

## FACTORS INFLUENCING STRATEGIC PLAN

### IMPLEMENTATION IN THE MINISTRIES OF EDUCATION IN SOUTH WESTERN NIGERIA

#### Article History

Received May 24, 2024

Revised June 22, 2024

Accepted August 10,  
2024

Available Online

December 31, 2024

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#### Abstract

*This study assessed the influence of financial resources, leadership, staff capacities and Information Communication Technologies components in strategic plan implementation and determined the internal efficiency index of public secondary schools in South-western Nigeria. This was with a view to providing information on factors that improve the internal efficiency of public secondary schools. The study adopted the descriptive research design. The population comprised all education officers and secondary school principals in the six states in South-western Nigeria. Sample for the study were 720 out of 2445 Education officers from level 10 to level 17 and (or their proxies which represents 29.4%) as well as 330 out of the 1,698 Principals of public secondary schools in South –western Nigeria. (Ekiti, Ogun and Oyo). The study adopted multi-stage sampling procedure for the study. Three states were selected from the six states in South-western Nigeria, using purposive sampling technique by ensuring that extremely contiguous states were avoided. From each of the three States, two senatorial districts were selected using simple random sampling techniques. Cluster sampling was used to select 720 out of 2445 Education officers from level 10 to level 17 from the Ministries of education, departments and agencies. Purposive sampling technique was used in the selection of 330 secondary schools' principals. The data were analysed using percentage scores, **the Relative Importance Index (RII)** and multiple regression analysis. All hypotheses were tested at .05 level of significance. The findings showed that financial resources accounted for 95% ( $R^2 = 0.949$ ) variation in strategic plan implementation in South-western states ministry of education in Nigeria, leadership variables accounted for 97% of the variation in strategic plan implementation in South-western state of Nigeria. There was significant influence of financial resources on internal efficiencies ( $R^2=0.368$ ). There was significant influence of leadership capacity on internal efficiencies ( $R^2=0.383$ ) significant influence of staff capacity on internal efficiencies which also accounted for 37%. The study concluded that moderate strategic plan implementation in state ministries of education would improve internal efficiency in South-western Nigeria.*

**Keywords:** Strategic Plan Implementation, Internal Efficiency, Financial Resources, Leadership Capacity, Public Secondary Schools in Nigeria.

#### Introduction

The education system of any nation is expected to give strong emphasis on efficiency and effectiveness of the secondary education. The progression of students from year one to the end of their programmes reflect the degree of efficiency in the system. This can be expressed the input/output ratio. (Brimer & Pauli 1991). The invaluable

roles and contributions of education to the development of an individual and the society are enormous.

Many countries, including Nigeria, regard education as an instrument for the promotion of national development as well as effecting desirable social change. The fourth National Development Plan (1981-1985) states that “education has continued to play a crucial role in our

economic development and social transformation process". Successive governments, in recognition of this role, have accorded it a high priority in the structure of resource allocation (Federal Republic of Nigeria, 2013). Nigeria is rated as most populated country in Africa with an average of five-year recorded real growth rate of 5% between 2011 and 2015 (United Nations, 2014). Nigeria is ranked as one of the fastest growing economies in the world and by far the largest economy on the continent of Africa. Despite this position, the nation's activities in the healthcare sector account for less than 5% of the country's GDP (United Nations, 2014).

**The sole aim of this Strategic Plan is to provide leadership and direction to all those within the education sector in State by setting out a clear and agreed agenda for action. It is painful however to note that many states that have adopted strategic plan, as a mechanism of putting states ministry of education on a pathway of development and effectiveness over a period of time, failed because of carelessness in the development of these plans. Their problem does not lie in creating visions of their future and the strategies needed to get to their target but often they fail to deliver the expected strategic results. This makes the executive team to wonder the reason behind the failure. They tend to repeat the strategic planning cycle expecting to do better, but they still fail. One wonders how they developed the plans they implement.**

