



Relationship of Strategic Plan Implementation, Resource Utilization, and Institutional Effectiveness at Secondary School level in Punjab, Pakistan

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In school education, strategic plan implementation resource utilization performs an important role in the effectiveness of an institution. The efficacy of educational institutions is primarily reflected in academic success. Additionally, resource utilization and strategic plan implementation contribute to institutional effectiveness. This study examined the relationship between strategic plan implementation, resource utilization, and institutional effectiveness in secondary schools of a district in Punjab, Pakistan. It was a quantitative study with a descriptive research design. Secondary school and elementary school teachers were the study's sample, selected through stratified random and convenient sampling techniques. The survey instrument was self-developed, keeping in view the study's objectives and focusing on a literature review as well as experts in the field. It has 60 items on the Likert scale, with three key aspects: strategic plan implementation, resource utilization, and institutional effectiveness. A total of 574 teachers returned completed and returned the questionnaires with a robust 88% response rate. Statistical Package for Social Sciences (SPSS) version 20 was used for descriptive statistics and Pearson correlation coefficients to determine relationships between the key variables. Results revealed a significant positive correlation between strategic plan implementation and institutional effectiveness. A significant positive association emerged between resource utilization and institutional effectiveness at the secondary school level.



1. Introduction

Strategic plans outline intended programs, sequencing, and timing for achieving organizational goals. Effective implementation of well-devised strategic plans facilitates purpose attainment (Bryson & George, 2020). In educational institutions, strategic planning outlines purpose and crystallizes productive energies toward contextually relevant social demands and environmental alignments. Strategic plans promote coordinated efforts towards shared institutional goals. Given dynamic societal and industry shifts, strategic plans must remain adaptable while retaining core identity and values (Hinton, 2012; Morris et al., 2022).

In today's rapidly evolving landscape, effective strategic planning is crucial for education systems aiming to prepare students for civic participation and workforce transitions (Cui & Ye, 2022). As sociotechnical changes accelerate, adaptability, critical thinking, and reskilling become essential. Thus, key strategic questions emerge regarding best future-proof curriculum and pedagogy while retaining foundational knowledge. Ongoing research examines relationships between strategic planning, resource allocation, and measurable learning outcomes. Recent studies also highlight the need for localized strategic plans for community contexts and diverse learner populations (Miller et al., 2020).

When educational institutions meet established objectives around enrollment, retention, accessibility, and qualified workforce development within targeted timeframes, they demonstrate effectiveness (Leithwood & Sun, 2012; Kemethofer et al., 2022). National development depends significantly upon skilled human capital, so institutional effectiveness directly impacts broader social and economic progress. Core metrics of institutional effectiveness include graduation rates, credentialing exam performance, graduate employment rates, and other quantifiable student achievement benchmarks codified in strategic plans (Labaree, 2022).

State and federal education policies in the United States mandate strategic planning grounded in evidence-based practices and continuous improvement benchmarks (Spillane, 2012; Mandinach et al., 2021). As performance metrics and accountability gain prominence in public-sector strategic planning, education leaders balance enumerated goals, available resources, and local difficulties. Needs assessments and environmental scans highlight strategic planning pain points. Recent research examines gaps between strategic vision and on-the-ground implementation, especially regarding resource allocation and adaptable integration of emerging technologies (Cui & Ye, 2022).

This study examines relationships between strategic plan implementation, resource utilization, and measurable effectiveness in secondary schools. Utilizing correlational analyses, results will highlight connections between strategic planning processes and student outcomes. The following literature review situates this study within the landscape



of contemporary research on education strategy and institutional performance. Subsequent sections will detail the study methodology, analyses, and practical implications.

The following research questions were formulated to meet the research objectives.

- What is the relationship between strategic plan implementation and institutional effectiveness?
- What is the relationship between strategic plan implementation and resource utilization?
- What is the relationship between institutional effectiveness and resource utilization?

2. Literature Review

Strategic planning has become integral to education systems aiming to prepare students for an increasingly complex world (Bryson & George, 2020). Well-formulated strategic plans outline an institution's priorities, resource allocation, and measurable objectives aligned with community needs (Leithwood & Sun, 2012). Strategic plans can enhance institutional effectiveness when grounded in environmental scans and needs assessments.

In secondary schools, common strategic planning focus areas relate to curriculum design, pedagogical approaches, technological integration, extracurricular programming, community partnerships, professional development, and fiscal oversight (Cui & Ye, 2022). To actualize strategic visions effectively, education leaders must foster organizational cultures embracing evidence-based decision-making, data utilization, and continuous improvement. Strategic plans codify responsibilities, resource requirements, timelines, and essential organizational realignments.

