. The aim of the study was to find out whether alignment of resources to strategic goal affects performance of public secondary schools, the Case of Public Secondary Schools in Koibatek Sub-County, Kenya. The study adopted descriptive research design which tested variables the way they occur in natural environment without interfering with them. Purpose sampling informed the selection of Koibatek sub-county for this study because of below average school performance. The study used purposive sampling method to settle on utilizing principals for this study being in the pinnacle of strategic leadership and who are therefore believed to be reliable to this study (Kombo and Tromp, 2006). The study targeted the thirty five schools' principals of the public secondary schools in Koibatek Sub-County as the target population. The study collected primary data from the respondents using structured questionnaire. Regression model was used to establish the alignment of school resources to strategic goal on schools' performance. The study established that alignment of resources to strategic goal had no influence on public secondary school performance. When principals' level of education was introduced in the regression model, it accelerated the relationship between school resources alignment to goals. When principals' experience was introduced in the regression model it did not change the relationship between alignment of resources to strategic goal and schools performance of public secondary schools in Koibatek Sub-County except strategic direction element.

Keywords: strategic leadership, strategic management, strategic plan, strategic direction, strategic intervention

1. Introduction

Strategic leadership is an ability of firms to anticipate, envision and maintain flexibility, and empower others to create a strategic chance and a viable future of the organization (Kjelin, 2009). Guillot (2003) defines strategic leadership as the ability of an experienced, senior leader who has wisdom and vision to create and execute plans and make consequential decisions in the volatile, uncertain, complex and ambiguous strategic environment. Montgomery (2008) argues that, few leaders allow themselves to think about strategy and the future. Leaders should give direction to every part of the organization – from the corporate office to the loading dock. Strategic leadership is therefore the ability of the leaders to create and re-create reasons for the organization's continued existence. The leader must have the ability to keep one eye on how the organization is currently adding value and the other eye on changes, both inside and outside the organization, that either threaten its position or present some new opportunity for adding value.

A recent study showed the importance of a model of strategic leadership practice that promotes an orderly and a constructive behavioural climate, a positive learner motivation, and a learning culture that predicts positive changes in student behavior and attendances as intermediate outcomes that themselves promote improvement in attainment (Sammons, Gu, Say, & Ko, 2011). The successful implementation of strategic leadership is expected to lead to high performance in the public secondary schools. Statistics indicate that public secondary schools in Koibatek Sub-County over the years have

experienced poor performance in the national examination with a mean of 3.1191 in 2017 results compared to the national mean (Koibatek Sub-County KCSE Results, 2018). Alignment is defined as an organization of people involved in a pact or treaty (Yuksel, & Dagdeviren, 2007) ^[16]. Kangas, Kurtilla and Kajanus (2003) ^[6] suggest that alignment is not only a matter of individuals agreeing on goals and means; it also refers to the need for business processes and functions to rally their actions around the flagpole of the organization's strategy. Strategic alignment has many pseudonyms.

Kotter's (2013) framework for effective strategy execution stresses that the key step missing between strategic planning and execution is the urgency process. An urgency process is a quantifiable and repeatable way to generate alignment, urgency, and engagement in a majority of employees in a company, division, functional area, or large team.

1.2 Statement of the Problem

Despite clarity of purpose for strategic leadership practices in organizational performance, there is very little scholarly work focusing on the strategic leadership practices in public secondary schools in Kenya. It was on this basis that the concept of the strategic leadership practices became an important consideration in the study.

Despite the policy of the Kenyan government being provision of quality education, the performance of public secondary schools in Koibatek sub-county has remained very poor. That was despite the infrastructural, material and technical support from the government and other development partners in Kenya. Principals were viewed as

central in the creation of effective strategic leadership practices for quality performance. The Kenya education sector has since year 2003 embarked on plans to institute reforms that require development and implementation of strategic plans that are capable of bringing about desired performance.