#### **Statement of the Problem**

The poor quality of education in Nigeria and the size of the undertaking required to improve it can't be downplayed. Public secondary schools are not providing enough space to increase access and equity. Physical conditions and offices are deficient; instructing measures are low; teachers do not have the vital capabilities and have little motivation. Low quality lies at the core of Nigeria's government public secondary schools. It clarifies the absence of commitment of many communities. It is the

reasons for low quality that give the motivation to provide the agenda for a revamping process through the development of an education sector strategic planning process to ensure that stakeholders and policymakers make strategic choices to reinvigorate the education sector in Nigeria.

**Similarly, with an estimated 13.5 million children out of school, there is high illiteracy level, infrastructural deficit and decay, unqualified teachers, and inadequate instructional materials in Nigeria.** Today, all over the world, 75 million children of primary school age are out of school; the greater parts of these are girls. GMR (2017) stated that seven out of ten children live in sub-Saharan Africa or in South and West Asia. Dogara (2017) noted that children in rural slums and remote communities have less access to education. He also stressed that effort should be made not to just concentrate on enrolment, retention, and completion; transition to other levels should also be of concern to educational planners and managers.

In response to these challenges, the Nigerian Education Sector has, since the year 2003 embarked on plans to institute reform at all levels. The ministries of education introduced the education sector strategic plan and operational plans because once the plan is implemented; it makes public spending on education more efficient by increasing the accountability of the agencies involved and by empowering the clients to improve learning outcomes through a result-based planning and management and rights based approach to planning. The implementation of the plan is expected to puts power in the hands of the end users of education and eventually leads to better school management that is more cognizant and responsive to the needs of those end users, thus creating a better and more conducive learning environment for the students.

However, despite the introduction of the strategic plan and the government's allocation of substantial resources towards its implementation in states ministry of education, there has been no significant improvement in ministry of education performance. Therefore, it is obvious that there lie huge obstacles to effective implementation of the

strategic plans. This means that the on-going efforts to improve the education standards in Nigeria are not being properly implemented. These difficulties are perhaps connected to factors such as technical competencies, financial resources, leadership styles and stakeholder involvement; factors that have been positively and negatively influencing the progress of implementing strategic planning policy in the Ministries of education. Although the degree to which each factor influences the implementation of the strategic planning policy vary, it has to be recognized that without appropriate application of these factors, the extent to which the strategic plan succeeds is limited and hence the need to carry out this study on the factors influencing the implementation of the strategic planning policy in Ministries of Education.

There have been studies on influence of strategic planning on performance and related areas in other parts of the country. For instance, Gode (2009), studied influence of strategic planning on the performance of public secondary schools in Kisumu East, Ayieko (2009), studied strategic planning practices and performance of manufacturing firms in Kisumu city, Akinyi (2008), studied challenges facing private secondary schools in implementation of strategic plans in Kisumu West district but did not single out effect of strategic plans on performance, Mulaa (2009), studied strategic planning, environment and firm performance but did not focus on public secondary schools. Akinyi (2010), studied influence of tangible and intangible resources on performance in public secondary schools in Bondo district but did not address strategic planning.

Akinnubi (2010) also conducted a study on Strategic plan implementation, resource utilization and internal efficiency in Nigerian Universities. The study is a descriptive one of the survey type. The population for the study comprised all the 32 public federal and state universities established in Nigeria before year 2005 and which offered courses in humanities and sciences only.

Adeoye and Sofoluwe (2014) opined that there appears to be a growing rate of school drop-outs in the school system. The problem of non-completers is a factor to wastage in the educational system. This is because scarce public and private resources have been expended on the withdrawers of the school system. Owolabi and Makinde (2012) examined the effects of Strategic Planning on Corporate Performance using Babcock University as the case study. It further probed into how this has impacted on the management efficiency and effectiveness as strategic planning is essential in corporate organisations.

