

STAKEHOLDERS' PARTICIPATION IN THE DEVELOPMENT OF STRATEGIC PLANS IN PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY, KENYA

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ABSTRACT

This study investigated the stakeholder participation in the development of strategic plans in public secondary schools in Nairobi County, Kenya. The study was anchored on the stakeholder theory. The study adopted a convergent parallel mixed methods design, incorporating phenomenology as the qualitative research approach. The target population for this study consisted of 558 individuals. To ensure a comprehensive and holistic perspective, a census was conducted, surveying the entire target population. As a result, the sample size was equivalent to the target population of 558, enabling a thorough examination of the research subjects. The study used primary data which was collected using an unstructured questionnaire. The findings indicated that stakeholder participation in formulating strategic plans had a positive and significant effect on management of public secondary schools ($\alpha=0.170$, $p=0.000$). The study concluded that stakeholders participate in the process of formulating strategic plans in public secondary schools. In the formulation of strategy, stakeholders assist management to develop strategic thinking approaches and to fit in the emergent aspects of the modern strategy making within their secondary schools' contexts. Stakeholders' interests are not always consistent and the various stakeholders are not always affected in the same way by every strategic decision. Their influence therefore varies from one decision to decision. This determines which stakeholders are given priority in any strategic decisions. The results from the study indicates that the school's management appreciate the role being played by the stakeholders in strategic process as it assists the schools to craft the strategies which would help them achieve their desired objectives and these has led the institutions to put in place mechanisms of dealing with the stakeholders so that each one of them can play their role adequately. The study recommends that schools should continue engaging all the stakeholders even when they have achieved the set targets as these will inspire them. The role the stakeholders play in the school's strategy formulation should be broadened by schools' management to support policy and activities, to avoid conflicts and to generate as much support as possible for the implementation of the plan over time and therefore the management of the schools should continue engaging the stakeholders.

Key Words: Public Secondary Schools, Strategic Plans, Stakeholder Participation

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INTRODUCTION

Strategic planning in public secondary schools plays a vital role in defining objectives and ensuring long-term success. It provides a structured framework for schools to establish their vision, mission, and goals, thereby guiding their efforts towards excellence (Lacanilao, 2020). Effective strategic planning enables schools to prioritize areas of improvement, such as curriculum development, student support services, faculty development, infrastructure enhancements, and community engagement. By aligning resources, including finances, personnel, and technology, schools can effectively support their goals and address the evolving challenges in education (Ahmad, 2021). In order to develop comprehensive and successful strategic plans, it is crucial to involve various stakeholders in the process. Stakeholders, including administrators, the Board of Management (BOM), the Parents Association (PA), teachers, staff members, parents or guardians, government agencies, alumni, benefactors, and accreditation agencies, possess valuable insights and perspectives (Ballang, 2020). Their involvement fosters ownership, collaboration, and shared responsibility, leading to informed decision-making and successful outcomes.

Stakeholders play a significant role in different areas of the strategic planning process in public secondary schools. The administrators, who are responsible for the overall management of the schools, actively participate in defining the vision and mission statements (Jalal & Murray, 2019). Their input ensures that the strategic plan aligns with the school's objectives and provides a clear direction for the future. Secondly, the Board of Management (BOM), which consists of representatives from different stakeholder groups, contributes to the strategic planning process (Karada & Öztekin, 2018). The BOM collaboratively assesses the school's strengths, weaknesses, opportunities, and threats, and identifies key areas for improvement. They provide valuable insights on resource allocation, infrastructure enhancements, and policy development. Thirdly, the Parents Association (PA) plays a crucial role in strategic planning by representing the interests of parents or guardians (Cook, 2006). They provide input on matters related to student welfare, academic support, and community engagement. Their perspectives help ensure that the strategic plan addresses the needs and expectations of the student body and their families.

Furthermore, government agencies, such as the Ministry of Education, provide guidance and support in the strategic planning process (Gichohi, 2015). They offer policy frameworks, educational standards, and resources that influence the development and implementation of strategic plans in public secondary schools. In addition, alumni and benefactors can contribute to the strategic planning process through their financial support, expertise, and networks (Rout, 2013). Their involvement can help address resource gaps, enhance infrastructure, and provide valuable insights on career development and industry partnerships. Lastly, accreditation agencies play a critical role in ensuring quality standards and continuous improvement in public secondary schools (Mncube & Mafora, 2014). Their involvement in the strategic planning process helps schools align their goals and activities with the requirements for accreditation.

However, despite the importance of stakeholder participation in strategic planning, challenges exist in Nairobi County's public secondary schools. Limited understanding of strategic planning among stakeholders and the absence of strategic plans in many schools indicate a lack of commitment to quality management and potential compromises in the provision of high-quality education services (Kiprop et al., 2017). Understanding the specific areas in which stakeholders participate in the strategic planning process is crucial for enhancing their involvement and ensuring effective school management. Therefore, this study aims to explore and identify the various areas in which stakeholders participate in the process of developing strategic plans in public secondary schools in Nairobi County, Kenya. By examining stakeholder involvement, the study seeks to provide insights into the importance of engaging stakeholders in strategic planning and its impact on effective school management.

