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Impact of Stakeholders' Participation in Strategic Planning on the Management of Public Secondary Schools in Nairobi County, Kenya

By

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Abstract

The objective of the study was to evaluate the impact of stakeholders' participation in strategic planning on the management of 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. By combining quantitative data collection through a cross-sectional survey research design, the study aimed to provide a comprehensive understanding of the research problem while utilizing triangulation to enhance internal reliability and construct and content validity. The target population for this study consisted of 558 individuals, which included 93 school principals, 93 deputy principals, 93 heads of departments, 93 student leaders, 93 members of the Parents' Association, and 93 members of the Board of Management. A census was conducted hence entire population considered as the sample size. The study used primary data which was collected using an unstructured questionnaire. Descriptive statistics including means, percentages, frequencies and standard deviation were used to analyze the quantitative data. Regression analysis was used to explain the influence of the independent variable on the dependent variable. Qualitative data which was generated from open-ended questions, was categorized into themes and patterns of content analysis. The researcher took into consideration the various ethical considerations commonly undertaken by researchers during research. The study found that stakeholder participation in the implementation of strategic plans had a positive and significant effect on the management of public secondary schools ($\alpha=0.263$, $p<0.05$). Stakeholder participation enhances the transparency of the decision-making process, building trust and fostering stronger relationships among the various stakeholders. It is recommended that public secondary schools in Nairobi County, Kenya, should foster more meaningful participation from all stakeholders in the formulation and implementation of strategic plans. School BOM have the responsibility of ensuring that the school has clear direction to take and therefore during strategic plan formulation process, the government should involve and allow BOM to participate in the process of setting out this direction in the form of school vision, mission, goals, objectives and strategic plan in order to create a sense of ownership during implementation process. Effective communication channels should be established to ensure that all stakeholders are well-informed and able to contribute effectively. Training programs could be initiated to build stakeholders' capacity for effective participation in strategic planning. Schools should also consider developing mechanisms to resolve potential conflicts among stakeholders, ensuring a harmonious and constructive strategic planning process. It is important to regularly monitor and evaluate the outcomes of the strategic plans, with all stakeholders involved in assessing the effectiveness of the strategies in meeting their intended objectives.

Key words: Kenya, Education, Strategic Planning, Management, Schools, Nairobi City County

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Background to the Study

Strategic planning is widely acknowledged as a pivotal component in the successful management of various institutions, including educational entities (Zhuang, Qian, Visscher, Elsinga & Wu, 2019). Specifically, it guides the articulation and implementation of a school's vision, mission, and objectives. Central to this process is the involvement of various stakeholders, such as school administrators, teachers, parents, community members, government agencies, and more (Ballang, 2020). Their collective contribution can significantly impact the effectiveness of public secondary school management and the realization of education outcomes (Zimba, Simbeye & Chirwa, 2021). Despite the recognized importance of strategic planning, research suggests that its enactment in regions like Nairobi County, Kenya, is fraught with challenges. Notably, some studies have pointed out that strategic plans often exist only in documentation and are seldom brought into actual practice (Wanjiku, 2013). Furthermore, even though the Government of Kenya mandated the development and execution of strategic plans by public institutions in 2013 to boost management efficiency (MOE, 2020), only a few secondary schools in Nairobi County have developed comprehensive strategic plans (Kiprop et al., 2017).

Stakeholders' participation in strategic planning is acknowledged as an integral part of successful outcomes (Afandi, Anwar & Ahmad, 2018). Active stakeholder engagement fosters a sense of ownership, collaboration, and shared responsibility, bringing diverse perspectives and insights that enable informed decision-making (Daud, Thinguri & Mugwe, 2022). Nonetheless, despite the theoretical support for stakeholder participation in strategic planning, the actual experience in Nairobi secondary schools reveals a challenge, with stakeholder involvement in the strategic planning process not being fully realized. It's clear that while strategic planning has the potential to greatly enhance the management and performance of secondary schools, the link between stakeholders' participation in strategic planning and effective school management in the context of Nairobi County, Kenya, is not entirely understood. This research therefore aims to address the gap in the literature by exploring the question: "To what extent has stakeholders' participation in the formulation of strategic plans affected the management of public secondary schools in Nairobi County, Kenya?" This inquiry will illuminate the influence of stakeholder engagement in strategic planning on the operation of public secondary schools, thus providing invaluable insights that can inform future policy and practice.