Similarly, literature of the past scholarly works documents a high failure rate in strategy implementation in most organizations all over the world. Carter and Pucko (2010) noted that 60 to 80 % of organizations worldwide perform very well in strategic formulation but either fail or seriously struggle during the strategy implementation process. The studies on implementation of strategic plans identified failure rate of strategy execution range between 50% and 80% (Lynch, 2012; Lares-Mankki, 2014) or 50% and 90% (Cherop, 2012). Also, Gebhardt & Eagles (2014) revealed that, although 80% of organizations have good crafted strategies, only 14% have succeeded to execute them well. A high failure rate in strategic plan implementation does not only discourage the stakeholders involved but also makes it difficult for these organisations to fully realize their goals. Implementation of a chosen strategic plan requires the managers to break down those strategic plans into a series of activities and actions that leads to the achievement of the intended goals and objectives (Jouste & Fourie, 2009).

According to Sage (2015), strategic plan implementation is an important stage in an organization which is even more important than strategic plan formulation process itself. This has been well documented in strategic planning literature as the most critical and most challenging in the entire strategic planning practices (Carter & Pucko, 2010; Sage, 2015). A number of studies in the past have not examined how the strategy implementation variables behave in combined relationships as evidenced in studies

done by Jouste & Fourie (2009) in Nigeria, Akinnubi, (2010), Koech & Namusonge (2012), Okwachi et al. (2013) in Kenya. Further studies are required to establish the influence of the implementation variables on internal efficiencies which these earlier studies did not address in the Nigerian context. There is no study, to the knowledge of the researcher that focused on influence of strategic plan implementation on internal efficiency in secondary schools in South –western Nigeria, hence this study.

### **Research Questions**

The following research Questions were designed to guide the study:

1. To what extent have financial resources influenced the implementation of strategic plan in States Ministry of Education in South-western Nigeria?
2. To what extent has leadership influenced the implementation of strategic plan in States Ministry of Education in the South-western Nigeria?

### **Purpose of the study**

This study carried out an analysis of the relationship between strategic planning process, implementation and internal efficiency in Secondary schools in South-western Nigeria

The purpose of the study, therefore are:

The study was guided by the following specific objectives:

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1. To assess the influence of financial resources in the implementation of strategic plan in the States Ministry of Education in the South- western Nigeria.
2. To assess the influence of leadership capacities in the implementation of strategic plan in the States Ministry of Education in the South- western Nigeria.

### **1.2. Theoretical Review**

Theory gives a view of a phenomenon, propositions, definitions and systematic connected concepts. Theory enables testing of the postulated theory to guides research and practice. Using theory in a study, research questions can be generated. The theoretical framework provides

solutions to these questions: i). what can the problem be as well as ii) What is the feasible approach to the solution to the study's problem? (Anfara and Mertz, 2006). The need for a theoretical framework is succinctly expressed by other authors (Chigona and Licker, 2008).

A theory is defined as a set of interrelated concepts, definitions, and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining or predicting the Phenomena (Bull, 1991). This study was based on management theory, Socio-technical system theory, Bourgeois & Brodwin's Five Models of Strategy Implementation and Mckinsey '7S' model of strategy implementation as well as Higgins '8S' model of strategy implementation

### **Socio-Technical System Theory**

This study was guided by the structure of the Socio-Technical Systems Theory. This hypothesis was propounded by Eric Trist and Fred Emens in 1960, who were playing the role of advisors at the Tavistock Institute of Human relations in London. This was the idea of hierarchical decision which guided their program of Applied Research. Baxter and Somerville (2011) asserted that Socio-specialized framework is a term contrived to dodge the fairly short-sighted mechanical determinism in much standard association hypothesis. The hypothesis is just about bridling the social parts of individuals and society and specialized part of authoritative structure and procedures.