Statement of the Problem

The primary focus of this study was to address the absence of sufficient contribution of stakeholders in the strategic planning process and its effects on the public secondary schools' management (Kiprop et al., 2017). The ideal scenario would be active engagement and collaboration between school management, educators, students, parents, and other stakeholders, working together to shape the strategic direction of public secondary schools (Lacanihao, 2020). This comprehensive and inclusive approach to strategic planning would incorporate diverse perspectives, ensuring that the goals and objectives of the schools align with the needs and aspirations of all stakeholders (Ballang, 2020). Furthermore, the study aimed to explore the potential positive effects of stakeholder participation, including increased ownership and commitment to the strategic plan, improved decision-making through a wider range of insights, and enhanced implementation of strategies due to broad support and involvement (Daud et al., 2022).

In contrast, the identified problem is the scarcity of studies prioritizing stakeholder participation in schools that consistently experience declining academic achievement (Weyama, 2018). The existing inconsistencies lie in the fact that stakeholders' involvement in the management of schools does not correlate with the outcomes of quality education of the students, as academic performance remains consistently poor (Maina & Muturi, 2016). Many public secondary schools in Nairobi face various challenges, including ineffective management, lack of teacher motivation, inadequate funds resulting from inadequate strategic planning, deficient school management practices (such as insufficient stakeholder participation), and ineffective school inspections (Weyama, 2018). Previous research by Maina and Muturi (2016) indicated the need for a more effective involvement of stakeholders in formulating strategic plans for schools in Kiambu County. Therefore, it is crucial to involve this group of stakeholders in the formulation, implementation, and review of strategies for successful strategy implementation within public secondary schools. Against this backdrop, the present research aimed to examine stakeholders' participation in the strategic planning process and its effects on the management of public secondary schools in Nairobi County, Kenya. Specifically, the study sought to answer the research question: What are some of the areas in which stakeholders participate in the process of developing strategic plans in public secondary schools in Nairobi County, Kenya?

Research Question

What are some of the areas in which stakeholders participate in the process of developing strategic plans in public secondary schools in Nairobi County, Kenya?

Theoretical Framework

This study adopted the Stakeholder Theory of Organizational Management and Business Ethics developed by R. Edward Freeman's (1984). The stakeholder theory provides valuable insights into stakeholder participation in the strategic planning process of public secondary schools in Nairobi County, Kenya. According to this theory, organizations have a broader set of stakeholders beyond just shareholders, including students, parents, teachers, board of management, administrators, government officials, and community members (Freeman, 1999). These stakeholders have different roles, interests, and influence in shaping the strategic planning process. Applying the stakeholder theory to your research question helps identify the various areas in which stakeholders participate in the development of strategic plans. Stakeholders, such as students, parents, and teachers, may contribute to the identification of educational goals, curriculum development, and student support services (Jalal & Murray, 2019). The board of management and administrators play a crucial role in resource allocation, policy development, and infrastructure enhancements (Karada & Öztekin, 2018). Government officials and community members may provide insights and support in aligning the strategic plan with broader educational policies and local needs (Gichohi, 2015).

Furthermore, the stakeholder theory highlights the importance of stakeholder communication and engagement throughout the strategic planning process. Effective communication channels and strategies are vital for stakeholders to actively participate and contribute their perspectives (Deal & Peterson, 2008).

Stakeholder theory emphasizes that meaningful stakeholder participation promotes collaborative problem-solving, leading to increased support for decision-making processes (Freeman, 1999). By applying the stakeholder theory to your research question, you can gain insights into the specific areas of stakeholder participation in the strategic planning process of public secondary schools in Nairobi County. This framework helps identify the diverse roles, interests, and influence of stakeholders, contributing to a comprehensive understanding of stakeholder engagement and its impact on decision-making. Additionally, the stakeholder theory emphasizes the importance of effective communication and collaboration among stakeholders, enhancing the overall management and success of public secondary schools in Nairobi County.

Stakeholder Participation in Formulating Strategic Plans

Lacanilao (2020) focused on assessing the extent of stakeholder involvement in school activities across public secondary schools in Laguna, Philippines. The research employed a comprehensive survey approach, engaging principals, teachers, students, parents, and local government units. However, while the study shed light on the levels of participation among stakeholders, it fell short in terms of scope and depth. Specifically, it did not thoroughly address the research questions regarding stakeholder involvement in strategic planning and its perceived impact on academic performance. Moreover, the study missed the opportunity to delve into the specifics of strategic planning and establish a direct connection between stakeholder participation and students' academic outcomes. In another study by Kunalan, Ali, Ibrahim, and Sidek (2022), the educational strategic leadership practices of leaders in selected risky schools in Malaysia were investigated. The research instrument utilized a set of five-point rating scales, and data was collected from 472 school leaders representing 141 risky secondary schools across Malaysia. The study revealed that leaders in Malaysian risky schools demonstrated a high inclination towards practicing educational strategic leadership (ESLP) in their work. The findings emphasized the importance of ESLP, particularly in relation to nine identified practices such as strategic orientation, strategic translation, and strategic competencies. Additionally, the study developed and validated an ESLP model for the strategic management of risky schools, underscoring the significance of planning and implementing specific-context training programs in strategic educational leadership for leaders in Malaysian risky schools.