Successfully implementing strategic plans relies on understanding current challenges, clarifying desired outcomes, and articulating rationales behind initiatives. Threats to effective implementation include new ventures, innovation, mergers, and environmental shifts. Mitigating these risks requires robust communication channels, participatory leadership, and transparent dialogues among stakeholders (Bryson & George, 2020). Intrapersonal and interpersonal resources enable the internalization of strategic objectives at individual and collective levels. Synchronous and asynchronous platforms foster information exchange, coordination, and community building. Linking such platforms and resources to measurable key performance indicators maintains alignment between actions and priorities during implementation (Bryson & George, 2020).

In secondary schools, acute teacher shortages undermine implementation, particularly in specialized subjects (Bryson & George, 2020). Ensuring adequate and equitable distribution of qualified teaching staff requires adherence to established resource allocation standards and procedures. In education, institutional effectiveness reflects student outcomes and the fulfillment of societal expectations (Chaudhry & Tajwar, 2021).



Key contributors include curriculum quality, goal setting, assessments, instruction, leadership, discipline, environment, community engagement, staff professionalism, student motivation, home life, and ongoing professional development (Chaudhry & Tajwar, 2021).

In Pakistan's Punjab province, socioeconomic barriers like poverty and child labor impede education access and attainment, necessitating targeted interventions (Hussain et al., 2024). The Punjab Chief Minister Road Map aims to enhance strategic planning and resource utilization within secondary schools to improve system effectiveness. Gender-sensitive assessments of effectiveness help address disparities between male and female student outcomes (Hussain et al., 2024). In the Pakistani context, different studies have been conducted related to leadership, school improvement, and different aspects like challenges faced by female principals in colleges of Lahore regarding instructional and transformational leadership (Aman et al., 2021), exploring leadership practices of primary school head teachers (Jamil et al., 2024); organizational commitment concerning the teachers' empowerment (Mohammad et al., 2022); for secondary education, head teachers' training needs for the promotion of quality education (Hussain et al., 2021).

3. Research Methodology

This quantitative descriptive study examined the relationship between strategic plan implementation, resource utilization, and institutional effectiveness in secondary schools in one district of Punjab, Pakistan. The target population comprised head teachers, secondary school teachers (SSTs) of Punjab with Elementary school teachers (ESTs), and primary school teachers (PSTs) across 116 secondary schools in three different tehsils of the district. A stratified random sampling method selected 55 schools (47% of the population). Then, convenience sampling selected 600 teachers from these schools to participate, accounting for variability in teacher numbers and schools' remote locations. The survey instrument contained 60 Likert-scale items measuring the three key variables: strategic plan implementation, resource utilization, and institutional effectiveness. Pilot testing with 40 teachers established the questionnaire's reliability using Cronbach's alpha ($\alpha = 0.94$), indicating high internal consistency. In total, 574 teachers returned completed surveys, yielding a robust 88% response rate. Statistical Package for Social Sciences (SPSS) version 20 was used for descriptive statistics and correlation analysis to assess variable relationships and answer the research questions. Data analysis employed SPSS software with a significance level of $p < .05$ for all omnibus tests. The results section details key findings from these analyses. Overall, the methodological design allowed the examination of connections between strategic planning processes, resource allocation, and measurable secondary school outcomes.

4. Findings of the Study

The findings of the study are described in the following tables.



Table No 1: Correlations between Strategic Plan Implementation and Institutional Effectiveness

Variables	N	R		Sig
		S.Plan Implementation	Institutional Effectiveness	
S.Plan Implementation	574	1	.740**	.000
Institutional Effectiveness	574	.740**	1	.000

The above table revealed a statistically significant positive correlation between strategic plan implementation and institutional effectiveness ($r = .740, p < .01$). The p-value of .000 signifies that the relationship between these two variables is highly significant. Specifically, the data indicates that increased fidelity in strategic plan implementation is associated with enhanced institutional effectiveness in the secondary schools under study. This robust positive correlation suggests that the systematic execution of strategic plans contributes substantially to measurable school outcomes such as student achievement, graduation rates, and workforce preparedness. The strength of this relationship highlights the pivotal role of effective strategic planning processes in improving secondary school performance. Institutional leaders aiming to bolster school effectiveness would benefit from continually refining strategic planning protocols, resource allocation, and plan execution using actionable data analytics.