The successful implementation of strategic plans is expected to lead to high performance in the public secondary schools. Statistics indicate that public secondary schools in Koibatek Sub-County over the years have experienced poor performance in the national examination with a mean of 3.1191 in 2017 results compared to the national mean (Koibatek Sub-County KCSE Results, 2018). The poor performance in the Sub-County is the justification of the study to establish the practice of strategic leadership and analyze its effect on school performance. The study hoped to bridge the gap by analyzing whether alignment of resources to strategic goal affects performance of public secondary schools, the Case of Public Secondary Schools in Koibatek Sub-County, Kenya.

2.0 Literature Review

2.1 Alignment of Resource to Strategic and Performance

Schools scarce resource-strategic planning should be aligned to use scarce resources effectively; legal forces legislative changes introduce new dynamics in an industry thus affecting strategic planning; size and complexity of an organization – as size and complexity of an organization increases, so does the degree of formulating of planning activities; the extent of involvement in operating issues compromises the attention paid to management functions; the implementation gap – this is the inability of the top management and the planners to effectively communicate with the planners; the lifecycle of the organization – as organizations move through different phases, the competitive environment changes and influences the way they plan and execute strategy (Thompson, et al, 2007) ^[14]

The importance of alignment is widely acknowledging in organizations, and defined in literature as a valuable and scarce resource that has significant consequences to organizational performance (Alagaraja, M.; Rose, K.; Shuck, B. and Bergman, M., 2015) ^[2]. However, there is a considerable difficulty in arriving at a single definition of alignment, given all alignment types and perspectives. Despite their differences, they all address the need to make organization-wide strategic elements, such as vision, mission and goals, more actionable to all employees, relating the work employees do on a daily basis with the organization purpose (Strategy Management Group, 2016) ^[11].

The concept of processual strategy approach was developed based on the idea of aligning internal resources to external factors as a process of formatting the organization. The processual approach focuses more on how this was done rather than the results that would be achieved. Day-to-day activities form patterns that become formalized into practices and business processes (Ackermann, Eden, & Brown, 2005; Whittington, 2006) ^[1, 15].

According to Raps (2004) ^[10] it is the alignment of human assets within an organization that is the key to successful strategy implementation. He also found that this is rarely the case within organizations. Nevertheless, strategy formulation provides an overview of how effective people management is to be conducted, and how effective

communication is to take place to attain successful strategy implementation. The concept of implementing strategy consistently has been recognized and associated with the success of organizations. The concept of implementation consistency means the alignment of organizational resources to decisions about the strategic vision (Brauer & Schmidt, 2006) Consistent strategy implementation is achieved through consistent actions towards organizational goals (Harrison & Pelletier, 2001) ^[4] and this is the case for both emergent and deliberate strategy implementations.

The improved implementation of strategy through the BSC comes largely as a consequence of improved and more structured formulation of strategy. With clear definition of the strategic activities, the strategy is easier to implement and greater success is achieved. This is also a consequence of the improved communication between top-level management and operational management (Atkinson, 2006) ^[3]. The organization's resources are aligned with the operational aspects of the strategy through high levels of communication, which are supported by the BSC approach. This demonstrates the importance of effective communication for successful implementation of the formulated strategy.

As identified in the literature of the strategy process, the evaluation of strategy implementation should not be viewed as an isolated phase. This is because it is a means of driving strategy implementation in terms of alignment (Tapinos et al., 2011) ^[13]. This is done through strategic control based on performance 72 management. It has been found that a less obvious benefit of the BSC, effective diagnostic control, is enabled by the performance measurement aspect of the BSC, which integrates the monitoring of financial and nonfinancial indicators (Atkinson, 2006) ^[3].

This is for the alignment of resources such as an organization's workforce, and information and organizational capital, with its strategy, as a tool for aligning and communicating strategy (Kaplan & Norton, 2004). A study by Tan, Tang, and Forrester (2004) ^[12] proposed an e-business planning framework that enables SMEs to transform their E-potential into implementations. This framework is based on links between QFD and BSC by setting objectives and defining initiatives that are aligned to the completion of an organization's vision.

