

The Effect of Staff Training on the Employee Commitment in the Implementation of Strategic Plans in Public Secondary Schools in Kisii County

Philemon Ogola Obenge¹
Dr. Walter Bichang'a Okibo²
Dr. Andrew Nyang'au³
Sixtus Momanyi Ondieki⁴
Wesonga Justus Nyongesa⁵
Dennis Nyamasege⁶

Abstract

Following a partnership agreement between the Kenya government and the United States agency for international development (USAID) on the need to embrace performance based management, the eventual introduction of strategic plans in public schools. The study examined the impact of Staff Training on implementation of strategic plans among schools in Kisii County. The strategic plans were the brainchild of the Government of Kenya in cooperation with the United States Agency for International Development. Newly introduced funding for public schools (free primary and free secondary education) together with the decentralization of education activities became the rallying cry in the education sector. Consequently, the government in order to ensure not only free but also quality education came up with training workshops for principals, a member of the board of governors and teachers in a decentralized education management system to ensure proper implementation of strategic plans. The target population consisted of 578 subjects; 285 principals, 285 teachers responsible for the implementation of strategic plans and 8 district education officers. The sampling method posits that for any population at below 1000, 20% sample population is representative enough thus a total of 116 samples. The objectives of the study examined organizational strategies and tools of an organization, to evaluate staff training and their influence on implementation of strategic plans, to examine the impact of strategic plans and organizational productivity, to evaluate the influence of environment on strategic planning and implementation and to analyze the worth of strategic plans on school improvement. The study took a descriptive approach with both qualitative and quantitative methods the target populations consisted of teachers, head teachers, and education officers. The study particularly took place among public secondary schools in Kisii County. Data was collected using both primary and secondary methods including field data collection with the use of tools like face to face interviews and questionnaires. Secondary methods included document review academic journals, internet among others with the help of research assistants among secondary schools in Kisii County.

Key Words: Training, Strategic planning, Strategy, Strategy implementation

¹ (MBA) Jomo Kenyatta University of Agriculture and Technology (JKUAT), Department of Commerce and Economic Studies. P.O Box 176- 40203 Nyamache. Email: obenge.phil@gmail.com

² (PhD), Lecturer – Department of Commerce and Economic Studies, Jomo Kenyatta University of Agriculture and Technology. P.O Box 52255-00100 Nairobi. Email: bwokibo@jkuat.ac.ke.

³ (PhD), Lecturer – Department of Business management, Marist International University College (a constituent College of Catholic University of Eastern Africa) Langata Road, P.O Box 24450-00502 Nairobi. Email: nyangau2000@yahoo.com

⁴ (MBA) J KUAT, Department of Commerce and Economic Studies. Email: sixtuso2001@yahoo.com.

⁵ Lecturer, School of Business and Economics, Maasai Mara University. Email: justuswesonga@yahoo.com, P. O .Box 534 kisii

⁶ Lecturer, Kisii University, Department of Accounting and Finance. P.O. Box 408 -40200 kisii

Introduction

The Kenyan Education Sector has since the year 2003 embarked on plans to institute reform at all levels. They ask where we are now. Where do we want to go? How do we get there? In the face of changing circumstances, these are important questions to ask (Mutuku et al, 2004).

The focus on education quality is normally at the heart of efforts aimed at improving the performance of education sectors. Quality is what attracts learners, satisfies their basic learning needs, and enriches their life and their overall experience of living. Governments and all other partners must work together to ensure quality of education for all, regardless of gender, wealth, location, language, ethnic, social or cultural origin. There has been much effort in expanding basic education in Kenya. The achievements made especially with regard to making basic education access to the population at all places are very significant. However, the issue of quality in education still remains a crucial concern of the ministries of education. Quality of education has now become the most important aspect of education worldwide.

The Kenya Ministry of Education through the Directorate of Quality Assurance and Standards developed through extensive consultation with various stakeholders facilitated by the Kenya National Commission for UNESCO (United Nations Educational Scientific and Cultural Organization) two sets of guidelines aimed at ensuring the provision of quality and relevant education (Economic survey, 2003). The goal of education for all is now being looked into a fresh by the organizations concerned to ensure that not just education but quality education is received (UNESCO, 2004). The UNESCO report emphasizes that quality education is a tool to overcome most of the problems in Africa and a means to fulfill other rights. Indicators of quality education must be revised to ensure that standard is maintained worldwide. It is important to realize that poor quality education anywhere in the world is bad for humankind as a whole (UNESCO, 2004).