Statement of the Problem

The primary focus of this study was to address absence of sufficient contribution of stakeholders in the strategic planning process and its effects on the public secondary schools' management. The ideal scenario would involve active engagement and collaboration between school management, educators, students, parents, and other stakeholders, working together to shape the

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strategic direction of public secondary schools. 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. 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.

In contrast, the identified problem is the scarcity of studies prioritizing stakeholder participation in schools that consistently experience declining academic achievement. The existing inconsistencies lie in the fact that stakeholders' involvement in management of schools does not correlate with the outcomes of quality education of the students, as academic performance remains consistently poor. Many public secondary schools in Nairobi face various challenges, including ineffective management of schools, absence 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 the stakeholders in formulating strategic plans for schools in Kiambu County. Therefore, it is crucial to involve this group of stakeholders in the formulation 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

Research Question

To what extent has stakeholders' participation in the formulation of strategic plans affected the management of public secondary schools in Nairobi County, Kenya?

Review of Related Literature

The study was anchored on the Stakeholder Theory of Organizational Management and Business Ethics propounded by R. Edward Freeman in 1984 (Freeman, 1984). This theory, contradicting the traditional shareholder view, asserts that a wide range of entities like governmental bodies, political groups, employees, customers, and even competitors, have a stake in the organization's activities (Miles, 2012). Emphasizing the significance of these stakeholders, the theory perceives the organization as a central hub within an intricate network for the exchange of information, services, and influence (Freeman, 1999). Despite its key strengths, such as fostering social wealth, promoting stakeholder fairness, and driving organizational success, the theory has some limitations, including the lack of clear guidance on stakeholder prioritization and balancing interests during conflicts (Miles, 2019). Application of this theory to the context of public secondary schools in Nairobi County, Kenya provides a comprehensive framework to explore the participation, effects, perception, communication, and challenges of stakeholders in the development of strategic plans (Maina & Muturi, 2016). It offers valuable insights into stakeholder engagement dynamics, the impact of participation on decision-making and outcomes, stakeholders' perception of communication, and identification and resolution of

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challenges faced by stakeholders. This contributes to informed decision-making and the improvement of educational practices within these schools (Weyama, 2018).

Stakeholder Participation in Implementing Strategic Plans

Kathongo (2018) embarked on an empirical investigation that sought to delve into the transformative power of participatory monitoring and evaluation (PM&E) within the realm of public-school projects in the esteemed Mutomo Sub-County of Kenya. With a distinct purpose in mind, the research adopted a purposive sampling design, meticulously selecting a representative sample of 33 noteworthy public secondary schools nestled within the specified region. Armed with questionnaires as their trusty instruments of inquiry, the researchers deftly collected the necessary data, paving the way for an insightful analysis enriched by a harmonious blend of descriptive and inferential techniques. The study discovered a lack of stakeholder involvement in the management of school projects, which raised concerns about the effectiveness of the strategies being implemented. In order to address this issue, the study proposed the implementation of open forums, meetings, and seminars as potential mechanisms for enhancing institutional strengthening.

Samuel and Mokaya (2021) embarked on a captivating study, venturing into uncharted territory to unravel the profound impact of stakeholder engagement on the successful execution of infrastructure projects within public secondary schools. Their exploration focused on the alluring landscapes of West Pokot and Trans Nzoia Counties, nestled in the heart of Kenya. Employing a meticulous descriptive survey design, the researchers diligently collected data from a comprehensive target population encompassing 479 esteemed individuals. This diverse cohort consisted of principals, Board of Management (BOM) members, as well as County and Sub County Directors of Education, each possessing a unique vantage point within the educational landscape. The researchers, utilizing the renowned Yamane's formula, ensured a representative sample size of 218 respondents, fostering an insightful analysis poised to unveil the intricate dynamics at play. As the study unfolded, it found its guiding light in the theoretical framework of Critical Chain Project Management, serving as the steadfast foundation for the research inquiry.