Ahmad (2021) argued that the efficiency of running an organization, like schools, and the performance of its staff largely depend on strategic planning. The study emphasized that strategic planning promotes commitment and extensive involvement by motivating the members of staff and rewarding them for their overall success. It also highlighted the importance of organizing stakeholders and fostering their commitment to achieving the school's goals. The study further considered the commitment level and participation of the Board of Management (BOM) in fulfilling their roles and motivating staff. In Uganda, Safe Schools Contract implementation resulted in increased stakeholder involvement, including parents, teachers, and past students, in ensuring learner safety, which has positively impacted the quality of education (Daud, Thinguri, & Mugwe, 2022). The study emphasized the importance of creating sustainable partnerships between school administrators, parents, and teachers to establish a safe, fair, dignified, respectful, and equitable learning environment. Successful schools were found to have courageous leaders who ensure the availability of sufficient resources and capacities to foster a culture of trust, discipline, and continuous improvement.

In a study conducted in Anambra State, Nigeria, Obiekwe, Ikedimma, Thompson, and Ogbo (2020) extensively evaluated the involvement of stakeholders in the strategic planning process of public secondary schools. The research utilized a descriptive survey design and a reliable data collection instrument. The findings revealed that principals significantly involved stakeholders in prioritizing school needs and developing school plan outlines. Interestingly, both principals and stakeholders had similar perceptions regarding this involvement. However, the study fell short in fully exploring the effects of stakeholder participation during the implementation phase of strategic plans, limiting its overall insights. Consequently, further research should aim to provide a more comprehensive analysis, considering the complexities of stakeholder involvement, including

their perceived challenges and the effects of their participation on school management. This study serves as a critical stepping stone, emphasizing the need for more expansive and detailed explorations in this domain.

The effectiveness of strategic planning and its impact on academic performance in public secondary schools in Babati District, Tanzania, was examined by Ngonyani and Msoka (2021). The research employed a mixed-methods approach to collect data from teachers, students, and parents. The study revealed that strategic planning significantly improved students' academic performance. It highlighted the importance of stakeholder involvement in the process, particularly in identifying and addressing challenges faced by the schools. Moreover, the study emphasized the need for training programs to enhance the strategic planning capabilities of stakeholders, including teachers, principals, and parents, to ensure successful implementation.

Conceptual Framework

This study applied the conceptual framework in figure 1 to illustrate how the variables interact in the study in relation to stakeholders' participation and the management of secondary schools.

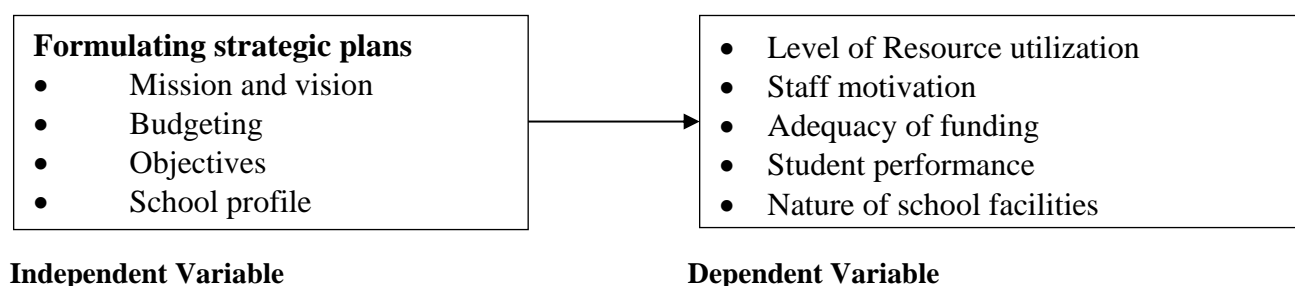


Figure 1: Conceptual Framework

METHODOLOGY

The study employed a convergent parallel mixed research method combining quantitative and qualitative research approaches to gain a comprehensive understanding of stakeholder participation in the strategic planning process. A total of 558 individuals were targeted for data collection, representing different stakeholder groups in public secondary schools in Nairobi County. The sample size for each stakeholder group was as follows: 93 school principals, 93 deputy principals, 93 heads of departments, 93 chairpersons of the Parents' Association, 93 chairpersons of the Board of Management, and 93 student leaders. The selection of participants from each group was based on purposive sampling. Additionally, a census approach was adopted for the selection of schools, with all 93 public secondary schools in Nairobi County being included in the study. The primary data for this study was collected through the use of questionnaires and interview guides. Quantitative data collected from closed ended questions and Likert scale items were organized, numbered, coded, and keyed into a computer with Statistical Package for Social Sciences software, version 24. Descriptive statistics such as the mean, percentages, frequencies and standard deviation were then used to analyze the data. Qualitative data generated from open-ended questions, was categorized into themes and patterns of content analysis to determine the adequacy of usefulness, consistencies, and the credibility of the information was examined.