The Bergen Conference of European Ministers Responsible for Higher Education 19-20 May 2005 adopted Standards and Guidelines for Quality Assurance. In Kenya, the Kenya Education Sector Support Program (KESSP) was set up based on the rationale of the overall policy goal of achieving Education for All (EFA) and the Government's commitment to the attainment of Millennium Development goals (MDG). The broad objective is to give every Kenyan the right to quality education and training no matter his/her socio-economic status, Ministry of Education, Science and Technology (MOEST, 2006). This will be achieved through the provision of an all-inclusive quality education that is accessible and relevant to all Kenyans. This vision is guided by the understanding that quality education and training contribute significantly to economic growth and expansion of employment opportunities. The vision, which is in tandem with the Government's plan as articulated in the Economic Recovery Strategy (ERS) therefore, provides the rationale for major reforms in current education system in order to enable all Kenyans to have access to quality lifelong education and training. The government is supposed to ensure equitable distribution of education.

Trainings are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. Therefore, training can be put in a contact relevant to school administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires acquiring in order to be able to function effectively and perform efficiently. Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without man-power. Abiodun (1999) submitted that training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways, on the job or off the job; in the organization or outside organization. Adeniyi (1995) observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. Human capacity has become a critical index of competition in the world of business to the extent that the development of such capacities through training has become a top priority in designing the strategic plan of business organizations (Tim et al, 2008).

Usually, before training or development programs are organized efforts are being made through individuals and organizational appraisals to identify the training needs. After the training and development programs, an evaluation is carried out to ascertain the effectiveness of the program in line with the need, which had been identified. Omole (2004) explains that manpower development involves providing learning and development opportunities, making training intervention and planning, conducting and evaluating training programs.

The need for improved productivity in an organization has become universally accepted phenomenon that depends on efficient and effective manpower development. It has further become necessary, in view of modern global advancement, to invest in human capital training and development. Thus, the role played by staff training and development can no longer be over-emphasized. By implication, therefore, the need for organizations to take staff development program for their employees seriously has become an undisputable imperative.

Absence of such staff development programs in an organization often manifests tripartite problems of incompetence, inefficiency and ineffectiveness. There is the absence of systematic training despite the various reforms. This problem needs to be addressed urgently if training must attain its objectives by adopting the recommendations that were made by the various public service reforms in the country. Poor funding which is reflected in the difference between budgetary provisions and actual funds released for various years. Concerted efforts must be made by the government to address the problems associated with funding training. Most of the training schools and centers established by government are poorly funded, which make them grossly unutilized (Mullins, 1999).

Strategic plans are a new phenomenon in public schools in Kenya. The trainings on strategic plans among head teachers and school managers started in November 2010 with the initiative of the ministry of education.

Statement of the Problem

These training programs were initiated by the government of Kenya following a partnership with the United States Agency for International Development (USAID), (USAID Kenya 2013). This though does not seem to happen. Little or no observations have been made on the outcome of the trainings due to limited follow up, limited or no training of educators in strategic planning and performance-based management. Empowering school management and schools to collect analyze, and use data for improved decision-making, planning and management. The essence of the training was coordinating with the Kenya Education Staff Institute (KESI) in strategic planning to improve capacity building, monitoring and coordination of resources to carry out the plans. (USAID Kenya, 2013). Working within a crowded MOE calendar and in a rapidly changing policy environment presents a challenge. KESSP II (Kenya Education Sector Support Program) has not been clearly defined. Many districts suffer staff shortages either in administration or in quality assurance, adversely affecting both teaching and learning. (USAID / KENYA, 2013). Implementation of strategic plans among public secondary schools is thus becoming a challenge for the school heads and principals on this account.