In another study conducted by Smith (2019), a mixed-method approach was employed to identify and analyze the multifaceted role of parents in the educational context. Quantitative data were derived from surveys administered to parents, teachers, and district-level administrators, while qualitative data were obtained through one-on-one interviews with a selected group of parents, teachers, and administrators. The study revealed a high level of consensus among the stakeholders, indicating a shared belief in the positive correlation between parental involvement and student achievement. Chelulei (2021) revealed that active involvement of the BOM positively influenced the effectiveness of schools in implementing the curriculum. In a related study, Wario (2022) highlighted the importance of collaborative efforts among school management, teachers, and the BOM in ensuring that students achieve their learning objectives. The research focused on strategies to monitor Continuous Assessment Tests (CATs) and improve the overall learning process. A key aspect highlighted was the significance of stakeholders having a shared vision, mission, and values in the implementation of strategic plans. The study also addressed the issue of stakeholders' discontent in schools, emphasizing the need

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for clear communication to help stakeholders understand how their actions contribute to the achievement of goals and values. Mutale (2022) revealed that the school administration and teachers plays a crucial role in creating an enabling environment for the community, fostering a sense of belonging and partnership with the school.

Conceptual Framework

This study applied the conceptual framework in figure 1 to illustrate how the variables interact in the study in relation to strategic planning process and the management of secondary schools.

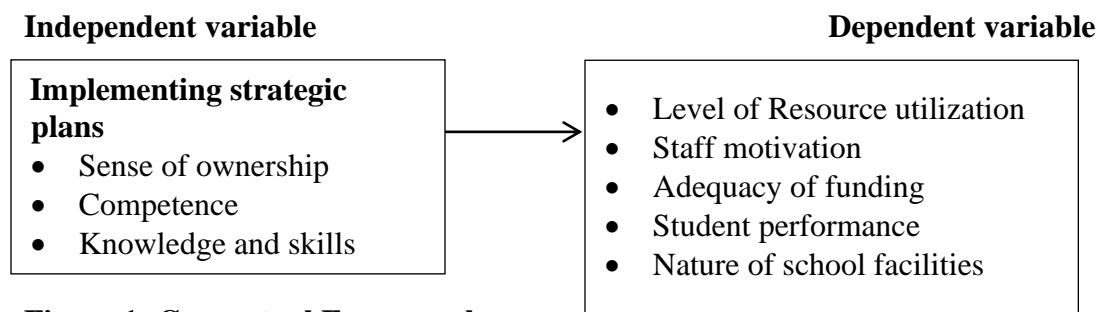


Figure 1: Conceptual Framework

Source: Ogada (2023)

Methodology

The research design employed in this study was a convergent parallel mixed methods design, 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,

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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.

Effect of Stakeholder Participation in Implementing Strategic Plans

Reliability is a fundamental aspect of measurement, as emphasized by Peterson and Kim (2013). It refers to the consistency and stability of a set of measurement items, indicating their ability to produce reliable and consistent results over time (Wagman & Håkansson, 2014). In this study, the researcher employed Cronbach's alpha coefficient to assess the reliability of the questionnaire

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measures (Peterson & Kim, 2013). When determining the reliability threshold, Creswell and Creswell (2017) and Castillo (2018) suggest that a Cronbach's alpha value of 0.7 or higher is generally considered acceptable. Castillo (2018) further provides a helpful guide for interpreting Cronbach's alpha values: an alpha above 0.9 is considered excellent, above 0.8 is good, above 0.7 is acceptable, above 0.6 is questionable, above 0.5 is poor, and below 0.5 is deemed unacceptable. In line with the accepted reliability threshold, this study considered a value of 0.7 or higher as satisfactory. The analysis revealed that all the statements pertaining to stakeholder participation in formulating strategic plans, implementing strategic plans, stakeholder communication influencing the management of public secondary schools, and challenges faced in stakeholder participation in strategic planning surpassed the 0.7 threshold. Consequently, the researcher concluded that the research instruments used in this study were reliable for collecting data. By ensuring the questionnaire measures met the acceptable reliability threshold, the researcher strengthened the validity and credibility of the findings. This underscores the study's commitment to obtaining consistent and dependable data on stakeholder involvement in strategic planning processes.