FINDINGS

Return Rate of Instruments

The total potential respondents for the study were 558 (93 each for six different roles: school principals, deputy principals, heads of departments, chairpersons of parents' associations, chairpersons of board of management, and student leaders). Out of these 558 potential respondents, 526 responded. The response rate (also called the return rate), which is the ratio of the number of responses received to the total number of potential respondents, was therefore $(526 / 558) * 100 =$ approximately 94.27%. This means that approximately 94.27% of the total potential respondents participated in the study. The summary of the instrument response rate is presented in Table 1.

Table 1: Return rate of instruments

Sampled	Distributed	Returned	Response rate
School principals	93	84	90.32
Deputy principals	93	89	95.70
Head of departments	93	92	98.92
Chairperson of Parents Association	93	86	92.47
Chairperson of Board of Management	93	82	88.17
Student leaders	93	93	100
Total	558	526	94.27

Source: Field Data (2023)

Table 1 provides an overview of the response rate for each respondent group involved in the study. The response rate from the principals was 90.32 percent. For deputy principals, the response rate was 95.70 percent. The heads of departments had a higher response rate of 98.92 percent. The response rate for the chairpersons of Parents' Associations was 92.47 percent. For the chairpersons of the Board of Management, the response rate was 88.17 percent. Student leaders achieved the highest response rate of 100 percent. The response rate is a critical measure that can significantly affect the validity and reliability of research findings. A higher response rate tends to indicate that the collected data is more representative of the target population. The overall response rate was 94.27 percent. This high overall response rate suggests the study's findings are likely to be representative of the views and experiences of the entire target population, thereby enhancing the reliability and validity of the research outcomes. The response rate of over 80% in the current study meets the thresholds proposed by several researchers, such as Ahmad and Halim (2017), Freiman et al. (2019), and Hendra and Hill (2019), making it sufficient for reliable analysis and inference-making. Thus, the study's data is robust and appropriate for the subsequent interpretation and conclusions drawn. This suggests that the sample size was representative of the population and that the results obtained from the study are likely to be reliable and valid.

Stakeholder Participation in Formulating Strategic Plans

The research question was to examine the areas in which stakeholders participate in the process of developing strategic plans in public secondary schools in Nairobi County, Kenya. The respondents were asked to rate their level of agreement and disagreement by putting a tick (✓) on the best option on a five-point scale using the following Key: SA= Strongly Agree, A=Agree, N=Neutral, D=Disagree, =Strongly Disagree. The results of the deputy head teachers are summarized in Table 2.

Table 2: Deputy Head Teachers (Stakeholder Participation in Formulating Strategic Plans)

Statements	SD	D	N	A	SA	Mean	SD
	F (%)	F (%)	F (%)	F (%)	F (%)		
Stakeholder analysis is done to understand their needs for easy planning.	15 (17.4)	14 (15.9)	21 (23.2)	24 (26.8)	15 (16.7)	3.09	1.339
At times, stakeholder meetings are not done due to time and costs limitations.	15 (17.4)	18 (20.3)	17 (19.6)	16 (18.1)	22 (24.6)	3.12	1.437
School administrators value strong participation of stakeholders strategy formulation.	17 (18.8)	16 (18.1)	20 (22.5)	21 (23.9)	15 (16.7)	3.01	1.362
Policies allow most stakeholders to participate in formulation of strategy formulation.	15 (16.7)	18 (20.3)	19 (21.0)	20 (22.5)	17 (19.5)	3.08	1.373
Stakeholder opinions are incorporated in the school's strategy.	21 (23.2)	15 (17.4)	15 (16.7)	19 (21.7)	19 (21.0)	2.45	1.450
Planning meetings for strategic plan development and role allocations are put in place during formulation of strategy.	21 (23.9)	16 (18.1)	14 (15.2)	19 (21.0)	19 (21.7)	2.59	1.453
Average						2.89	1.423