Kenya is ranked 17th out of 54 countries in terms of efficiency in education sector based on students' performance, staff turnover, motivation and managerial competence (World's competitiveness report, 2009). Performance of the academic institutions in meeting the goals and objectives of education in Kenya relies heavily on the type of leadership that prevails in the institutions. Malusu, (2007) observes that the increase in secondary education necessitates instituting responsible leadership in secondary education institutions. It has been observed that many schools still perform poorly due to poor leadership besides inadequate funds and poor facilities (Malusu, 2005.). It is this leadership's inability to correctly implement the strategic plans that informed the need by the government to organize training for school management towards a performance based management. This research is meant to establish to what extent these trainings impacted on schools' ability to implement the plans.

Literature Review

The Guest's model (1987) expresses pathways for more careful, clear and ease of empirical testing. He saw commitment as a vital outcome, concerned with the goals linking employees with firm performance as the goal of quality is important to ensure the high quality of products and services. Therefore, training and development policy play an importance role in human resource management and contribute to improved strategic integration, employee commitment, flexibility and quality. Human resource management outcomes can then lead to high job performance, high problem solving activity, high cost effectiveness, and low turnover, reduced absences and fewer grievances.

Wright and McMahan (1992) present six theoretical models from the fields of organizational theory, finance and economics. Three of them (resource based view of the firm, cybernetic systems, and behavioral perspective) consider the relationship between training and firm performance.

First, is the resource based view; Firm resources include physical capital, human capital and organizational capital that enable the firm to improve its efficiency and effectiveness. Its resources determine the strength of a firm in the long term. The behavioral perspective models shows that employee behavior plays an important role as a mediator between strategy and firm performance (Schuler et al 1987, Schuler 1989). The models do not focus on knowledge, skills or abilities of employees, but focus only on employee role behaviors because the employee's attitudes, behaviors and commitments could affect the firm performance.

Thus, the employee role behavior can be instrumental in the creation of a competitive advantage. HRM practices can be considered as an option to promote the role behavior more efficiently and effectively, especially HR training-policy.

The cybernetic model of HR systems is based on the general systems models and includes input from the environment (i.e., inputs of HR knowledge, skills, and abilities), throughput (HR behaviors) and output systems (productivity, sale, job satisfaction and turnover). When the model is applied to strategic HRM, Wright et al (1991) focus on two major responsibilities: competence management (deals with individual skills required to implement a given organizational strategy) and behavior management (activities that seek to agree and coordinate attitude and behavior of individuals for organizational strategy and goals). Therefore, training will improve knowledge, skills, abilities and the behavior of employees. There is a multi-level model which bridges the gap between theoretical models of training needs assessment, design, and evaluation, and the higher levels at which training must have an impact if it is to contribute to organizational effectiveness (Kozlowski et al 1997). The model is focused on training transfer and is embedded in two distinct transfer types: horizontal and vertical transfer. Horizontal transfer concentrates on traditional models of training effectiveness. Kozlowski et al (2000) proposed 'top down contextual effects' which they described as a group and organizational factors, that can have direct and moderating effects on learning and transfer.

These effects have been the source of recent theory and research addressing the influence of organizational factors on motivation to learn, transfer, and training effectiveness at the individual level of analysis. Vertical transfer examines the link between individual training outcomes and organizational outcomes. There are two distinctive forms of vertical transfer processes--composition and compilation. Composition concentrates on individual contribution at the same content, while compilation focuses on individual contribution at the different or diverse content.

Oribabor (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth, Isyaku (2000) also postulated that the process of training and development is a continuous one.

Misko (2008) notes that where learning becomes integrated into workplace practices, organizations are more likely to be innovative, extend learning and reward employees. It is the view of Beardwell et al, (1993) that Human Resource Management concepts such as commitment to the company and the growth in the quality movement have led senior management teams to realize the increased importance of training, employee development and long-term education. Such concepts require not only careful planning but a greater emphasis on employee development.

Tim et al (2008) insist that human capital development represents the planned opportunity that is provided for training, education directed and planned experiences, and guided growth. Zigon (2002) saw training as the overall process where by an individual's behavior is modified to conform to a pre-defined and specific pattern. Training is also a process or procedure through which skills, talents, and knowledge of employees are enhanced (Industrial Training Fund, 2006).