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Table 2: Deputy Head Teacher (Stakeholder Participation in Implementing Strategic Plans(n) =89

Statements	SD	D	N	A	SA	Mean	S.D
	F (%)	F (%)	F (%)	F (%)	F (%)		
Stakeholder participation highlights school opportunities and problems that will facilitate proactive strategies	15 (17.4)	14(15.9)	21 (23.2)	24 (26.8)	15 (16.7)	3.09	1.339
All the members of staff are involved in strategic plan implementing	15 (17.4)	18 (20.3)	17(19.6)	16 (18.1)	23 (24.6)	3.12	1.437
Sheds light on how other schools develop and implement their strategies	16 (18.8)	16 (18.1)	20 (22.5)	21 (23.9)	15 (16.7)	3.01	1.362
Stakeholder involvement improves speed at which the school adapts to changes in operating environment	15 (16.7)	18 (20.3)	19 (21.0)	20 (22.5)	17 (19.5)	3.08	1.373
All staff in the school are always provided with an opportunity to participate on quality assurance teams	21 (23.2)	15 (17.4)	15 (16.7)	19 (21.7)	19 (21.0)	2.45	1.450
Collaboration among employees to improve the quality of programs and services is encouraged	21 (23.9)	16(18.1)	14 (15.2)	19(21.0)	19 (21.7)	2.59	1.453
Inputs of stakeholders are always welcomed especially those concerning quality initiatives and process improvement	19 (21.7)	30 (34.1)	3 (3.6)	29 (32.6)	7 (8.0)	2.71	1.336
Parents are often consulted during school development planning	21 (23.2)	38(42.8)	6(6.5)	19 (21.7)	5(5.8)	2.44	1.226
Employees in the school are given freedom to act without fear of retribution	23 (26.1)	23 (26.1)	5(5.8)	35 (39.1)	3 (2.9)	2.67	1.309
The school has a strategic plan in which all stakeholders were involved in development.	22 (24.6)	31 (34.8)	8(8.7)	23 (26.1)	5(5.8)	2.54	1.274
Team initiative and innovation by employees are encourage in my school	22 (24.6)	31 (34.8)	6 (7.2)	21 (23.9)	8(9.4)	2.59	1.339
Average						3.01	1.423

Source: Field Data (2023)

The findings presented in Table 2 offer valuable insights into the perspectives of Deputy Head Teachers concerning strategic planning and stakeholder involvement in their respective schools. The data provides a comprehensive overview of their perceptions on specific statements related to these topics. In relation to the statement "Stakeholder participation brings to light school opportunities and problems that will facilitate proactive strategies," 17.4% of the respondents strongly disagreed, 15.9% disagreed, 23.2% remained neutral, 26.8% agreed, and 16.7% strongly agreed with the statement. Similarly, concerning the statement "All members of staff are involved in strategic plan implementing," the data reveals that 17.4% of the respondents strongly disagreed, 20.3% disagreed, 19.6% remained neutral, 18.1% agreed, and 24.6% strongly agreed

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with the statement. Regarding the statement "Sheds light on how other schools develop and implement their strategies," it is noteworthy that 18.8% of the respondents strongly disagreed, 18.1% disagreed, 22.5% remained neutral, 23.9% agreed, and 16.7% strongly agreed. In terms of the statement "Stakeholder involvement improves the speed at which the school adapts to changes in the operating environment," the data indicates that 16.7% of the respondents strongly disagreed, 20.3% disagreed, 21.0% remained neutral, 22.5% agreed, and 19.5% strongly agreed with the statement.

