

Predicting Strategic Planning Models and Job Enhancement of Academic Heads in Universities in Cross River State, Nigeria

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ABSTRACT

The present study was conducted to examine strategic planning models and job enhancement of academic heads of tertiary institutions in Cross River State, Nigeria. The study utilized three (3) research questions and corresponding hypotheses. The research design adopted for this study was the ex-post facto design with a population consists 242 academic heads in all the tertiary institutions in Cross River State, Nigeria. The stratified and purposive sampling techniques were adopted for the study and the census was used since the population was not large enough to accommodate a sample representative. A researcher's developed instrument titled "Utilization of Strategic Planning Models and Leadership job enhancement Questionnaire" (USPMLPQ), was used for data collection, and validated using face and construct validity by three experts in the field of study, Cronbach alpha reliability method was adopted and the co-efficient obtained ranged from .76 to .87. Descriptive and inferential statistical analysis were used to test the stated hypothesis using mean, standard deviation, simple and multiple regression analysis and the findings revealed that; strengths weaknesses, opportunities and threats (SWOT) analysis, balanced scorecard, issue-based planning does significantly relate with leadership, strategy mapping approach and strategic gap analysis significantly predicts leadership job enhancement among academic heads of tertiary institutions. It was recommended among others that policymakers in tertiary institutions in Cross River State should encourage the use of SWOT analysis as a means to sustainable management reform in its operations

Keywords: Strategic, Planning, Models and Job Enhancement.

Background to the study

Job enhancement often referred job performance in the academic environment is central to the success of every institution. This is because leadership in academic institutions is more diverse and complex than leadership in other public and private sectors. Because leadership in academic institutions is concerned with maximizing such stakeholders' values as students, staff, government, and the public at large. This implies that leaders in academic leaders have to be more competent and effective to satisfy these diverse stakeholders at the same time. However, leadership development in higher education is still an under-investigated field of research and application in academic institutions. Leadership is multifunctional involves managing through others and helps organizations cope with change that seems to be increasing exponentially in today's globalized environment. This underscores the need for strategic planning. Strategic planning is defined by

Allison and Kaye (2005: 35) as “a systematic process through which an organization agrees on and builds commitment among key stakeholders to priorities that are essential to its mission”. This implies that strategic planning deals with the formal process designed to help an organization identify and maintain an optimal alignment with the most important elements of its environmental set.

Organizational mission and vision lie at the centre of the strategic planning model, and the process provides space for active consideration of the organization’s performance (Bryson, 2011). Strategic planning is a systematic process for designing the future of higher education institutions. The strategic plan is generally expected to involve a coherent, consistent, and careful approach to ensure the long-term aspirations of the organization. Strategic planning is important for the success of higher education institutions since it allows an institution to analyze the present condition and forecast the future. Similar to other businesses, higher education institutions also should use a comprehensive strategic planning framework to grow and prosper in a competitive environment. Strategic planning models such as SWOT analysis, balanced scorecard, issue-based planning, strategic mapping and strategic gap analysis which can be used to determine leadership job enhancement. These terms are explained as follows;

SWOT Analysis is a management tool to formulate strategic action plans. SWOT is an acronym for strengths, weaknesses, opportunities and threats. SWOT matrix analyzes the internal strengths and weaknesses as well as external opportunities and threats to derive promising future strategies (Rauch, 2007). It should be noted also that SWOT is a strategic tool accommodating internal strengths and weaknesses with external opportunities and threats. SWOT analysis is a systematic analysis for identifying these factors that formulate strategies by creating the best accommodation between internal and external factors.

Balanced Scorecard (BSC) is a strategic approach and performance management system which organizations can use for vision and strategy implementation. The BSC model comprises four new management processes that, separately and in combination, help link long-term strategic objectives with short-term actions (Kaplan & Norton, 2016). The BSC includes a set of measures to monitor organizational performance across four linked perspectives financial, learning and growth, customer and internal process- associated with value creation. BSC advantage is the point that provides the leading and lagging indicators at the disposal of managers. The balanced scorecard (BSC) creates the balance between financial and non-financial indicators, measurable and immeasurable scales, internal and external aspects and similarly the functional stimulus and results. The relationship between strategic planning and a balanced scorecard is very important; hence we can consider them as complementary tools. BSC translates strategic guidelines described in strategic planning in such a way that everyone in the organization can perceive them. (Kaplan Norton, 2004). Thus BSC, as it is today, is a performance management system that can be used by organizations of any size to align the vision and mission with all the functional requirements and day-to-day work.