The means by which one intends to communicate information, ideas, skills, attitudes, and feelings to learners is what is referred to as the training techniques (Gary, 2001). These training techniques are very crucial elements for the success of training. They are often categorized in terms of on-the-job or off-the-job training. On the-job training is ideal for training unskilled and semi-skilled employees. It gives the trainees ample opportunity for learning on the actual equipment and in the environment of the job. This training technique gained acceptance during the Second World War, where millions of unskilled men from Africa were trained to do thousands of different jobs in various war plants. On the other hand, training that is mostly done in the training school, where information, lectures, conferences, panel discussions, and computer-assisted instructions that are imparted to the skilled trainees, are usually the styled off-the-job training techniques.

Generally, on-the-job training programs for employees, as reported by David, et al, (2006) may be by way of induction training, apprenticeship training, and supervisory training. Barrett et al, (2001) argue that employees may view some human resource practices as a “gift”. Training is one such practice that employees may view as a gift”. The result of this “gift” is that employees exert more effort, become more productive, and have a greater sense of debt to the organization. The “gift” also has the potential to make employees feel like “insiders” into the organization.

An “insider” is likely to be more committed and devoted to the company. The idea of “gift” and “insider” parallels closely to the concept of reciprocity. The premise behind reciprocity is that an employee will help the organization, because the organization helped the employee. The saying “don’t bite the hand that feeds you” seems to correlate to reciprocity.

Training has been identified as contributing greatly to organizational competitiveness (Schuler et al, 1984). Research suggests that investment in training can be justified by the contribution it makes to improved individual and organizational performance (Bartel, 2000). However, previous studies have indicated difficulty in identifying causality between training and organizational performance (Blundell et al., 1999). Bartlett (2001) suggests that one problem exacerbated this difficulty is developing an effective measure for organizational performance. Blundell et al. (1999) support this, arguing that lack of suitable data and methodological difficulties have...prevented adequate assessment of the impact of human capital appreciation on firm performance and that „estimates of the impact of training on productivity are subject to wide margins of uncertainty.

Training, like other HRM practices, can be utilized to elicit desired responses which may include improved organizational commitment (Bartlett, 2001). Al Emadi et al (2007) examine the perceptions of senior staff in the Qatari petrochemical industry on the perceived benefits of training participation and its impact on organizational commitment. They found a positive relationship between perceived training benefits and both affective and continuance commitment.

Studies conducted in Malaysian (Ahmad et al, 2003) and Chinese (Newman, et al, 2011) context depict strong positive correlation between training perceptions and organizational commitment. Adoption of proper human resource practices cause employees committed towards the organization. Employees who are emotionally attached with the organization are less likely to leave the organization. Organizational commitment and job satisfaction is most influential predictor of employee intention to leave (Karsh, et al, 2005).

Materials and Methods

A descriptive research survey was used in collecting information about people’s attitude and habit. The study was co-relational survey finding out how training of staff influences the implementation of strategic plans. The study was carried out in Kisii County among public secondary schools. The locale was chosen because the researcher was familiar with the area. It also had easy access for the researcher. The researcher sampled urban and rural schools. Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg et al, 1989). The target population for this study consisted of, 334 principals and 334 teachers in charge of the implementation of strategic plans in the entire Kisii county of Nyanza region giving a total target population of 668. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It is however agreed that the larger the sample the smaller the sampling error (Gay, 1992). Gay (1992) recommends that when the target population is small (less than 1000 members), a minimum sample of 20% is adequate for educational research. From the 668 members of the target population, the researcher will use proportionate sampling to select 134 participants. This formed 20% of the target population, which is in line with Gay’s (1992) recommendation.

Table: 1 Sample Derivations

SL	District	Principal	Sample	Teachers in charge	Sample
1.	Kisii Central	61	12	61	13
2.	Marani	28	6	28	6
3.	Kisii South	31	6	31	7
4.	Gucha	20	4	20	4
5.	Nyamache	48	10	48	10
6.	kenyeny	42	8	42	8
7.	Gucha South	44	9	44	9
8.	Sameta	21	4	21	5
9.	Masaba South	39	8	39	8
Total		334	67	334	67

(Source: Kisii County Education Office)

The questionnaire is a set of questions, given to the respondents within the sample population. The questionnaire will have open and closed questions. The tool was chosen because it was the most appropriate for the study and was personally administered through drop and pick. Also face to face interviews were used with the help of questionnaires and document review for secondary data was also used to gather data that had been recorded in the institutions that were contacted.