Regarding the statement "All staff in the school are provided with an opportunity to participate in quality assurance teams," the findings indicate that 23.2% of the respondents strongly disagreed, 17.4% disagreed, 16.7% remained neutral, 21.7% agreed, and 21.0% strongly agreed with the statement. In reference to the statement "Collaboration among employees to improve the quality of programs and services is encouraged," it is noteworthy that 23.9% of the respondents strongly disagreed, 18.1% disagreed, 15.2% remained neutral, 21.0% agreed, and 21.7% strongly agreed. The study results agree with Daud, Thinguri, and Mugwe (2022) who found that Safe Schools Contract implementation in Uganda increased stakeholder involvement and emphasized the importance of sustainable partnerships between school administrators, parents, and teachers to establish a safe and equitable learning environment.

Regarding the statement "Inputs of stakeholders are always welcomed concerning quality initiatives and process improvement," the data reveals that 21.7% of the respondents strongly disagreed, 34.1% disagreed, 3.6% remained neutral, 32.6% agreed, and 8.0% strongly agreed with the statement. With regards to the statement "Parents are consulted during school development planning," the findings indicate that 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 "Employees in the school are given the freedom to act without fear of retribution," the data shows that 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.

Finally, for the statement "Team initiative and innovation by employees are encouraged in my school," it is noteworthy that 24.6% of the respondents strongly disagreed, 34.8% disagreed, 7.2% remained neutral, 23.9% agreed, and 9.4% strongly agreed. These results are agreement with the findings of Kathongo (2018) who found that there is a lack of stakeholder involvement in the management of school projects, and proposed the implementation of open forums, meetings, and seminars as mechanisms for enhancing institutional strengthening. Samuel and Mokaya (2021) discovered the profound impact of stakeholder engagement on the successful execution of infrastructure projects in public secondary schools, emphasizing the importance of collaboration between stakeholders for project success. Smith (2019) identified a high level of consensus among stakeholders regarding the positive correlation between parental involvement and student achievement, but also highlighted a lack of clarity and understanding among administrators and teachers regarding district policies on parental involvement.

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

Statements	SD	D	N	A	SA	MEAN	S.D
	f (%)	f (%)	f (%)	f (%)	f (%)		
Stakeholder participation reveals school opportunities and problems that will facilitate proactive strategies	16 (17.4)	17 (18.8)	7 (8.0)	22 (23.9)	29 (31.9)	3.34	1.516
All members of staff are involved in strategic plan implementation	17 (18.1)	14 (15.2)	13 (14.5)	25 (27.5)	23 (24.6)	3.25	1.445
Reveals how other schools develop and implement their strategies	15 (15.9)	13 (13.8)	10 (10.9)	28 (30.4)	27 (29.0)	3.43	1.439
Stakeholder involvement improves rate to which the school adapts to changes in operating environment	11 (11.6)	17 (18.1)	16 (17.4)	23 (24.6)	26 (28.3)	3.40	1.370
All staff in the school are provided with an opportunity of participating in quality assurance teams	14 (15.2)	11 (11.6)	16(17.4)	29 (31.2)	23 (24.6)	3.38	1.374
Collaboration among employees for improvement of the quality of programs and services is encouraged	16 (18.8)	17 (11.6)	20 (15.2)	31 (23.9)	39 (30.4)	3.36	1.489
Inputs of stakeholders are always welcomed with regards to quality initiatives and process improvement	10 (10.9)	14(15.3)	18 (19.7)	25 (27.7)	24 (26.3)	3.43	1.322
Parents are consulted during school development planning	19 (20.3)	13 (13.8)	10 (10.9)	23(24.6)	28 (30.4)	3.31	1.527
Employees in the school are given freedom to act without fear of retribution	15 (15.9)	13 (14.5)	14 (15.2)	28 (30.4)	22 (23.9)	3.32	1.399
The school has a strategic plan in which all stakeholders participated in developing	13 (14.5)	19 (20.3)	11 (12.3)	30 (32.6)	19(20.3)	3.24	1.37
Team initiative and innovation by employees are encourage in my school	16 (17.4)	15 (15.9)	13 (13.8)	23 (25.4)	25 (27.5)	3.30	1.462
Average						3.64	1.431