Issue-based or goal-based planning enhancement of the basic model is designed for more established businesses or organizations who want to dive deeper into the strategic planning process. This is the most commonly used type of strategic planning model and does not require all steps to be completed each year.

Strategy mapping has turned out to be as important an innovation Academic heads find the visual representation of strategy both natural and powerful. Strategy maps provide increased granularity for executives to describe and manage strategy at an operational level of detail. A strategy map provides a visual framework for an organization’s strategy and how it intends to

create value. Specifically, a good strategy map will link together desired productivity and growth outcomes. Strategy maps are built around the structure of these four perspectives. They ensure that the organization's objectives in each of these perspectives are consistent and internally aligned. Hers (2018) informed that strategy maps clarify all cause-and-effect relationships so that an effective strategy can be developed and then optimized over time. They are the interface between strategy and the Balanced Scorecard. Conceptually, a strategy map links the high-level goals of the organization its mission, values and vision with meaningful and actionable steps each employee can take.

Thus an empirical study by Sandberg (2011) conducted a study on the effectiveness of a balanced scorecard and management effectiveness in Ghan. Two research questions were raised and hypotheses were formulated to guide the study. The design used in the study was correlational research. Stratified and purposive samplings were used in selecting a sample of 292 Lebanese teachers from different school backgrounds. Data collection was through a 16-items management effectiveness scale in addition to a 28-item measure that addressed balanced scorecard utilisation. The method of data analysis was Pearson's Product Moment correlation statistics. The results of the study revealed that effective utilization of balanced scorecards and reengineering the business will consider cost reduction and quality improvement. Also, Horngreen, (2016) carried out a study on the effects of the utilization of a balanced scorecard and leadership sustainability in Canada. Four research questions and hypotheses were formulated and the research design was experimental (2x4 design). The sample comprised of 120 administrative heads in six tertiary institutions in the study area was used in the experimental study and were taught the information-processing approach model for one month. A 23 items scale on Developing Leadership Sustainability Scale (DLSS) was constructed and validated by the investigator with a pre-test and post-test research design. The data was analyzed using Spearman Rank Order Correlation and the findings revealed the need to involve in an effective balanced scorecard as a means of enhanced performance. The finding also confirmed that a balanced scorecard is a major determinant of effective leadership.

Tanwar (2013) carried out a study to assess the impact of a balanced scorecard on leadership effectiveness in universities in Ghana. Four research questions and hypotheses were formulated for the study and the survey design was used in data collection. The sample consisted of 213 teachers and 101 academic heads who were sampled for the study with purposive and snowball sampling techniques. Findings revealed balanced scorecard has a significant impact in translating an organization's mission and strategy into a set of performance measures to evaluate short and long-run performances. Nonfinancial indicators are product quality and customer satisfaction while financial indicators of performance are profitability and growth. Profitability is the ultimate goal of every business without which the business may not survive in the long run.

Again, Cunningham (2002) conducted a study on the topic of the Relationship between issue-based planning and the productivity of academic heads in Mozambique. Four hypotheses were stated and tested at a 0.05 level of significance. The study utilized an ex-post facto research design. Simple and systematic random sampling techniques were used in the study. The sample for the study was 21,700 deans and 1403 Heads of departments. Data were collected with a standardized instrument entitled issue-based questionnaire (IBQ). The method of data analysis adopted was Spearman Rank Order correlation analysis. The study found that issue-based planning significantly relates to the productivity of academic heads.