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis phenomena under study. Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. All assessments of validity are subjective opinions based on the judgment of the researcher (Wiersma, 1995). The pilot study helped to improve face validity of the instruments. According to Borg and Gall (1989) content validity of an instrument is improved through expert judgment. As such, the researcher sought assistance of his supervisors, who, as experts in research, helped improve content validity of the instrument. Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability. Reliability was ensured by the use of test-retest run method.

During the piloting exercise, the two sets of scores collected were correlated using Spearman (rho) and the results were evaluated using the formula:

$$r = 1 - \frac{6\sum d^2}{n(n^2-1)}$$

Where

- r = Spearman's coefficient of correlation
- n = number of pairs of observation
- d = the difference between the ranks of pairs of the two variables

This yielded a correlation coefficient of 0.76, thus the instruments were found to be highly reliable according to Berthoud (2000), states that a reliability index of a minimum of 0.6 is satisfactory for any instrument.

Data was collected by both qualitative and quantitative means. The collected data was coded and entered into the computer for analysis using the statistical package for social sciences (SPSS). Bell (2002) maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statistics, since they are easily understood. Borg et al (1998) also hold that the most widely used and understood standard proportion is the percentage. As such the data was analyzed using simple descriptive statistics, including frequency counts and percentages. Analysis was done using SPSS. The results of the data analysis will be presented in frequency tables, bar graphs and pie charts.

Results

In the above table, it emerged that all respondents consider the training to have improved their commitment towards work and thus implementation of strategic plans.

In majority of cases, commitment was identified as the main aspect of management that was improved by the training. Of those sampled, 30(44.8%) stated that commitment to their institutions was the main drive in the implementation of the school's strategic plans with a weighted average of 3.940 points. They were better committed as a result of the renewed knowledge about strategic plans, 15(22%) said it often affected their decisions, 10(15%) stated the influence was moderate while 12(18%) said commitment was rarely a consideration in the implementation process of strategic plans. No respondent stated that commitment was not at all a factor.

It was established that majority of those interviewed had not only had of but attended the training programs organized by DEMA through the Ministry of Education. At total of 61 respondents constituting 91% were aware and attended the said trainings. Of these 13% considered them extremely useful, 41.8% found them to be useful while 32% considered the trainings only moderately useful the remaining 13% found them either not useful at all or had no opinion. Majority of heads of department in charge of strategic plans were relatively young having served in the department for four years or less. It is also interesting to note that a fair proportion (39%) of those who had attended the training did not find them useful or relevant and that apart from the training organized by the government, the institutions have not organized any other form of training or orientation to help acquaint the school with issues strategic management.

It was further established that location of the school – rural, urban or peri-urban had no tangible influence in the implementation of strategic plans. The understanding of the strategies is equally spread across the regions. The teachers in the district schools seemed to rely more on the administration (management) for strategic implementation while in the provincial schools, the head of department seemed to be more in control. Further, 97% of the respondents said that the top management was fully responsible for the implementation of strategic plans.

All respondents stated that their institutions allocated resources towards the implementation of strategic plans. Only 30(44.8%) identified money as a form of resource allocated towards the implementation of strategies in schools, 24 (35.8%) identified time as a form of resource allocated for strategic plans. Staff support accounted for 10.4 % (7) while only six (%9) respondents identified training as a form of resource allocated towards implementation of strategic plans.

The Findings

This study set out to establish the effects of staff training on the implementation of strategic plans in secondary schools in Kisii County. Previous research has shown that training of staff was responsible for employee commitment, institutional efficiency, and change in organizational culture and data management in these institutions. Misko (2008) notes that where learning becomes integrated into workplace practices, organizations are more likely to be innovative, extend learning and reward employees .It is the view of Beardwell et al, (1993) that Human Resource Management concepts such as commitment to the company and the growth in the quality movement have led senior management teams to realize the increased importance of training, employee development and long-term education. Such concepts require not only careful planning but a greater emphasis on employee development.