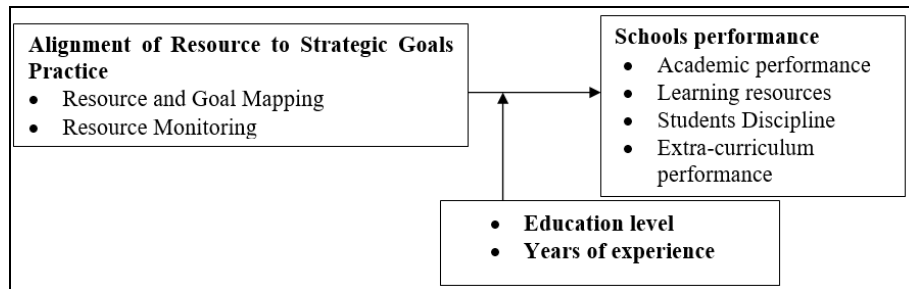
2.4 Theoretical Review

The path-goal leadership theory is attributed to by the works of Martin G. Evans in 1970. This theory was refined in the next year by Robert J. House in 1971. The proponents of the path-goal theory argue that followers are motivated in a task by the high level of self-efficacy, belief that their efforts result in a certain outcome or reward and belief that an outcome or reward is worthwhile (Bhatia, 2009). The role of the leader in this theory is to motivate followers by rewarding performance and goal accomplishment. According to Northouse (2013) effective leadership occurs when the leader accurately points out the development level of subordinates in a task situation and then exhibits the prescribed leadership style that matches that situation. Dixon and Hart (2010) argued that leaders who lead by means of path-goal leadership reward and encourage their followers towards goal achievement. Path-goal theory enables leaders to discern the right strategic direction for the employees and the organization. Malik (2012) opine that this theory predicts the leader behavior which is essential for

achieving subordinates' motivation and which is also linked to organizational performance. In line with this argument, Northouse (2013) emphasizes to match leader behavior with subordinates characteristics along with work environment. Implementing path-goal theory increases subordinates' motivation by clarifying the paths towards which organizational performance is possible. Strategic leadership practice has been viewed as being able to contribute significantly and positively towards achieving organizational performance by motivating others to pursue the same strategic direction. This theory was relevant in the current study for its focus on the role of the leader in

motivating subordinates towards achieving an organization's performance. Path-goal theory is argued to be result oriented and equally strategic leadership practices are result-oriented. Therefore there is a clear link with path-goal theory and strategic leadership practices as both types of leadership are result-oriented. This theory supports the argument that resource alignment to organizational goal has an effect on schools performance, thus, it needs to be established.

3.0 Conceptual Framework



Source: (Researcher, 2019)

Fig 2.1: Effect of Strategic leadership practices on performance

The independent variable is alignment of school resources to strategic goal. The dependent variable was the schools performance measured in academic performance and school growth. The intervening variable is principals' qualification and experience. When the public secondary schools principals employ alignment of school resources to strategic goal then the schools performances would likely improve in terms of better performance at national examinations. When the principals' qualification and experience are introduced, then they can accelerate the influence of their alignment of school resources to strategic goal and performance and vice versa.

3.0 Methodology

The study adopted descriptive research design which tested variables the way they occur in natural environment without interfering with them. Purpose sampling informed the

selection of Koibatek sub-county for this study because of below average school performance. The study used purposive sampling method to settle on utilizing principals for this study being in the pinnacle of strategic leadership and who are therefore believed to be reliable to this study (Kombo and Tromp, 2006). The study targeted the thirty five schools' principals of the public secondary schools in Koibatek Sub-County as the target population. The study collected primary data from the respondents using structured questionnaire. Regression model was used to establish the alignment of school resources to strategic goal on schools' performance.