Socio- technical system refers to the interrelatedness of social and technical aspects of an organization. Inherent in the socio-technical approach is the notion that the attainment of optimum conditions in any dimension does not necessary result in a set of conditions optimum for the system as a whole. The optimizations of the whole tend to require a less than optimum state for each separate dimension. Socio-technical theory therefore is about joint optimization with a shared emphasis on achievement of

both excellences in technical performance and quality in people's work lives. (Wikipedia, 2014). This related to a school system, implies that, the primary focus on the dimension of Socio-technical system theory as distinct from socio-technical systems proposes a number of different ways of achieving joint optimization. They are usually based on designing different kind of organizations, one of which the relationship between socio and technical elements lead to the emergency of productivity and wellbeing. According to shneidermann (2008), the work of Trist and Emery socio-technical systems theory provides basic

foundation for high performance work team organization (HPWO) and the empowerment of team in the following ways.

1. Responsible autonomy- shifting work to teams or groups with internal supervisions and leadership, but avoiding the silo thinking by engaging the whole system.
2. Adaptability, agility in an environment of increasing complicity, giving groups responsibility for solving local problems.
3. Whole tasks-specifying the objectives to be completed with a minimum of organization of how it is to be done.
4. Meaningfulness of tasks-in the words of Trist and Emery, for each participant the task has significance and dynamic closure "(p.36).

Socio-technical Theory has a long convention from its upward slope hypothetical roots during the 1950s as a general way to deal with the investigation advanced a way of thinking of member's vote based system, an open socio-specialized frameworks applied structure and an activity explore procedure. Its key thoughts are presently typified in a wide scope of ideas and practices utilized in various nations by scientists and professionals filling in as college scholastics and inside advisor to associations. (Baxter & Stormville, 2011).

## A General Framework for Strategy Implementation

The first step in implementation is identifying the activities, decisions, and relationships critical to accomplishing the activities. There are six principal administrative tasks that shape a manager's action plan for implementing strategy. In general, every unit of an organization has to ask, "What is required for the organization to implement the overall strategic plan.

The specific components of each of the six strategy-implementation tasks: The particular segments of every one of the six procedure usage assignments:

1. Building an organization capacity for executing the plan. The organization must have the structure critical to change the key plan into this present reality. Also, the affiliation work power must have the capacity expected to execute the strategic plan successfully. Related to this is the need to delegate the obligation in regards to accomplishing key execution assignments to the ideal individuals or social events.
2. Establishing a framework **for organizations to allocate both financial and other resources to programmes marked for implementation within the budgetary time frame.** If the organization is to accomplish essential objectives, top organization must give the overall public, equipment, workplaces, and various advantages for complete its bit of the key course of action. Further, when the method has been chosen, the key tasks to perform and sorts of decision required must be perceived, and formal plans ought to be designed.
3. Installing inside administrative sincerely steady arranges. Inside structures are methodologies and strategies to set up needed sorts of direct, information structures to give strategy essential information on a promising reason, and whatever stock, materials the officials, customer organization, cost accounting, and other administrative structures are relied upon to give the affiliation critical framework executing capacity. These inside structures must assistance the organization system,

the way where the bosses in an affiliation coordinate, similarly as screen key progression. These inward frameworks must help the administration procedure, the manner in which the directors in an association cooperate, just as screen vital advancement.