The above situation led to the assumption that the trainings in question would impart skills on the employees to enhance their ability to implement strategic plans. There has never been a proper and structured follow up to ascertain the impact of these trainings and whether or not they were able to achieve the purpose they were meant for .The success of the training would ensure that the institutions offer quality universal education in tandem with the goals of Education for All initiative. This research was done to investigate the effects of staff training on the implementation of strategic plan in Kisii County. The research objectives were; to establish the effects of staff training on school efficiency, school culture, employee commitment and data management in public secondary schools in Kisii County. The findings of the analyzed data indicated that the trainings had a major impact on the way strategic management was handled in schools and especially in terms of renewed commitment as the school administration was now better equipped in terms of understanding what was required of them making it easier for them to relate to the plans and own them. 61 (91%) acknowledged having heard of and attended these trainings and that the trainings had a major influence on how they handled issues dealing with strategic plans.

On the penetration level of the trainings, 91% of those sampled said they had heard of and attended these trainings while only 9% said they knew nothing about the trainings. These can be attributed to the fact that the training was both government sponsored, assured those attending of some allowance and also because they were compulsory. In spite of this only 9(13.4%) found the training very useful while 41.8% thought it was useful, and 32% considered it only moderate the rest felt them to be of no use at all. The responsibility for strategic plans is left in the hands of the school administration according to those sampled. 97% percent stated that it was the direct responsibility of the management. As to whether strategic plans are considered a priority issue in the school, 96% percent said it was in their school. Surprisingly though a number of respondents did not seem so sure as to how often strategic plans are undertaken in their schools with 8(11.9%) stating that they did not know.

Money was considered the most visible resource in strategy implementation among those sampled at 44.8%, while time came in at 35.8%, staff support at 10.4% only 6(9%) said that training as a resource was provided in their schools towards implementation of strategic plans. 13(19.4%) responded that there was very little procedure followed, 30(44.8%) stated there was some form of procedure while only 24(35.4%) were emphatic that the schools had clear set of procedures to be followed in the implementation process.

Of those sampled, 30(44.8%) stated that commitment to their institutions was the main drive in the implementation of the school's strategic plans with a weighted average of 3.940 points.

They were better committed as a result of the renewed knowledge about strategic plans, 15(22%) said it often affected their decisions, 10(15%) stated the influence was moderate while 12(18%) said commitment was rarely a consideration in the implementation process of strategic plans. Need to be efficient inform decisions made by many institutions in so far as implementation of strategic plans are concerned. 21(31.3%) of respondents said that after the training they felt much better able to deal with issues concerning school strategies while 23(34.35) say it is of much use, 16(23.9%) say that its effect was moderate and 3(4.5%) there was a little effect and finally, 4 (6%) stated that there was no relevance.

As to whether school culture was affected by the training in so far as implementation of strategic plans are concerned, 18 (26.9%) reported that it impacted very much, 24(35.8%) responded that the impact was moderate, 12(17.9%) said the effect was moderate while the remaining 13(19.4%) stated that the effect was very little. Only 18(26.8%) of the respondents found the training very useful in so far as data management in schools are concerned, 15(22.4%) found it to be useful, 16(23.9%) said it was moderate, 6(9%) found the training of little relevance to data management while 12(18%) found no relevance whatsoever between the training and data management in schools.

Conclusion

The following conclusions were drawn from these findings; that the training program organized by the government to enhance the capacity of heads towards performance based management was well distributed and advertised. This was probably as a result of the fact that it was both compulsory and fully sponsored. Interestingly though, this almost a hundred percent attendance has not translated to the actual implementation of the strategies as a large number of those sampled were not quite sure in what intervals the plans were undertaken in their schools with only some 13% stating categorically that there was an ordered system of implementation of strategic plans in their various schools. It is thus to say that

It is noteworthy that a large number of those sampled stated that the trainings had improved institutional commitment of the sampled group. It further emerged that school culture was also affected by the training with up to 56% stating that it did. Thus one can conclude safely that the staff training organized by the government had a net major effect on the schools ability to implement strategic plans even though there have been no follow up by the government to ascertain to what extent the actual implementation is being undertaken.