4.0 Findings and Discussions

4.1 Descriptive Statistics

4.1.1 Alignment of Resources to Goals Competence

Table 1: Alignment of Resources to Goals Competence

Alignment Competence	SA (%)	A (%)	NS (%)	D (%)	SD (%)
Motivated employees	11	83	-	-	6
Finances aligned to goals	6	60	17	17	-
Physical resources maintained	9	69	9	-	13
Technological resourced improved	17	60	9	9	5
Training needs	6	69	11	-	14
Leverage of competencies	14	49	3	31	3

Source: Field Data (2018)

Table 4.8 presents results of alignment of resources to goals competence. The study established that majority of respondents 94% agreed that teachers and school employees were motivated employees and work towards school's goal compared to 6% who disagreed. Findings on financial alignment to goals established that majority of respondents 66% agreed that all school finances were aligned to school goals compared to 17% who disagreed and were not sure respectively. Further findings on physical resources maintenance established that majority of respondents 78%

all physical resources were well maintained and managed and also aligned to school goals compared to 13% who disagreed and 9% who were not sure. Concerning Technological resourced improved, the study established that majority of respondents 77% agreed that technological resources were continuously improved and are aligned to school goals compared to 14% who disagreed and 9% who were not sure. Findings on training needs established that majority of respondents 75% agreed that new technologies came with new training needs which was executed and also

aligned to school goals compared to 14% who disagreed and 11% who were not sure. Last, findings on leverage on competences established that majority of respondents 63% agreed that there was leverage of competencies across all our businesses compared to 34% who disagreed and 3% who were not sure.

This finding indicated that the principals in public secondary schools in Koibatek Sub-County practiced alignment of school resources to strategic goal. This was evident by respondents agreement on the following variables on alignment of school resources to strategic goal; Teachers and school employees were motivated employees and work towards school’s goal, all school finances were aligned to school goals, all physical resources were well maintained and managed and also aligned to school goals, technological resources were continuously improved and were aligned to school goals, new technologies came with new training needs which was executed and also aligned to school goals and there was leverage of competencies across all our businesses.

4.2.2 Academic Performance Indicators

The variables analyzed under academic performance included; Teachers finished syllabus on time due to strategic leadership, teachers attended all lessons as required due to Balance Score Card Strategy, students had enough time to revise for KCSE due to Balance Score Card Strategy, the school provided all the equipment required by students to prepare for KCSE due to Balance Score Card Strategy, the school continuously improved on KCSE performance due to Balance Score Card Strategy and that other schools bench mark with our school on application Balance Score Card Strategy.

Table 4.11: Academic Performance Indicators

Academic performance indicators	SA (%)	A (%)	NS (%)	D (%)	SD (%)
Finished syllabus	54	-	23	-	23
Teachers attend all lessons	26	40	0	28	6
Enough time for revision	29	46	14	11	-
Equipment for KCSE	26	49	17	-	8
Improved KCSE performance	23	37	9	25	6
Benchmarking	23	20	6	31	20

Source: Field Data (2018)

Table 4.9 presents results of academic performance indicators in public secondary schools in Koibatek Sub-County. The study established that about half of respondents 54% agreed that Teachers finished syllabus on time due to Balance Score Card Strategy compared to 46% who disagreed. Concerning teachers attending lessons, the study established that majority of respondents 66% agreed that teachers attended all lessons as required due to strategic leadership compared to 34% who disagreed. Findings on revision time established that majority of respondents 75% agreed that students had enough time to revise for KCSE and the school provided all the equipment required by students to prepare for KCSE due to due to strategic leadership compared to 14% who were not sure and 11% who disagreed respectively. Last, findings on benchmarking established that about half of respondents 51% disagreed that other schools bench mark with our school on application strategic leadership compared to 43% who agreed and 6% who were not sure. These findings indicated

that apart from other schools bench mark with school in the Sub-County on application strategic leadership which performed poorly, other academic indicators were well performed evident by; teachers finished syllabus on time due to strategic leadership, teachers attended all lessons as required due to Balance Score Card Strategy, students had enough time to revise for KCSE due to Balance Score Card Strategy, the school provided all the equipment required by students to prepare for KCSE due to Balance Score Card Strategy, the school continuously improved on KCSE performance due to Balance Score Card Strategy.