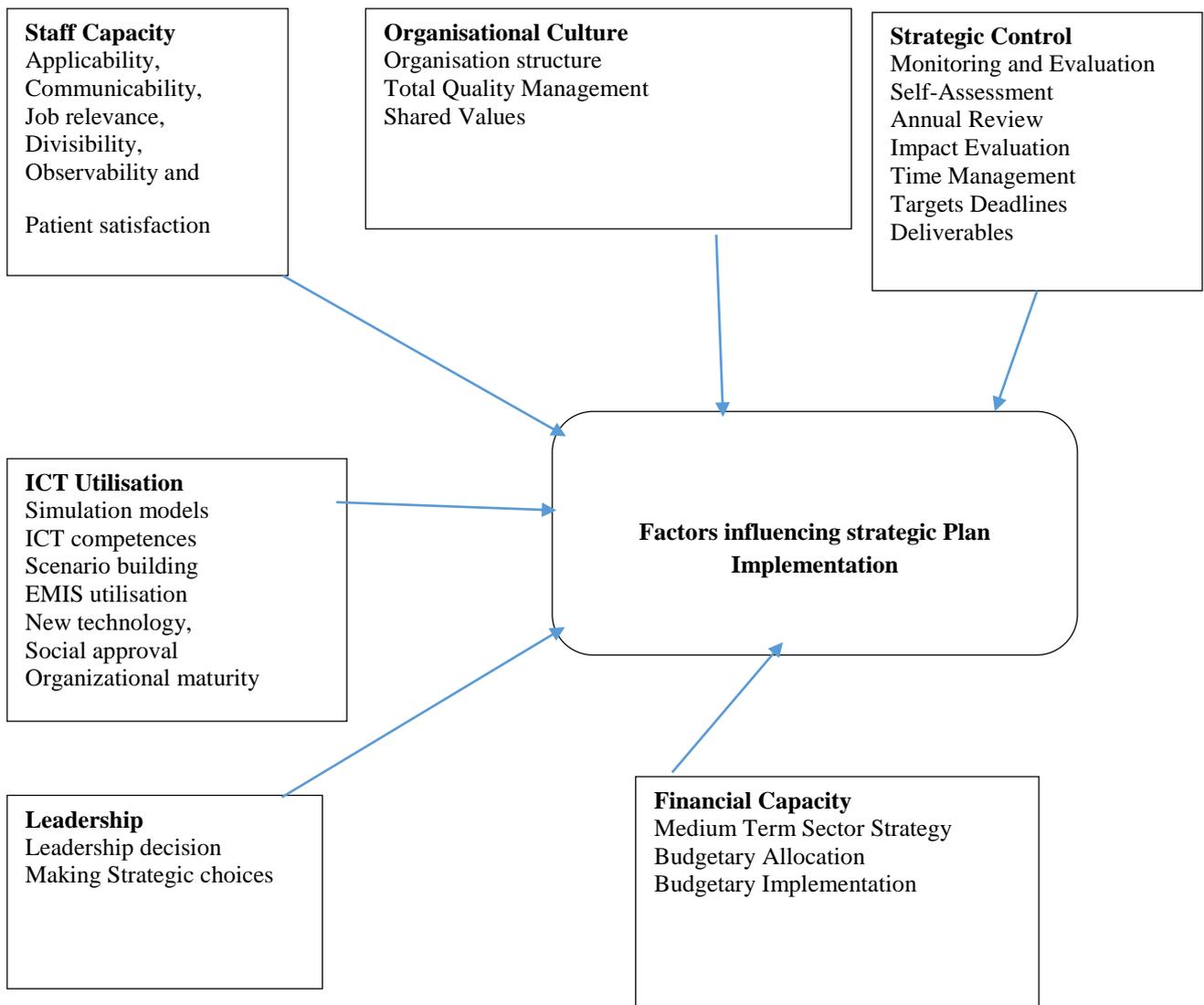
4. Devising prizes and motivators that are firmly connected to targets and procedure. Individuals and divisions of the firm should be impacted, through motivations, imperatives, control, models, and rewards, to achieve the procedure.

5. Shaping the corporate culture to fit the system. A system strong corporate culture makes the association buckle down (and insightfully) close to the achievement of the technique.

6. Exercising key authority. Key administration comprises of getting promise to the technique and its achievement. It likewise includes the helpful utilization of intensity and governmental issues, and legislative issues in structure an agreement to help the methodology.

7. Participatory monitoring and evaluations should be conducted to track progress and establish risk on non-compliance and performance. It is important to control expenditures during the progress of activities. Monitoring and control work hand in hand to ensure allocated resources are put to the intended use.