Source: Field Data, 2023

The table presented provides survey responses from 89 Deputy Head Teachers on various aspects of stakeholder engagement in the strategic planning and policy formulation processes in schools. Each statement is evaluated on a five-point Likert scale, with options ranging from Strongly Disagree (SD) to Strongly Agree (SA), and the responses are summarized with mean scores and standard deviations. In the study, the first statement "Stakeholder analysis is carried out to understand their needs for easy planning", 17.4% of the respondents strongly disagreed, 15.9% disagreed, 23.2% remained neutral, 26.8% agreed, and 16.7% of the deputy headteachers strongly agreed. Franco-Trigo et al., (2020) agreed with this finding that stakeholder analyses lay the foundations to inform appropriate planning processes and undertake strategic actions. Moving on to the second statement, "At times, stakeholder meetings are not carried out due to time and cost limitations," the responses indicated a similar level of diversity, 17.4% strongly disagreed, and 20.3% disagreed, 19.6% remained neutral, 18.1% agreed, and 24.6%, of the respondents strongly agreed with the statement. Regarding, "school administrators value strong stakeholder participation in strategy formulation," 22.5% remained neutral, while 23.9% agreed, and 16.7%, strongly agreed. The results concur with those of Kathongo (2018) which established lack of stakeholder involvement in the management of school projects, raise concerns about the effectiveness of the strategies being implemented. Samuel and Mokaya (2021) found that stakeholder engagement plays a crucial role in the successful execution of projects and highlighted the importance of collaboration between stakeholders for seamless implementation.

Moving on to the fourth statement, "Policies allow most stakeholders to participate in strategy formulation," 16.7% strongly disagreed, 20.3% disagreed, 21.0% remained neutral, while 22.5% agreed, and 19.5% strongly agreed with the statement. Smith (2019) revealed a positive correlation between parental involvement and student achievement but also highlighted a lack of clarity and understanding among administrators and teachers regarding district policies and procedures related to parental involvement. Regarding the fifth statement, "Stakeholder opinions are incorporated into the school's strategy," 23.2% strongly disagreed, 17.4% disagreed, 16.7% remained neutral, 21.7% agreed, and 21.0% of the participants strongly agreed. Regarding the sixth statement, "Planning meetings for planning and role allocations are put in place during strategy formulation," 23.9% strongly disagreed, 18.1% disagreed, 15.2% remained neutral, 21.0% agreed, and 21.7% of the participants strongly agreed. Daud et al. (2022) found that stakeholder participation positively impacted security management and suggested that boards of management should deepen their involvement for tangible and visible impact. These strategic adjustments could strengthen stakeholder engagement and improve the planning and policy formulation processes within schools.

Table 3: Head of Departments (Stakeholder Participation in Formulating Strategic Plans (n) =92

Statements	SD	D	N	A	SA	Mean	S.D
	F (%)	F (%)	F (%)	F (%)	F (%)		
Stakeholder analysis is conducted to understand their needs for easy planning	16 (17.4)	17 (18.8)	7 (8.0)	23 (23.9)	29 (31.9)	3.34	1.516
At times, stakeholder meetings are not conducted due to time and costs limitations	17 (18.1)	14 (15.2)	13 (14.5)	25 (27.5)	23 (24.6)	3.25	1.445
School administrators value strong participation of stakeholders in strategy formulation	15 (15.9)	13 (13.8)	10 (10.9)	28 (30.4)	27 (29.0)	3.43	1.439
Policies allow most stakeholders to participate in formulation of strategy	11 (11.6)	17 (18.1)	16 (17.4)	23 (24.6)	26 (28.3)	3.40	1.370
Stakeholder opinions are incorporated in the school's strategy	14 (15.2)	11 (11.6)	16 (17.4)	29 (31.2)	23 (24.6)	3.38	1.374
Planning meetings for planning and role allocations are put in place during formulation of strategies.	17 (18.8)	11 (11.6)	14 (15.2)	22 (23.9)	28 (30.4)	3.36	1.489
Average						3.36	1.431

Source: Field Data (2023)

Table 3 shows the responses of 92 Heads of Departments to the same six statements about stakeholder engagement in the strategic planning and policy formulation processes in schools. Each statement is evaluated on a five-point Likert scale, with options ranging from Strongly Disagree (SD) to Strongly Agree (SA), and the responses are summarized with mean scores and standard deviations. For the statement "Stakeholder analysis is carried out to understand their needs for easy planning," 17.4% of the respondents strongly disagreed, 18.8% disagreed, 8.0% remained neutral, 23.9% agreed and 31.9% strongly agreed. In regards to the statement "At times, stakeholder meetings are not carried out due to time and cost limitations," 18.1% strongly disagreed, 15.2% disagreed, 14.5% remained neutral, while 27.5% agreed and 24.6% strongly agreed with the statement. For the statement "School administrators value strong stakeholder participation in strategy formulation," 15.9% of the respondents strongly disagreed, 13.8% disagreed, 10.9% remained neutral, 30.4% agreed and 29.0% strongly agreed. Regarding the statement "Policies allow most stakeholders to participate in strategy formulation," 11.6% of the respondents strongly disagreed, 18.1% disagreed, 17.4% remained neutral, 24.6% agreed and 28.3% strongly agreed. For the statement "Stakeholder opinions are incorporated into the school's strategy," 15.2% of the respondents strongly disagreed, 11.6% disagreed, 17.4% remained neutral, 31.2% agreed and 24.6% strongly agreed with the statement. Finally, for the statement "Planning meetings for planning and role allocations are put in place during strategy formulation," 18.8% of the respondents strongly disagreed, 11.6% disagreed, 15.2% remained neutral, 23.9% agreed and 30.4% strongly agreed. In summary, the results among heads of departments align with those of the deputy head teachers, affirming a general recognition of the importance of stakeholder engagement in school strategy formulation. However, it also emphasizes the challenges, especially in terms of time and cost constraints, that need to be overcome to enhance stakeholder engagement. The findings suggest a need for greater investment in stakeholder analysis, policy inclusivity, and systematic incorporation of stakeholder opinions in strategy formulation.