An empirical study by Streib (2012) explored the influence between administrative principals and teacher knowledge issue-based planning competence and leadership effectiveness in Wisconsin Middle Schools in Thailand. The quasi-experimental design was adopted in the

study. An adaptation of Bandura's social cognitive learning theory provided the theoretical framework. Phase one of the research surveyed 10 administrative principals and 280 teachers from 10 middle schools. Principals and teachers completed "the effectiveness survey instrument" and teachers completed an adapted version of Gibson and Dembo's Teacher effectiveness scale. Data for phase two was collected through interviews. The data were analyzed using Chi-square and Spearman Rank Order correlation analysis. The findings revealed a significantly high positive relationship between issue-based planning and the productivity of administrative principals and teachers in the study area. The finding suggested that issue-based planning is generally considered an important condition in strategic management implementation because organizations having significant autonomy can implement successful change when necessary.

Ruocco and Proctor (2014) were interested to examine the issue-based strategic planning model on leadership productivity in Malaysia". Two research questions and hypotheses were formulated and the study adopted the descriptive survey design using a sample of 145 academic heads of tertiary institutions in the zone drawn from a population of 1440 academic staff representing 10 percent of the estimated population. To achieve this study, simple random and stratified samplings were used in drawing the required respondents for the study. The data was analyzed using a t-test for a related sample and a One-Way Analysis of Variance ANOVA. Results revealed that there is a strong positive influence of issue-based learning on the productivity of staff. The finding also revealed that in higher education, the pressure to meet public expectations of effectiveness and efficiency can only be achieved through concrete issue-based planning

Zhao (2008) conducted research concerning the application of strategic mapping in graduate education institutions in China. The study adopts the four perspectives of strategic mapping (SM) to analyse China's graduate educational institutions and provides a close look at the impact of introducing strategy maps in China. However, the findings reported in this study of strategy maps can only be applied specifically to graduate institutions to the exclusion of a broader university context. Another study that may shed light on this research in terms of methods and validity is from Antola (2006), who conducted a case study concerning the strategy mapping model and productivity of staff in colleges in Thailand. A standardized instrument titled "strategic mapping questionnaire was administered to the respondents". Two hypotheses were tested at 0.05 alpha level. The descriptive survey design was used with a sample population of 432 academic staff drawn with quota sampling techniques. The hypotheses were tested using a t-test and one-way ANOVA. The findings revealed that strategic planning does not have any influence on leadership job enhancement but rather considered the unity of command and seriousness as major factors enhancing the productivity of academic heads in the institutions. In summary, it has been indicated in the literature, theoretically and empirically, building on BSC principles, that the strategy map approach provides a visual framework that incorporates four sets of objectives, i.e. financial, customer, internal processes, and learning and growth. BSC was built on the idea that 'if you can't measure it, you can't manage it', while the strategy map, in contrast, and was built on the assumption that 'if you can't describe it, you can't manage it'. This difference delineates the usefulness of the strategy map in its descriptive and adaptive advantages. As a nonprofit and intelligence-based organization, the university's priority is very different from those of business organizations. This essential difference underscores the need for the university to develop a unique approach to the use of the strategy map to address its unique characteristics, which most of the research identified fails to address. More importantly, most of the identified research is not sufficiently systematic and comprehensive.

Zhong (2015) carried out a study to investigate strategy maps in university management. The objective of the study was to examine the conceptual use of the strategy map approach and the strategy map which have been adapted from the business sector and introduced as tools for achieving more effective strategic planning and management in higher education institutions. This study discusses the development of strategy maps as transformational management tools in universities. It analyses 15 universities' strategy maps to establish a comparative perspective in terms of content, expression and form. Based on this analysis, the study synthesizes a model for the effective employment of the strategy map approach and strategy maps in universities. The study then uses Tsinghua University as the subject of a case study to illustrate how a university's strategic plan could be converted into effective leadership job enhancement. This study found that the strategic map approach is very important in transforming the internal governance model in universities and achieving effective and responsive university strategic planning and management.