Framework on Factors Influencing Strategic Plan Implementation



**Figure: 9. Factors influencing implementation of Strategic Plan**

**Source: Fadokun 2020**

**Research Question 1:** To what extent have financial resources influenced the implementation of plan in states ministry of education in South-western Nigeria?

To answer this question, the responses to the influence of financial resources on strategic plan implementation were collated and computed using Multiple Regression analysis as shown in

Table 1

**Table 1: Influence of Financial Resources on the Implementation of Strategic Plan in States Ministry of Education in South-western State of Nigeria**

	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
R=0.974, R <sup>2</sup> =0.949, Adjusted R <sup>2</sup> =0.948, Std. Error of the Estimate						
(Constant)	-11.936	2.810			-4.248	.000
There is adequate financing to meet the implementation of the strategic plan	11.629	1.251	.366		9.299	.000
The fund allocated are received on schools with no delay	3.022	1.638	.060		1.846	.066
There are no internal changes to the fund allocation for strategic implementation	4.841	1.490	.140		3.250	.001
The organization has adequate personnel to handle fund management for strategic plan	12.537	2.272	.310		5.518	.000
The organizational has internal control system that can enhance fund utilization during strategic plan implementation	4.707	2.278	.113		2.066	.040
Inadequate financial resources are one of the hindrances to strategic plan implementation	2.474	1.472	.047		1.681	.094

**Source: Field work, 2019.**

Table 1 depicts the influence of financial resources on the implementation of strategic plan in south-western states ministry of education. ‘There is adequate financing to meet the implementation of the strategic plan’, ‘fund allocated are received on schools with no delay’, ‘there are no internal changes to the fund allocation for strategic implementation’, ‘organization has adequate personnel to handle fund management for strategic plan’, ‘organizational has internal control system that can enhance fund utilization during strategic plan implementation’ and ‘inadequate financial resources is one of the hindrances to strategic plan implementation’ had positive influence on the dependent variable (implementation of strategic plan) with an estimate of  $\beta_1 = 11.629$ ,  $\beta_2 = 3.022$ ,  $\beta_3 = 4.841$ ,  $\beta_4 = 12.537$ ,  $\beta_5 = 4.707$ , and  $\beta_6 = 2.474$  respectively. This indicated that, the level of strategic plan implementation increases as the identified items of financial resources increases and vice versa. However, the positive contribution of the fund allocated are received on schools with no delay and inadequate financial resources is one of the hindrances to strategic plan implementation was found not to be significant with significant probability of 0.066 and 0.094. Other items with less than 0.05 level of significant were ‘there is adequate financing to meet the implementation of the strategic plan’, ‘there are no internal changes to the fund allocated for strategic implementation’ among others had a positive significant effect on strategic plan implementation. The Table further revealed that financial resources accounted for 95% ( $R^2 = 0.949$ ) variation in strategic plan implementation in South-western states ministry of education in Nigeria.

**Research Question 2:** To what extent has leadership capacity influenced the implementation of strategic plan in States ministry of education in South-western Nigeria?

To answer this question, the responses to the leadership capacity variables were computed using Squared Multiple Regression Analysis and percentages as shown in Table 2.