Table 4: Chairperson of Board of Management (Stakeholder Participation in Formulating Strategic Plans (n=89))

Statements	SD	D	N	A	SA	Mean	S.D
	F (%)	F (%)	F (%)	F (%)	F (%)		
Stakeholder analysis is conducted to understand their needs for easy planning	18 (21.7)	28 (34.1)	3 (3.6)	26 (32.6)	7 (8)	2.71	1.336
At times, stakeholder meetings are not conducted due to time and costs limitations	19 (23.2)	35 (42.8)	5 (6.5)	18 (21.7)	5 (5.8)	2.44	1.226
School administrators valued strong participation of stakeholder in strategy formulation	21 (26.1)	21(26.1)	5(5.8)	32(39.1)	2(2.9)	2.67	1.309
Policies allow BOM and PA representatives to participate in strategy formulation	20(24.6)	29(34.8)	7(8.7)	21(26.1)	5(5.8)	2.54	1.274
Stakeholder opinions are incorporated in the school's strategy	19(23.2)	35(42.8)	5(6.5)	18(21.7)	5(5.8)	2.44	1.226
Planning meetings for planning and role allocations are put in place at the time of strategy formulation	20(24.6)	29(34.8)	6(7.2)	20(23.9)	8(9.4)	2.59	1.339
Average						2.57	1.297

Source: Field Data (2023)

The data presented in the table represents the responses of 82 Chairpersons of Boards of Management regarding six statements related to stakeholder engagement in the strategic planning and policy formulation processes in schools. Each statement was assessed using a five-point Likert scale, ranging from Strongly Disagree (SD) to Strongly Agree (SA). The responses were then analyzed, and mean scores and standard deviations were calculated. For the statement "Stakeholder analysis is carried out to understand their needs for easy planning," 21.7% of the respondents strongly disagreed, 34.1% disagreed, 3.6% remained neutral, 32.6% agreed, and 8% strongly agreed. In regards to the statement "At times, stakeholder meetings are not carried out due to time and cost limitations," 23.2% of the respondents strongly disagreed, 42.8% disagreed, 6.5% remained neutral, 21.7% agreed, and 5.8% strongly agreed. For the statement "School administrators valued strong stakeholder participation in strategy formulation," 26.1% of the respondents strongly disagreed, 26.1% disagreed, 5.8% remained neutral, 39.1% agreed, and 2.9% strongly agreed with the statement.

Regarding the statement "Policies allow BOM and Parent Association (PA) representatives to participate in strategy formulation," 24.6% of the respondents strongly disagreed, 34.8% disagreed, 8.7% remained neutral, 26.1% agreed, and 5.8% strongly agreed with the statement. For the statement "Stakeholder opinions are incorporated in the school's strategy," 23.2% of the respondents strongly disagreed, 42.8% disagreed, 6.5% remained neutral, 21.7% agreed, and 5.8% strongly agreed with the statement. These results are in agreement with findings of Chelulei (2021) who emphasized the crucial role of resources, such as financial and teaching materials, physical facilities, and infrastructure, in determining the quality of primary schools in Kenya. Active involvement of the Board of Management was found to positively influence curriculum implementation effectiveness. Wario (2022) highlighted the importance of collaborative efforts among school management, teachers, and the Board of Management in monitoring Continuous Assessment Tests (CATs) and improving the overall learning process. It emphasized the need for stakeholders to have a shared vision, mission, and values for effective implementation of strategic plans. Finally, for the statement "Planning meetings for planning and role allocations are put in place during strategy formulation," 24.6% of the respondents strongly disagreed, 34.8% disagreed, 7.2% remained neutral, 23.9% agreed, and 9.4% strongly agreed with the statement. The results among Chairpersons of Boards of Management highlight the need for improvements in stakeholder engagement in school strategy formulation. The results concur with those of Ayeni (2019) who emphasized the importance of adequate facilities and a conducive learning environment for effective teaching and learning. Mutale (2019) and Twaambo (2022) showed a positive influence of community participation in education. They emphasized the role of communities in initiating school projects and the government's support in terms of resources. Kunalan, Ali, Ibrahim, and Sidek (2022) highlighted the high inclination of leaders in risky schools in Malaysia towards practicing educational strategic leadership (ESLP) and identified nine key practices associated with ESLP. The study emphasized the importance of ESLP and suggested specific-context training programs for leaders in Malaysian risky schools. Ahmad (2021) emphasized the role of strategic planning in promoting commitment and extensive involvement of staff in schools. The study highlighted the importance of organizing stakeholders and fostering their commitment to achieving the school's goals, including the participation of the Board of Management (BOM).