Statement of problem

Job enhancement of academic heads in every institution is expected to promote effectiveness of human and material resources thus, bringing about acceptable results in the performance of the institution. In recent time, observation has shown that most academic staff of tertiary institutions lacks the appropriate strategic planning models that can enhance leadership job enhancement within and outside the organization. The problems responsible for this state of affairs have been identified as lack of staff commitment to teaching, acquisition of facilities and effective staff personnel audit and appraisal and communication of the vision, commitment to reform is inadequate, many institutions are lacking visionary leadership, and the accountability relationship between government and public service providers has not been clarified. Also, personal interaction with most academic heads of tertiary institutions has revealed that that academic heads responsible for leadership job enhancement have not developed systems to monitor and evaluate performances of public organizations and their leaders. The challenges leaders face in leading organizational performance results from poor working culture, fixed mindset, inadequacy of skilled man power, the existence of unethical (corrupt) behavior, incompetency in decision making activities and resource constraint. These factors has prevented most tertiary institutions from providing efficient governance and improving the level and quality of services. In spite of the introduction of Quality Assurance Units at both State and Federal institutions which is geared towards enhancing and promoting strategic and quality planning, coupled with the lofty project embarked by TETFUND to ensure equitable distribution of resource allocation to tertiary institutions to promote enhanced leadership job enhancement . There still lingers poor leadership job enhancement at all levels. The problem of this study is: How doe strategic planning models predict job enhancement of heads in tertiary institutions in Cross River State, Nigeria?

Research questions

The following research questions were formulated to guide the study:

1. How does a balanced scorecard predict leadership job enhancement of academic heads in tertiary institutions?
2. How does issue-based planning relate to the job enhancement of academic heads in tertiary institutions?
3. To what extent does the strategy mapping approach predict leadership job enhancement in tertiary institutions?

Statement of hypotheses

The following hypotheses were formulated and tested at .05 alpha level.

1. There is no significant prediction of a balanced scorecard and leadership job enhancement of heads in tertiary institutions.
2. Issue-based planning does not significantly predict leadership job enhancement of academic heads in tertiary institutions.
3. Strategy mapping approach does not significantly predict leadership job enhancement in tertiary institutions.

Research Methods and Procedure

This study was designed to investigate Predicting Strategic Planning Models and Job Enhancement of academic heads in Universities in Cross River State, Nigeria. The research design adopted for this study was the ex-post facto design. In the words of Isangedighi (2012), ex-post facto design deals with a systematic inquiry in which the researcher does not have direct control of independent variables, because their manifestation has already occurred or because they cannot be easily manipulated. Thus the choice of ex-post facto design was because the researcher seeks to examine the extent to which utilization of planning models influences job enhancement in universities. A target population of 242 academic heads in all the tertiary institutions in Cross River State, Nigeria was used in the study. From this figure, male HODs in these institutions stood at 106, (52.48%), and female are 96 (47.52%). Deans constitute which amounted to 202. For Deans, male stood at 22 (55%) and female stood at 18 (45%) which amounted to 35 respondents from the aforementioned tertiary institutions in Cross River State, Nigeria. See details in Table 1.

TABLE 1: Population of academic heads in tertiary institutions in Cross River State, Nigeria.

S/N	Tertiary institution	No. of HODs		Total	Deans		Total
		Male	Female		Male	Female	
1	University of Calabar	59	46	105	10	9	19
2	Cross River University of Technology	23	17	40	5	4	9
3	Federal College of Education Obudu	13	16	29	4	2	6
4	College of Education Akamkpa	11	17	28	3	3	6
Total		106	96	202	22	18	40
G/TOTAL				242			

Source: Tertiary institutions’ Planning and Statistics unit, 2020

The stratified sampling techniques were adopted for the study and the study adopted the census since the population was not large enough to accommodate a sample representative. The instrument used for the study was a structured questionnaire constructed by the researcher titled “Strategic Planning Models and Leadership Job Enhancement Questionnaire” (SPMLJEQ) which was validated using construct validity with the assistance of three (3) experts in Measurement and Evaluation and one in Educational administration and planning, Faculty of Education, Cross River University of Technology and University of Calabar respectively. After thorough scrutiny, of the instrument, ambiguous statements were modified while others that did not appropriately measure the construct were discarded. Thereafter, a pilot study was undertaken to determine whether the instrument measured consistently what it was supposed to measure using Kuder-Richardson

reliability and the coefficient of equivalent obtained ranged from .79 to .86 as presented in Table 2.