Table 2: Leadership Variables Influence on Strategic Plan in States Ministry of Education R=0.986, R <sup>2</sup> =0.973, Adjusted R <sup>2</sup> =0.971, Std. Error of the Estimate=6.00702	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	-11.765	1.938		-6.071	.000
Provision of leadership and directions	5.049	1.420	.105	3.556	.000
Provision of support to management	-6.735	1.616	-.133	-4.167	.000
There is adequate initiative and project management knowledge and skills by managers	7.719	1.375	.189	5.615	.000
There is adequate strategic review and decision-making during implementation during review	.597	2.179	.015	.274	.784
Key implementation task where not sufficiently defined by the leaders	6.165	2.175	.150	2.835	.005
Key planners of the strategic plan did play an active role	5.758	2.901	.146	1.985	.048
Effective coordination by leaders	.920	2.997	.023	.307	.759
Leaders coordinate implementation process	.587	2.086	.015	.281	.779
Insufficient capability of leaders	-.907	2.884	-.023	-.314	.753
Strategic objectives were clearly stated by leaders	-8.524	3.388	-.209	-2.516	.012
Appropriate organs were put in place by leaders	-.521	2.846	-.013	-.183	.855
Staff involvement in strategic planning encouraged by leaders	.552	2.916	.014	.189	.850
Leaders supported members for target setting	4.121	2.616	.105	1.575	.116
Leaders shared ideas and communicate to staff	8.296	1.984	.206	4.181	.000
Major problems surfaced which was which had not been identified by the managers	-2.638	2.203	-.065	-1.197	.232
Leaders identified overlapping mandate of agencies and modified them	10.120	1.754	.267	5.769	.000
Absence of strategic incentive package by leaders	-5.395	2.933	-.129	-1.840	.067
Leaders ensure organizational structure enhances internal communication to facilitate strategic implementation	-1.943	2.701	-.048	-.719	.473
Leaders ensure information system used to monitor implementation	-3.717	2.610	-.082	-1.424	.155
Leader ensured that risk factors were identified mitigated	-10.996	2.248	-.252	-4.891	.000
Leaders ensured time management in the implementation process	8.171	1.329	.168	6.150	.000
Leaders have advocates and supporters to implement the strategic plan	.777	2.404	.019	.323	.747
Leaders competing/other activities	20.080	1.388	.545	14.465	.000

Source: Field work (2019)

Table 2 showed that ‘Provision of support to management’, ‘Strategic objectives were clearly stated by leaders’, ‘Leader ensure that risk factors were identified and mitigated’ had a negative influence on implementation of strategic plan with an estimates of  $\beta_2 = -6.735$ ,  $\beta_{10} = -8.524$ , and  $\beta_{20} = -10.996$ . These negative influences were found to be significant to strategic plan

implementation with their significant probability less than 0.05 level of significance. However, ‘Insufficient capability of leaders’, ‘Appropriate organs were put in place by leaders’, ‘Major problems surfaced which was which had not being identified by the managers’, ‘Absence of strategic incentive linkage by leaders’, ‘Leaders ensure organizational structure enhances internal communication to facilitate strategic implementation’, ‘Leaders ensure

information system used to monitor implementation' with an estimates of  $\beta_9 = -0.907$ ,  $\beta_{11} = -0.521$ ,  $\beta_{15} = -2.638$ ,  $\beta_{17} = -5.395$ ,  $\beta_{18} = -1.943$ , and  $\beta_{19} = -3.717$  had negative influence but not significant to strategic plan implementation with significant probabilities of 0.753, 0.855, 0.232, 0.067, 0.473 and 0.155 .

Similarly, 'Provision of leadership and directions', 'There is adequate initiative and project management knowledge and skills by managers', 'Key implementation task where not sufficiently defined by the leaders', 'Key planners of the strategic plan did play an active role', 'Leaders sharing ideas and communicate to staff', 'Leaders identified overlapping mandate of agencies and modified them', 'Leaders ensure time management in the implementation process and Leaders competing/other activities' all had a significant positive influence on strategic plan implementation with an estimates of  $\beta_1 = 5.049$ ,  $\beta_3 = 7.719$ ,  $\beta_5 = 6.165$ ,  $\beta_6 = 5.758$ ,  $\beta_{14} = 8.296$ ,  $\beta_{16} = 10.120$ ,  $\beta_{21} = 8.171$  and  $\beta_{23} = 20.080$  and significant probabilities less than 0.05. 'The influence of adequate strategic review' and 'decision making during implementation and during review', 'Effective coordination by leaders', 'Leaders coordinate implementation process', 'Staff involvement in strategic planning encouraged by leaders', 'Leaders are supported by members for target setting' and 'Leaders have advocate and supporters to implement the strategic plan' was found to be positive but not significant.