Table 5: Chairperson of Parent's Association (Stakeholder Participation in Formulating Strategic Plans

(n) =86

Statements	SD	D	N	A	SA	Mean	S.D
	F (%)	F (%)	F (%)	F (%)	F (%)		
Stakeholder analysis is conducted to understand their needs for easy planning	9 (10.9)	13(15.3)	17 (19.7)	24 (27.7)	23(26.3)	3.43	1.322
At times, stakeholder meetings are not conducted due to time and costs limitations	17 (20.3)	12(13.8)	9 (10.9)	21 (24.6)	26 (30.4)	3.31	1.527
School administrators valued strong stakeholder participation in formulation of strategies	14 (15.9)	12(14.5)	13(15.2)	26(30.4)	21(23.9)	3.32	1.399
Policies allow BOM and PA representatives to participate in strategy formulation	12 (14.5)	17(20.3)	11(12.3)	28(32.6)	17(20.3)	3.24	1.37
Stakeholder opinions are incorporated in the school's strategy	17(20.3)	12(13.8)	9(10.9)	21(24.6)	26(30.4)	3.31	1.527
Planning meetings for planning and role allocations are put in place during strategy formulation	15(17.4)	14(15.9)	12(13.8)	22(25.4)	24(27.5)	3.31	1.462
Average						3.32	1.416

Source: Field Data, 2023

The data presented in the table represents the responses of 86 Chairpersons of Parent's Association (PA) regarding their views on stakeholder engagement in schools' strategic planning and policy formulation. The responses are summarized for six statements. In relation to the statement "Stakeholder analysis is carried out to understand their needs for easy planning," 10.9% of the respondents strongly disagreed, 15.3% disagreed, 19.7% remained neutral, 27.7% agreed, and 26.3% strongly agreed with the statement. For the statement "At times, stakeholder meetings are not carried out due to time and cost limitations," 20.3% of the respondents strongly disagreed, 13.8% disagreed, 10.9% remained neutral, 24.6% agreed, and 30.4% strongly agreed with the statement. Mutale (2019) and Twaambo (2022) focused on community participation in education, highlighting the benefits of collaboration between schools and communities and the role of communities in initiating projects.

Regarding the statement "School administrators valued strong stakeholder participation in strategy formulation," 15.9% of the respondents strongly disagreed, 14.5% disagreed, 15.2% remained neutral, 30.4% agreed, and 23.9% strongly agreed with the statement. The results concur with those of Mutale (2022) who found that school administration and teachers play a crucial role in creating an enabling environment for community involvement. The results are supported by those of Chelulei (2021) who highlighted the crucial role of resources in determining the quality of primary schools, with active involvement of the Board of Management positively influencing curriculum implementation. Wario (2022) emphasized collaborative efforts among school management, teachers, and the Board of Management in monitoring assessments and achieving learning objectives.

Regarding the statement "Policies allow BOM and PA representatives to participate in strategy formulation," 14.5% of the respondents strongly disagreed, and 20.3% disagree, 12.3% remained neutral, 32.6% agreed, and 20.3% strongly agreed with the statement. For the statement "Stakeholder opinions are incorporated in the school's strategy," 20.3% of the respondents strongly disagreed, 13.8% disagreed, 10.9% remained neutral, 24.6% agreed, and 30.4% strongly agreed with the statement. Mutale (2019) and Twaambo (2022) highlighted the benefits of collaboration between schools and communities and the role of communities in initiating projects. Ayeni (2019) emphasized the significance of adequate facilities and conducive learning environment in management of the schools. Finally, for the statement "Planning meetings for planning and role allocations are put in place during strategy formulation," 17.4% of the respondents strongly disagreed, 15.9% disagreed, 13.8% remained neutral, 25.4% agreed, and 27.5% strongly agreed with the statement. In conclusion, the responses from Chairpersons of Parent's Association generally highlight a recognition of the importance of stakeholder engagement in school strategy formulation. However, the challenges, particularly in terms of time and cost constraints, that need to be overcome to improve stakeholder engagement were also acknowledged.

Table 6: Summary of Principals on Stakeholder Participation in Formulating Strategic Plans