TABLE 2
Reliability with Cronbach alpha with a strategic planning model and leadership job enhancement

S/N	VARIABLE	K	$\sum S_1^2$	SX^2	\bar{X}	SD	∞
Strategic Planning Model							
1	Balanced scorecard	6	1.32	2.69	19.26	1.62	.79
2	Issue-based planning	6	1.47	1.39	21.17	1.18	.86
3	Strategic mapping	6	1.21	1.93	20.20	1.39	.76
4	Job Enhancement	20	1.29	10.76	61.93	3.28	.84

In analyzing the data, each hypothesis was restated in the null form and the variables were identified the appropriate statistical descriptive statistics (mean and standard deviation) were used to answer the research questions while the simple linear regression analysis was employed in testing the stated hypotheses.

Results presentation and Discussions of the outstanding findings

In this study, the major independent variables of this study is strategic planning models, categorised in terms of SWOT analysis, balanced scorecard, issue-based planning, strategic mapping and strategic gap analysis, while the dependent variable is leadership job enhancement of management staff which was measured based on staff committed to teaching, acquisition of facilities and effective staff personnel audit and appraisal and was measured continuously. The results of the descriptive statistics are presented in Table 3.

TABLE 3: Descriptive statistics with strategic planning model and performance of academic heads of tertiary institutions (N=239)

S/N	Variable	\bar{X}	SD
Strategic planning model			
2	Balanced scorecard	19.34	2.45
3	Issue-based planning	19.72	2.46
4	Strategic mapping	19.84	2.48

Table 3 presents the descriptive statistics for each of the dimensions of strategic planning models and job enhancement. Taking the highest mean values for each dimension of the strategic planning model, issue-based planning dominated the study with a mean and standard deviation of 19.72 and 2.46, while the balanced scorecard has the lowest mean 18.34 with a corresponding standard deviation of 2.45.

RESULTS

The results of the data collected are presented hypothesis-by-hypothesis as shown below. The result emanating from the hypotheses tested and the interpretation of findings including a discussion of the outstanding results of the study are presented in this chapter.

H₀₁: There is no significant prediction of a balanced scorecard and job enhancement e among academic heads of tertiary institutions in Cross River State. The independent variable in this hypothesis is the balanced scorecard represented as (variable-X).and the dependent variable is

leadership job enhancement (variable-Y). To test this hypothesis, simple linear regression analysis was employed as presented in Table 4.

TABLE 4: Results of simple regressions analysis with a balanced scorecard and job enhancement in tertiary institutions in Cross River State

Variables		\bar{X}	SD	N		
Leadership job enhancement		15.3389	2.40058	239		
Balanced scorecard		19.3389	2.44567	239		
Correlation matrix			Leadership job enhancement	Balanced Scorecard		
Pearson Correlation	Leadership job enhancement		1.000	.719		
	Balanced scorecard		.719	1.000		
Sig. (2-tailed)	Leadership job enhancement		.000			
	Balanced scorecard		.000			
N	Leadership job enhancement		239	239		
	Balanced scorecard		239	239		
Model summary		R	R Square	Adjusted R Square	Std. error of the Estimate	
		.719 ^a	.517	.515	.719 ^a	
Model		Unstandardized Coefficients		Standardized Coefficients	t-cal	p-value
		B	Std. Error	Beta		
(Constant)		1.692	.864		1.959	.041
Balanced scorecard		.706	.044	.719	15.922	.000

*p<.05

Table 4 presents the descriptive statistics, correlation statistics and model summary for both the predictive and criterion variables. From the result, the means and standard deviation for the dependent variable (job enhancement) are 15.3389 and 2.40058 while the predictive variable (balanced scorecard) has a means of 19.3389 and a standard deviation of 2.44567. A correlation of .719 ($p < .000$) suggests there is a strong positive relationship between a balanced scorecard and leadership job enhancement. The Model Summary provides the $r^2 = .517$ suggests that 52% of the variance in balanced scorecard scores can be explained by the job enhancement of academic staff in tertiary institutions scores (p -value .000<.05). Thus, the extent of leadership job enhancement among academic heads of tertiary institutions in Cross River State is strongly predicted by how successful the organizational balanced scorecard is being practiced.