School Resource performance indicators

The analyzed variable under school resource performance indicators include; the schools have built new classroom due to principals strategic leadership over a few years, the schools have acquired new bus due to principals strategic leadership over a few years, the schools have built new laboratories due to principals strategic leadership over a few years, the schools have built new library due to principals strategic leadership over a few years, the schools have bought textbooks and revision materials due to principals strategic leadership over a few years and the schools have sunk borehole due to principals strategic leadership over a few years.

Table 2: School Resource performance indicators

Resource performance indicators	SA (%)	A (%)	NS (%)	D (%)	SD (%)
New classrooms	43	26	8	14	9
New school bus	31	20	-	17	32
New labs	26	26	-	48	-
New library	37	17	-	20	26
Texts and revision books	43	26	-	9	22
Sunk borehole	23	26	9	11	31

Source: Field Data (2018)

Findings on new classroom reveals that majority of respondents 65% agreed the schools have built new classroom due to principals’ strategic leadership over a few years compared to 23% who disagreed and 8% who were not sure. Concerning new school bus, the study established that about half of respondents 51% agreed that the schools have acquired new bus due to principals’ strategic leadership over a few years compared to 39% who disagreed. Further findings on new labs reveals that about half of respondents 52% agreed that the schools have built new laboratories due to principals’ strategic leadership over a few years compared to 48% who disagreed. Findings on new school libraries established that about half of respondents 54% agreed that the schools have built new library due to principals’ strategic leadership over a few years compared to 46% who disagreed.

Further findings on text and revision books reveal that majority of respondents 69% agreed that the schools have bought textbooks and revision materials due to principals’ strategic leadership over a few years compared to 31% who disagreed. Finally, findings on sunk boreholes reveals that less than half of the respondents 49% agreed that the schools have sunk borehole due to principals strategic leadership over a few years compared to 42% who disagreed and 9% who were not sure.

The findings indicated that apart from building new classrooms and purchase of text and revision books in the

recent past, the school either performed averagely or below average on the following resource performance indicators; the schools have acquired new bus due to principals strategic leadership over a few years, the schools have built new laboratories due to principals strategic leadership over a few years, the schools have built new library due to principals strategic leadership over a few years and the schools have sunk borehole due to principals strategic leadership over a few years.

Students Discipline Performance Indicators

This section presents the findings on schools discipline indicators with the following variables analyzed; students are well disciplined, there are very few strikes, there are very few expulsion due to indiscipline, our students are praised by community for being disciplined, there are very few cases of students fighting and there are very few theft due to discipline standards.

Table 3: Students Discipline Performance Indicators

Resource performance indicators	SA (%)	A (%)	NS (%)	D (%)	SD (%)
Well discipline	26	28	5	11	30
Few strikes	51	26	0	23	0
Few expulsions	43	40	11	0	6
Students praised	20	60	11	0	9
Few cases of fighting	23	54	9	0	14
Few theft cases	29	37	14	14	6

Source: Field Data (2018)

Findings on well-disciplined students established that about half of respondents 54% agreed that the students were well disciplined compared to 41% who agreed and 5% who not sure.

Further findings on few strikes established that majority of respondents 77% agreed that that there were very few strikes in the schools and that there were very few cases of students fighting compared to 23% who disagreed respectively. Concerning few expulsions established that majority of respondents 83% agreed that the schools experienced very few expulsions due to indiscipline compared to 11% who were not sure and 6% who disagreed. Findings on students praised reveal that majority of respondents 80% agreed that the students are praised by community for being disciplined compared to 20% who disagreed. Findings on cases of theft reveals that majority of respondents 66% agreed that there were very few theft due to discipline standards compared to 20% who disagreed and 14% who were not sure. The findings indicated that apart from few cases of fighting where just about half of the respondents agreed on, public secondary schools in Koibatek Sub-County performed well on students' discipline. This was evident by the following cases; students were well disciplined, there were very few strikes, there were very few expulsion due to indiscipline, students were praised by community for being disciplined and that there were very few theft due to discipline standards.