Theme	Percentage of Principals Agreed	Examples: Principal Statements
Does the school have a strategic plan?	89.4%	<ul style="list-style-type: none"> - Principal of KHS1 (National School): "Yes, at KHS1 we have a strategic plan aimed at ensuring we maintain our national status. We focus on enhancing academic achievement, fostering leadership among our students, and using technology to facilitate teaching and learning." - Principal of SGGS (Extra County): "Absolutely, we have a comprehensive strategic plan in place. Our primary focus is fostering an academic environment that promotes the overall development of each student."
Appreciation of the role of stakeholder involvement	80.7%	<ul style="list-style-type: none"> - Principal of KHS1 (National School): "We appreciate highly the role of stakeholder involvement in our strategic process. We believe that collaboration with our stakeholders, like parents, teachers, students, alumni, and the local community, is crucial to the success of our strategic plans." - Principal of SGGS (Extra County): "Indeed, stakeholder involvement is a crucial part of our strategic planning process. We have various mechanisms in place to ensure their active participation, such as stakeholder forums, surveys, and open-door policies."
Mechanism for dealing with various stakeholders	67.2%	<ul style="list-style-type: none"> - Principal of KHS1 (National School): "We have several mechanisms to involve these stakeholders, including regular meetings, feedback sessions, and participatory decision-making forums." - Principal of SGGS (Extra County): "We have various mechanisms in place to ensure their active participation, such as stakeholder forums, surveys, and open-door policies."
Stakeholder participation in developing strategic plans	90.8%	<ul style="list-style-type: none"> - Principal of KHS1 (National School): "Their insights and perspectives significantly contribute to the development of our strategic plans." - Principal of SGGS (Extra County): "These stakeholders play an active role in shaping our strategic plans, contributing their unique perspectives to help us create a comprehensive and effective strategy."

Source: Field Data, 2023

Comparing the current study with the previous studies, it is evident that the current study contributes to the existing literature by focusing on stakeholder involvement in school activities across public secondary schools in Laguna, Philippines. While some of the previous studies touch upon stakeholder participation and strategic planning, they do not directly address the specific relationship between stakeholder participation and academic performance in the context of the current study. The study by Lacanilao (2020) explores stakeholder involvement in school activities but does not thoroughly address the impact of stakeholder participation on academic performance or delve into the specifics of strategic planning. The current study recognizes the need for further exploration of the cause-and-effect relationships in this regard.

Similarly, the study by Kunalan et al. (2022) focuses on educational strategic leadership practices in Malaysian risky schools, which is distinct from the specific focus of the current study. Although the current study emphasizes stakeholder participation in strategic planning, it does not directly align with the strategic leadership practices discussed in the study by Kunalan et al. (2022). The other studies mentioned touch upon various aspects of stakeholder involvement and strategic planning but do not specifically address the relationship between stakeholder participation and academic performance. They highlight the importance of stakeholder engagement in different areas of school management, including school safety, decision-making processes, and

performance management practices. However, these studies do not provide a comprehensive analysis of stakeholder participation and its impact on academic outcomes.

Regression coefficient

The regression coefficient results are presented in Table 7

Table 7: Regression coefficient

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	0.369	0.224		1.648	0.207
Stakeholder participation in formulating strategic plans	0.170	0.026	0.304	6.604	0.000

Table 7 shows the regression coefficients results where stakeholder participation in formulating strategic plans had a positive and significant effect on management of public secondary schools ($\alpha=0.170$, $p=0.000$). The coefficient of 0.170 for stakeholder participation in formulating strategic plans indicates a positive relationship with the management of schools. In other words, for every unit increase in stakeholder involvement during the planning phase, there is an associated 0.170-unit increase in the quality of school management, assuming all other variables are held constant. This implies that when stakeholders are actively involved in crafting strategic plans, it could enhance the management of schools. The relationship is statistically significant given the high t-value of 6.604 and a low p-value of 0.000. This finding agrees with the findings of Okoth (2016) who notes that, effective strategic management demands a higher involvement in strategy formulation and implementation process by a variety of stakeholders. VanBuul, (2010) also asserts that strategic management may result to poor formulation by the officers who do not understand the strategy well or are unwilling to commit fully in to the strategy they did not participate. The findings from the different authors, conducted in various years, provide valuable insights into various aspects of education management and stakeholder involvement. Lacanilao's study (2020) highlights the need to further explore the impact of stakeholder participation on academic performance. The studies by Daud et al. (2022) and Chelulei (2021) reveal the positive influence of stakeholder participation on security management and curriculum implementation in schools. The studies on community participation in education by Mutale (2019) and Twaambo (2022) highlight the benefits of collaboration between schools and communities.

CONCLUSION

The study concluded that stakeholders participate in the process of formulating strategic plans in public secondary schools. In the formulation of strategy, stakeholders assist management to develop strategic thinking approaches and to fit in the emergent aspects of the modern strategy making within their secondary schools' contexts. Stakeholders' interests are not always consistent and the various stakeholders are not always affected in the same way by every strategic decision. Their influence therefore varies from one decision to decision. This determines which stakeholders are given priority in any strategic decisions. The results from the study indicates that the school's management appreciate the role being played by the stakeholders in strategic process as it assists the schools to craft the strategies which would help them achieve their desired objectives and these has lead the institutions to put in place mechanisms of dealing with the stakeholders so that each one of them can play their role adequately.

RECOMMENDATIONS

The result of the study indicates that the schools recognize the importance of stakeholders in strategic process and it is recommended that they should continue engaging all the stakeholders even when they have achieved the set targets as these will inspire them. The role the stakeholders play in the school's strategy formulation should be broadened by schools' management to support policy and activities, to avoid conflicts and to generate as much support as possible for the implementation of the plan over time and therefore the management of the schools should continue engaging the stakeholders.

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