H₀₂: Issue-based planning does not significantly predict job enhancement among academic heads of tertiary institutions in Cross River State. The independent variable in this hypothesis is issue-based planning represented as (variable-X). The dependent variable is leadership job enhancement (variable Y). The result of the analysis with simple linear regression is presented in Table 5.

TABLE 5: Results of simple regressions analysis with Issue-based planning and job enhancement in tertiary institutions in Cross River State

Variables		\bar{X}	SD	N	
Job enhancement		15.3389	2.40058	239	
Issue-based planning		19.7238	2.45786	239	
Correlation matrix			Leadership job enhancement	Issue-based planning	
Pearson Correlation	Job enhancement		1.000	.757	
	Issue-based planning		.757	1.000	
Sig. (2-tailed)	Job enhancement		.000	.000	
	Issue-based planning		.000	.000	
N	Job enhancement		239	239	
	Issue-based planning		239	239	
Model summary	R	R Square	Adjusted R Square	Std. error of the Estimate	
	.757 ^a	.572	.571	1.57320	
Model	Unstandardized Coefficients		Standardized Coefficients	t-cal	p-value
	B	Std. Error	Beta		
(Constant)	.765	.825		.928	.000
Issue-based planning	.739	.041	.757	17.809	.000

*p<.05

The result of the simple regression analysis in Table 5 revealed the descriptive statistics, correlation statistics and model summary for both the predictive and criterion variables. From the result, the means and standard deviation for the dependent variable (leadership job enhancement) are 15.3389 and 2.40058 while the predictive variable (issue-based planning) has a means of 19.7238 and a standard deviation of 2.45786. A correlation of .719 ($p < .000$) suggests there is a strong positive relationship between issue-based planning and job enhancement. The Model Summary provides the $r^2 = .572$ suggests that 57% of the variance in Issue-based planning scores can be explained by the leadership job enhancement of academic staff in tertiary institutions scores (p -value $.000 < .05$). Thus, the extent of job enhancement of academic heads of tertiary institutions in Cross River State is strongly predicted by how successful the organizational applies issue-based planning strategy.

H₀₃: Strategy mapping approach does not significantly predict job enhancement among academic heads of tertiary institutions in Cross River State. The independent variable in this hypothesis is strategy mapping approach represented as (variable-X). The dependent variable is leadership job enhancement (variable Y). The result of the analysis with simple linear regression as presented in Table 6

TABLE 6: Summary of result with simple regressions analysis with Strategy mapping approach and job enhancement in tertiary institutions in Cross River State

Variables	\bar{X}	SD	N			
Leadership job enhancement	15.3389	2.40058	239			
Strategy mapping approach	19.8452	2.48464	239			
Correlation matrix		job enhancement	Strategy mapping approach			
Pearson Correlation	Job enhancement	1.000	.749			
	Strategy mapping approach	.749	1.000			
Sig. (2-tailed)	Job enhancement		.000			
	Strategy mapping approach	.000	.			
N	Job enhancement	239	239			
	Strategy mapping approach	239	239			
Model summary	R	R Square	Adjusted R Square	Std. The error in the Estimate		
	.749 ^a	.561	.559	1.59337		
Model		Unstandardized Coefficients	Standardized Coefficients	t-cal	p-value	
		B	Std. Error	Beta		
(Constant)		.974	.831		1.171	.001
Strategy mapping approach		.724	.042	.749	17.414	.000

*p<.05

Table 6 presents the descriptive statistics, correlation statistics and model summary for both the predictive and criterion variables. From the result, the means and standard deviation for the dependent variable (leadership job enhancement) are 15.3389 and 2.40058 while the predictive variable (strategic mapping) has a means of 19.8452 and a standard deviation of 2.48464. A correlation of .749 ($p < .000$) suggests there is a strong positive relationship between the strategic mapping approach and leadership job enhancement. The Model Summary provides the $r^2 = .561$ suggests that 56% of the variance in strategic mapping scores can be explained by the leadership job enhancement of academic staff in tertiary institutions scores ($p\text{-value } .000 < .05$). Thus, the extent of leadership job enhancement in tertiary institutions in Cross River State is strongly predicted by how successful the organizational map out its objectives strategically.