The Table further indicated that leadership variables accounted for 97% of the variation in strategic plan implementation in South-western states of Nigeria. Hence, leadership is a key factor that influences strategic plan implementation.

The findings imply that there was a positive influence of financial resources in the implementation of strategic plan and internal efficiency of public secondary schools across the three states under study. This agrees with the findings of Sahin (2015) and Davis (2013) that financial resources is a great enabler in the implementation of strategic plan. Hence, leadership is a key factor that influences strategic planning implementation. This agrees with the findings of

Sila and Gichinga (2015) that emphasised in their study that strategic leadership play a critical role in strategic plan implementation. This also agrees with Mapetere (2012) that stressed in his study that strategic planning can be effective when it is backed by effective leadership. Useem (2011) and Joostie & Fourie (2011) also buttressed that strategic leadership is widely described as one of the key drivers of effective strategic plan implementation.

According to Germano (2010), leadership has a strong influence on organizations' performance. Leadership is also considered as tool that link the strategic planning process with the organization's vision (Azhar, Ikram, Rashid, Saqid, 2012). In addition, a lack of leadership has been identified as a key challenge to effective implementation of strategic plan (Hbreniak, 2008).

Strategic leadership has a great contribution to the effectiveness of the implementation of strategic plan (Sila & Gichinga 2016). Ramashala, Pretorius and Steyn (2015) stressed that it is important for managers to have clear view of the strategic objectives of the organizations are and how they can be achieved. Research of Pasmore (2009) identifies the numbers leaders that an organization needs, type of leaders needed, where they are needed, as well as the type of competencies and behaviours required to succeed. Hsieh and Yik (2005) also noted that leadership is the critical starting point of strategy success in organisation.

## **Conclusion**

Strategic planning is a detailed road map which enables an organisation to effectively and efficiently manage its available resources in order to achieve its stated goals and objective. Strategic planning is about developing good match between an educational activity and the demands on the environment in which it operates. From the foregoing, this study asserts that strategic planning process is a panacea to the profitability and sustenance of organisation to engender competitive edge and enhanced bottom line. So also, the strategic plan implementation is a potent factor in internal efficiency. Effective implementation of

strategic plan would in no small measure improve the internal efficiency. Effective implementation of strategic plan would in no small measure improve the internal efficiency of public senior secondary schools in Ogun, Oyo and Ekiti states. Strategic planning process and strategic planning implementation is therefore recommended in view of the fact that strategic planning process and implementation has been successfully used by organisation to reduce wastage and repetition and increased productivity and internal efficiency.

### Recommendations

Based on the findings of the study, the following recommend actions were made;

- Government should make and approve the funds for the implementation of formulated strategy;
- There should be a comprehensive analysis of the economic environment so as to provide a good understanding of the resources expected to be available to government and thus help in developing realistic strategic plan and in identifying alternative sources of resources;
- Every staff within the organization should be involved in strategic planning formulation and implementation and establish strategy -supportive policies;
- Create a school culture and work climate conducive to successful strategy implementation and install internal support systems that enable personnel to carry out their strategic roles effectively day to day ;
- Institute best practices and programmes for continuous improvement and exert the internal leadership needed to drive implementation forwards and to keep improving on how the strategy is being executed;
- Staff capacity to be strengthened in the utilization of information and communication technology for effective implementation of strategic plan in the region especially in the use of software for projection and simulation, education management information system and schools mapping to enhance evidenced

based planning and policy formulation that will make education managers to make strategic choices;

- Wastage rate should be reduced to the barest minimum by ensuring that facilities in the schools are improved on to accommodate more students;
- More emphasis should be laid on conferences, seminar and workshops for staff in order to enhance effective implementation of strategic plan in their state and staff and students should be given more opportunities to partake in making decisions that concern them so that they can be actively involved in strategic plan implementation;

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