Performance in Extra-Curriculum Activities

This section presents the results of performance of extra-curriculum activities by public secondary schools in Koibatek Sub-County. The variables under performance of extra-curriculum activities included; schools are known for performance in extra-curriculum activities, schools are star

in the County in ball games, schools are star in the county in athletics, schools are star in drama performance in the County, schools are star in Science talks in the County and that schools are star in music performance in the County.

Table 4.14: Extra-curriculum activities performance

Extra-curriculum activities performance	SA (%)	A (%)	NS (%)	D (%)	SD (%)
Extra-curriculum activities performance	43	51	0	0	6
Ball games	9	43	9	23	16
Athletics	37	0	14	31	18
Drama	9	9	0	42	40
Science talks	9	23	8	37	23
Music	14	29	0	20	27

Source: Field Data (2018)

Table 4.12 presents results of schools extra-curriculum activities performance. The findings reveal that majority of respondents 94% agreed that schools are known for performance in extra-curriculum activities compared to 6% who disagreed.

Concerning ball games, the study established that about half of respondents 52% agreed that schools are star in the County in ball games compared to 37% who disagreed and 9% who were not sure. Findings on athletics reveal that about half of respondents 49% disagreed that schools are star in the county in athletics compared to 37% who agreed and 14% who were not sure. Further findings on drama established that majority of respondents 82% disagreed that schools are star in drama performance in the County compared to 18% who agreed. Findings on science talk reveals that majority of respondents 60% disagreed that schools are star in Science talks in the County compared to 32% who agreed and 8% who were not sure. Last, findings on music established that about half of the respondents 47% disagreed that schools are star in music performance in the County. These finding reveals that apart from performance in extra-curriculum activities which was well performed, public secondary schools in Koibatek Sub-County performed poorly in the following activities; schools are known for performance in extra-curriculum activities, schools are star in the County in ball games, schools are star in the county in athletics, schools are star in drama performance in the County, schools are star in Science talks in the County and that schools are star in music performance in the County.

4.2 Inferential Statistics

4.2.1 Test of predictor variable X₄ = Resource alignment to strategic goals

This section presents regression results of predictor variable X₄ = Resource alignment to strategic goals. The analyzed variables of the independent variable were; Teachers and school employees were motivated employees and work towards school's goal, all school finances were aligned to school goals, all physical resources were well maintained and managed and also aligned to school goals, technological resources were continuously improved and are aligned to school goals, new technologies came with new training needs which was executed and also aligned to school goals and there was leverage of competencies across all our businesses. The dependent variable variables included; academic, resource, discipline and extra-curriculum performance.

Table 4.28: Full Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754 ^a	.568	.475	.41010

The R value was 0.54 with the R² was 0.568, which indicated high degree of correlation. The R² value indicates 56.8% was the R Squared, indicating that that the data collected was closely fitted to the regression line between the independent and dependent variables.

Table 4.29: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.193	6	1.032	6.137	.000 ^b
Residual	4.709	28	.168		
Total	10.902	34			

Predictor; Teachers and school employees were motivated

Table 4.30: Full Regression Model for Resource alignment to strategic goals

Model	Unstandardized Coefficients		Std Coeff.	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	1.304	.519		2.512	.018		
	Motivated employees	.276	.125	.391	2.200	.036	.489	2.044
	Finance aligned	.202	.168	.304	1.208	.237	.243	4.119
	Maintained resources	-.042	.132	-.061	-.319	.752	.416	2.404
	Improved technological	.164	.102	.301	1.605	.120	.438	2.283
	Training on technology	-.168	.152	-.238	-1.102	.280	.331	3.025
	Leveraged competence	.123	.081	.254	1.516	.141	.549	1.822

The fourth hypothesis HO₁ was stated that the resource alignment to strategic goals does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya. First the study established significant relationship between teachers and school employees motivated employees and work towards school’s goal and the performance of public secondary schools in Koibatek Sub-County, r=.276, p=0.036<0.05 indicating that teachers and school employees motivated employees and work towards school’s goal influenced the performance of public secondary schools in Koibatek Sub-County. Second, the study established insignificant relationship between the fact that all school finances were aligned to school goals and the performance of public secondary schools in Koibatek Sub-County, r=0.202, p=0.243>0.05 indicating that all school finances were aligned to school goals did not influenced the performance of public secondary schools in Koibatek Sub-County.