Discussions of the outstanding results

Issue-Based Planning and job enhancement

The study revealed that balanced Scorecard and job enhancement among academic staff in tertiary institutions in Cross River State. Thus, a balanced scorecard helps organizations to streamline vision and strategy with business activities and measures actual organizational performance against preset goals. In addition, this instrument is used to assess financial processes, customer relations, internal business processes and learning and growth characteristics of an organization the balanced scorecard is a strategic performance management framework that allows

organizations to manage and measure the delivery of their strategy. A balanced scorecard refers to a system by which an organization assesses key performance measures from perspectives of performance in the financial, customer, and internal business processes, learning and growth. These are means by which each member of staff performing key functions are expected to measure their performances on the job especially their contribution to the organization's goals of increasing the organization's wealth and profitability. The finding is in line with that of Sandberg's (2011) results of the study revealed that effective utilization of balanced scorecards reengineering the business will consider cost reduction and quality improvement. Also in line with the present study is the finding by Horngreen, (2016) which revealed that suggests the need to involve in an effective balanced scorecard as a means of enhanced performance. The finding also confirmed that a balanced scorecard is a major determinant of effective leadership. Finally, Tanwar (2013) findings revealed balanced scorecard has a significant impact on translating an organization's mission and strategy into a set of performance measures to evaluate short and long-run performances. Nonfinancial indicators are product quality and customer satisfaction while financial indicators of performance are profitability and growth. Profitability is the ultimate goal of every business without which the business may not survive in the long run.

Issue-Based Planning and job enhancement

The study revealed issue-based planning and job enhancement among academic staff in tertiary institutions in Cross River State. Issues-based planning starts from the present and the workforce to the future. Planners identify major issues facing the organization right now. The present study is in line with Chiarello and Russell's (2011) result showed that issue-based planning significantly predicts the effectiveness of academic staff of universities in Canada. Also, Cunningham (2002) study found that issue-based planning significantly relates to the productivity of academic heads. The present is also in agreement with the finding of Streib (2012) which found a significantly high positive relationship between issue-based planning and the productivity of administrative principals and teachers in the study area. The finding suggested that issue-based based planning is generally considered an important condition in strategic management implementation because organizations having significant autonomy can implement successful change when necessary. Finally, Ruocco and Proctor's (2014) findings align with the present study as they found that there is a strong positive influence of issue-based learning on the productivity of staff. The finding also revealed that in higher education, the pressure to meet public expectations of effectiveness and efficiency can only be achieved through concrete issue-based planning

Strategy mapping approach and job enhancement

The finding revealed that the strategy mapping approach significantly predicts job enhancement among academic heads of tertiary institutions in Cross River State. Strategy maps also serve as an appropriate basis for the development of financial and non-financial Balanced Scorecard (BSC) measures that can be used to monitor strategy execution and performance. Strategy maps can be used as a standalone tool to depict an organisation's strategy. However, their real value is when they are used as part of a systematic strategic management process that aligns organisational and individual targets and initiatives with a defined mission and desired strategic outcomes. Strategy maps can be created for not-for-profit and public service entities, as well as for-profit enterprises. Strategy maps describe how organisations create value by building on strategic themes such as 'growth' or 'productivity'. They provide a way for companies to 'tell the story' of their strategy to employees and other corporate stakeholders, thereby increasing engagement in the strategic

process. Strategic maps force organisations to place the onus first on the strategy, then on measuring implementation, thus removing the problem of numerous, unfocused measures. They form the appropriate basis for balanced scorecard performance measures, link to appropriate management and validation techniques, and allocate resources to initiatives and strategies that support an organisation's value propositions and overriding objectives. The finding agrees with Antola's (2006) findings revealed that strategic planning does not have any influence on leadership job enhancement but rather considered the unity of command and seriousness as major factors enhancing the productivity of academic heads in the institutions. Also, Zhong (2015) study found that the strategic map approach is very important in transforming the internal governance model in universities and achieving effective and responsive university strategic planning and management.