Table No 2: Correlation between Strategic Plan Implementation and Resource Utilization

Variables	N	R		Sig
		S.Plan Implementation	Resource Utilization	
S.Plan Implementation	574	1	.912**	.000
Resource Utilization	574	.912**	1	.000

Results revealed a statistically significant positive association between strategic plan implementation and resource utilization ($r = .912, p < .01$). The p-value of .000 indicates this relationship is highly significant. Specifically, the data suggests comprehensive strategic plan implementation markedly corresponds with increased effectiveness in leveraging resource assets. This extremely robust positive correlation implies that the development and execution of systemic strategic plans have an outsized influence on optimal resource allocation and usage within secondary schools. Institutional leaders seeking to enhance returns on resource investments would be well-served to hone strategic planning processes and foster a culture of data-informed decision-making for continuous improvement. Implementation fidelity and responsible resource stewardship appear profoundly interdependent in determining institutional effectiveness.

Table 3: Correlation between Institutional Effectiveness and Resource Utilization

Variables	N	r		Sig
		Institutional Effectiveness	Resource Utilization.	



Institutional Effectiveness	574	1	.659**	.000
Resource Utilization	574	.659**	1	.000

Results revealed a statistically significant positive correlation between resource utilization and institutional effectiveness ($r = .659, p < .01$). This suggests that leveraging resource assets substantially corresponds with greater institutional effectiveness. Specifically, the data indicates that secondary schools demonstrating responsible resource stewardship and optimal asset usage concurrently display enhanced effectiveness across metrics like student achievement, graduation rates, and workforce preparedness. The considerable magnitude of this positive association implies that resource utilization exerts a major influence over measurable secondary school outcomes.

4.1 Discussion

The above findings and conclusions make a great contribution to research and practices about strategic planning at the secondary school level. The first result provides a positive and significant relationship between strategic plan implementation, resource utilization, school effectiveness, and positive outcomes. These results are similar to the previous studies that point out evidence-based planning regarding school improvement and resource allocation (Cui & Ye, 2022). Moreover, the findings also reveal that strategic planning processes significantly correlate with improved resource severability. It is aligned with the results of Bryson and George (2020) regarding the association between strategic objectives, asset stewardship, and investment return.

Moreover, it also associates with findings about equity-focused planning that increases resource distribution in different learning environments. Furthermore, the significant correlation between implementation dependability and institutional efficiency indicators supports existing models suggesting planning quality and contextual fit as school performance drivers (Miller et al., 2020). Recent research shows that certain leadership methods are important for achieving schools' strategic goals, like involving stakeholders in planning, regularly reassessing progress, and using data to guide decisions. This study examined how well those findings apply to secondary schools, specifically using standard performance measures in Punjab, Pakistan. However, unlike some past studies, we did not find consistent connections between planning activities and measurable improvements. It may be because real-world conditions in schools can be complicated. Also, many schools in Pakistan's system face significant shortages of resources, which can limit even well-designed plans. So, school leaders likely need to balance ambitious visions with practical limitations when setting objectives. These results suggest that administrators and policymakers should prioritize participatory planning to strengthen how resources are used and improve school system performance overall. Teachers also benefit by seeing strategic plan implementation as a team effort requiring long-term cooperation. Further research



using interviews and observations could provide more insights into how planning processes play out across different school settings.

5. Conclusion

This current study makes a notable contribution to research regarding strategic planning, resource utilization, and institutional effectiveness in secondary school environments. Positive correlations were found between all three variables at the secondary school level. The findings revealed a significant interdependent relationship between strategic planning implementation and measurable institutional effectiveness. In the same way, data confirms a remarkably strong relationship between planning implementation and optimized resource utilization. Additionally, responsible resource utilization shares a considerable positive relationship with holistic institutional effectiveness. Strategic asset stewardship proves vital for operational excellence. Hence, leaders must emphasize sustainable usage, maintenance, and equitable distribution in their plans. These connected findings have practical implications for practitioners and experts.

5.1 Recommendations

Following are the recommendations based on findings and conclusions.

- Educational institutions would benefit profoundly from fostering inclusive strategic planning processes that set clear long/short-term performance goals and identify contextually effective instructional strategies.
- There should be staff strategic planning/management building competencies through professional development initiatives addressing skills gaps and ongoing training in emerging methodologies
- Resource optimization relies upon accurately monitoring asset inventories/utilization, regular maintenance and upgrades, and maximizing asset lifespans through responsible usage.

6. References

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