Third, the study established insignificant relationship between the fact that all physical resources were well maintained and managed and also aligned to school goals and the performance of public secondary schools in Koibatek Sub-County, r=-0.042, p=0.416>0.05 indicating that all physical resources were well maintained and managed and also aligned to school goals did not influenced the performance of public secondary schools in Koibatek Sub-County. Four, the study established insignificant relationship between technological resources were continuously improved and are aligned to school goals and the performance of public secondary schools in Koibatek Sub-County, r=-0.042, p=0.416>0.05 indicating that technological resources were continuously improved and are aligned to school goals did not influenced the performance of public secondary schools in Koibatek Sub-County.

employees and work towards school’s goal, all school finances were aligned to school goals, all physical resources were well maintained and managed and also aligned to school goals, technological resources were continuously improved and are aligned to school goals, new technologies came with new training needs which was executed and also aligned to school goals and there was leverage of competencies across all our businesses. Table 4.27 indicated that the regression model predicted the outcome variable significantly with p= 0.000, which was less than 0.05, and indicated that; overall, the model statistically and significantly predicted the outcome variable.

Five, the study established insignificant relationship between new technologies came with new training needs which was executed and the performance of public secondary schools in Koibatek Sub-County, r=-0.168, p=0.331>0.05 indicating that new technologies came with new training needs which was executed did not influenced the performance of public secondary schools in Koibatek Sub-County. Six, the study established insignificant relationship between there was leverage of competencies across all our businesses and the performance of public secondary schools in Koibatek Sub-County, r=0.123, p=0.141>0.05 indicating that leverage of competencies across all our businesses did not influenced the performance of public secondary schools in Koibatek Sub-County. The hypothesis HO₄ that the resource alignment to strategic goals does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya was therefore rejected because one element of resource alignment to strategic goals, that is teachers and school employees’ motivated employees had significant relationship he performance of public secondary schools in Koibatek Sub-County.

The finding on resource alignment to strategic goal is supported by McCauley & Van Velsor (2004) argues that leaders develop skills and perspectives that enable them to facilitate the accomplishment of work in organizational systems. Organizations consist of many individuals, groups and subsystems that need to work independently to accomplish collective goals and outcomes. Individuals in leadership roles facilitate the implementation, coordination and integration of this work. Work facilitation competencies include managerial skills, the ability to think and act strategically, the competence to think creatively and the ability to initiate and implement change.

5.0 Conclusions and Recommendations

5.3. Conclusions

The hypothesis HO₃: that the human capital does not significantly influence performance of public secondary schools in Koibatek Sub-County, Kenya was therefore rejected. This was because the study established significant relationship between two variables; the schools had highly qualified staff and Sub-ordinate staff were hired on merit the performance of public secondary schools in Koibatek Sub-County. When principals' experience was introduced in the regression model, it did not change the relationship between resources aligned to goals and Performance had no relationship with performance of public secondary schools in Koibatek Sub-County except strategic direction element.

5.2 Recommendations

First, the study recommends that that public secondary schools in Kenya need to strengthen the strategic leadership in the school operations. The Ministry of Education should adjust its policy in such a way that strategic leadership is part and parcel of principals' in-service training. Second, through the Directorate of Quality Assurance, the Ministry of education should monitor how the principal apply strategic leadership in creating the vision for the public secondary schools.

Apart from evaluating students at KCSE level, schools management should be evaluated based on the achievements of strategic leadership by the Directorate of Quality Assurance, the Ministry of education. The Ministry should evaluate the application of strategic direction by making sure that each school has a functioning strategic plan. The Ministry should also evaluate how the principals earnest the exiting or creating core competence to make the schools have competence skills required for school success. The Ministry should also evaluate how the principal utilizes the existing human capital to help the schools achieve their goals. Last the ministry should evaluate how the principals carry out resource alignment in the achievement of the schools goals.

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