SUMMARY

Strategic planning is a widely adopted management approach in contemporary organizations. Underlying its popularity is the assumption that it is a successful practice in public and private organizations that has positive consequences for organizational performance. The present study was conducted to examine strategic planning models and leadership job enhancement of academic heads of tertiary institutions in Cross River State, Nigeria. The findings revealed that; there is a significant relationship between balanced scorecards and leadership job enhancement of heads in tertiary institutions. Again, issue-based planning does significantly relate to leadership job enhancement of academic heads in tertiary institutions. Finally, there is a significant relationship between the strategy mapping approach and leadership job enhancement in tertiary institutions.

CONCLUSION

From the findings, it can be concluded that the strategies planning model is crucial to attaining set goals and leadership effectiveness. Equally, the measurement of employee performance is made possible with the use of strategic planning models such as SWOT analysis, balance issue-base, issue-based planning, strategic mapping and strategic gap analysis. The benefit of using the models is beneficial to employees as it encourages improved performance without external challenges. It equally benefits academic heads of the organization and facilitates performance which is later translated to a higher quality of work output, enhanced image-making and retaining the patronage and interest of the institution. A good strategic planning process at higher education institutions requires adequate time for leaders, faculty members, and other stakeholders. Undeniably, time means money in a professional environment. The cost of a good strategic plan is the accrual of high cost. Strategic planning allows an organization to be more proactive than reactive in shaping its future. Similarly, active participation in a strategic planning process benefits institutions of higher learning in a variety of ways. Strategic planning encourages management to think ahead systematically, forces an organization to sharpen its objectives and policies, leads to better coordination of organizational efforts, provides clear performance standards for control, and helps organizations to understand how to compete more effectively in the future. Without a doubt, all these models are appropriately applied in any institution will enhance individual staff efforts. Given the above, it is worthwhile that every twenty-first-century management strategizes in line with the organization's objective.

Setting strategies without appropriate job enhancement appraisal cannot yield the right result that would also influence the attainment of organizational goals. Hence a proper focus on the strategic planning model can only yield the expected result when the appraisal is given its

proper setting and perspective. The common practice of setting targets for staff has not always yielded the expected result which leads to downsizing, and offering contract appointments due to persistent unrealized expectations however there is hope for a better experience in the combined utilization of strategically arriving at decisions and balanced scorecard. In practice, employees are given the corporate goal for the period. The academic staff sets goals in line with the main organization goal, based on which each department through the key staff will set up strategies for the attainment of the set goal, which is the means of assessment for the staff performance.

RECOMMENDATIONS

The following recommendations were posited as drawn from the research findings. Viz:

1. The government should provide a friendly environment for the education sector and corporate organizations in Nigeria. Autonomy should be encouraged so that Federal, State, as well as private higher institutions, can formulate and implement strategies using a balanced scorecard without undue interference to ensure greater performance.
2. It was established that the extent of commitment to strategic management practices, the categories of workers involved and the ways and manner in which involvement is rewarded are variables that affect the achievement of the optimum maximum performance of academic heads at the institutions and this process Issue based planning should not be ignored by the management of various institutions at the point of strategic formulation and implementation
3. Any organization that desires high output performance (financially and non-financial wise) should endeavour to embrace the principles of Strategic mapping which is embedded in strategic management.

Policy Implication of the study on Educational Management

The study established that an effective strategic management model indeed can significantly predict leadership job enhancement in tertiary institutions in Cross River State, Nigeria. Without planning strategically, there will be no better job enhancement (performance), but when this plan is effectively implemented, performance is inevitable. Strategic management practices in tertiary institutions are vital for ensuring continued good job performance which will foster quality academic performance so organizations that practice some form of strategic planning will survive. Running a successful tertiary institution is a challenge considering the economic situation in the country and the general economic meltdown. Thus, the policy implication to academic heads as educational managers of tertiary institutions is that in their quest to maintain standards and meet expectations need to devise new and improved ways of running their activities to stay on cause and provide relief to the educational industry in the country. By adopting strategic planning models as a tool for improvement, tertiary institutions would have chosen a path that will bring progress.

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