Recommendations

From the questionnaires and observations made by the researcher, the following are the recommendations made; Measures should be put in place to ensure that schools actually put this knowledge to use. To this end, there should be following up or evaluation to ensure that the plans are not only implemented but implemented properly. Many schools prepared the plans and kept them after submitting the government copy this may explain how come many of those sampled had no idea as to how often these plans are undertaken. The answers given by the respondents resonated with the life span of the school plans but not with actual implementation.

It is important in future for such training to be practical oriented rather the chalk and talk type .It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward management (motivation) combined with training to ensure they pick up, it is important to consider what the trainees should know or be able to do after the training is complete. Based on my findings and gaps that I was not able to fill because of limitation of time, financial constraints and geographical vastness of the county, the following is suggested for further research.

- I. A major study could be done to assess the relationship between the actual implementation of the strategic plans school performance.
- II. Study can be done to analyze the role played by school management in the implementation of strategic plans.
- III. A study to determine the role of motivation and appraisal in the implementation of strategic plans in schools.

References

- Abiodun, E. J. A. (1999): *Human Resources management, an overview*. Concept Publication, Shomolu, Lagos. P. 110-121
- Adeniyi, O. I. (1995) “*Staff training and development*” in Ejiogu, A; Achumba, I. Asika (eds). Reading in Organizational Behaviour in Nigeria, Lagos.Malthouse Press Ltd, PP. 159-167.
- Al Emadi, M.A. and Marquardt, M.J. (2007) „Relationship between Employees“ Beliefs Regarding Training Benefits and Organizational Commitment in a Petroleum Company in the State of Qatar“, *International Journal of Training and Development*, 11(1): 49-70.
- Barrett, A., & O'Connell, P. J. (2001). Does training generally work? The returns to in company training. *Industrial and Labor Relations Review*, 54, 647–662
- Bartel,A.P.,(2000) Measuring the Employer’s Return on Investment in Training . *Industrial Labour relations Review*. 39(3)
- Blundel, et al,(1999), *Human Capital Investment . The Returns from Education and Training to Individual, the Firm and the Economy*. Online Library, Wiley Job Network.
- Beardwell, et al, (1993). *Human Resource Management Review*, vol. 1 pp. 203-225 Borg W.R and Gall M.D (ed) *Educational Research* Longman, New York 1989
- David, W.T., Nicholas, Y., and Fred, F. (2006), *Manual for Training needs Assessment in Human Settlements Organizations*. UNDP Working Paper
- Kozlowski, S.W. et al (2000) *A Multilevel approach to theory and research organizations: Foundations, extensions and new directions* San Francisco, CA Jossey-Bass
- Industrial Training Fund (2006), *Training for Higher Productivity*. Abuja: Industrial Training Fund
- Isyaku, I.A. (2000) *Training and retraining of Teachers through Distance Education*. Being a Paper Presented at the National Workshop on Distance Education Held at Abuja Nigeria, 27-29
- Mugenda, Olive M1999. (. *Research Methods; Quantitative & Qualitative Approaches*,Nairobi Acts. Mugenda, Olive M. *Research Methods; Acts* Nairobi, 2003
- Mullins, L.J. (1999), *Management and Organisational Behaviour* Prentice Hall, London
- Omole, M.A.L. (2004). Training and re-training: A variable of technological development. *Journal of Industrial Education*, 14 (2), 76-85
- Oribabor, P.E. (2000), “*Human Resources Management, A Strategic Approval,*” *Human Resources Management* 9 (4) 21 - 24
- UNESCO (1998).*Higher Education In The Twenty First Century : Vision and Action*. Paris: UNESCO12-17.
- Schuler, R.S. (1987) *Personnel and Human Resource Management*. Rutgers University, New Brunswick.
- Schuler R.S. (1989) *Strategic Human Resource Management and Industrial Relations*. Rutgers University, New Brunswick
- Tim M. et al. (2008). *Courageous Training: Bold Actions for Business Results*. Colorado, Berrett-Koehler Publishers. Retrieved from: www.bkconnection.com
- Wright et al (1992). Theoretical Perspectives for Strategic Human Resource Management: *Journal of Management*.18 (2) 295-320
- Zigon, J. (2002). *How to Measure Employee Performance*, Zigon Performance Group.Retrieved from: www.ziponper.org