Source: Field Data (2023)

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Table 3 depicts the outcomes of a survey administered to 92 Head of Departments, assessing stakeholder participation and involvement in strategic planning and decision-making processes within the school. Participants were asked to rate their responses on a five-point Likert scale, whose range was from strongly disagree (SD) to strongly agree (SA). The table includes the mean and standard deviation for each statement. Regarding the statement "Stakeholder participation reveals school opportunities and challenges that will enhance proactive strategies," it is noteworthy that 17.4% of the respondents strongly disagreed, 18.8% disagreed, 8.0% remained neutral, 23.9% agreed and the highest percentage of respondents, 31.9%, strongly agreed, demonstrating a firm belief in the positive influence of stakeholder participation in identifying opportunities and problems for proactive strategies. These results are in agreement with the findings of Chelulei (2021) who underscored the crucial role of resources, including the active involvement of the Board of Management, in determining the quality of primary schools and 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, as well as the importance of stakeholders having a shared vision in the implementation of strategic plans.

Regarding the statement "Sheds light on how other schools develop and implement their strategies," 15.9% of the respondents strongly disagreed, 13.8% disagreed, 10.9% remained neutral, 30.4% agreed and 29.0% strongly agreed, highlighting a significant portion of respondents who believe that stakeholder involvement provides valuable insights into the strategies of other schools. The next statement, "Stakeholder involvement improves the rate at which the institutions adapt to changes in the operational environment," received 11.6% of strongly disagreed, and 18.1% of disagreement. This suggests a lack of consensus on the role of stakeholder involvement in enhancing the school's adaptability to changes. However, 17.4% expressed agreement, 24.6% agreed, and 28.3% strongly agreed, indicating a substantial number of respondents who believe that stakeholder involvement contributes to a faster adaptation to changes in the operating environment. Mutale (2022) explored the importance of community participation in primary school development, emphasizing the role of school associations in addressing challenges through community engagement and creating an enabling environment.

Regarding the statement "Inputs of stakeholders are always welcomed concerning quality initiatives and process improvement," 10.9% strongly disagreed, 15.3% disagreed, 19.7% agreed, 27.7% remained neutral, and 26.3% strongly agreed with the statement. These results indicate a mixed perception regarding the extent to which stakeholders' inputs are welcomed concerning quality initiatives and process improvement. Daud et al. (2022) found a positive trend of stakeholder participation in security management outcomes in public secondary schools, suggesting deeper involvement from boards of management. Regarding the statement "The school has a strategic plan in which all stakeholders participated in developing," 14.5% of the respondents strongly disagreed, and 20.3% expressed disagreement. These results concur with findings of Kathongo (2018) who found that there was a lack of stakeholder involvement in the management of school projects, and proposed the implementation of open forums, meetings, and seminars as mechanisms for enhancing institutional strengthening. Samuel and Mokaya (2021) discovered the profound impact of stakeholder engagement on the successful execution of

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infrastructure projects in public secondary schools, emphasizing the importance of collaboration between stakeholders for project success.

Table 4: Chairperson of Board of Management (Stakeholder Participation in Implementing Strategic Plans) (n) =82

Statements	SD	D	N	A	SA	Mean	S.D
	F (%)	F (%)	F (%)	F (%)	F (%)		
Stakeholder participation brings to light school opportunities and problems that will facilitate proactive strategies	18(21.7)	28(34.1)	3(3.6)	27(32.6)	7 (8)	2.71	1.336
All members of staff are involved in strategic plan implementing	19(23.2)	35(42.8)	5(6.5)	18(21.7)	5(5.8)	2.44	1.226
Sheds light on how other schools develop and implement their strategies	21(26.1)	21(26.1)	5(5.8)	32(39.1)	2(2.9)	2.67	1.309
Stakeholder involvement improves speed to which the school adapts to changes in operating environment	20(24.6)	29(34.8)	7(8.7)	21(26.1)	5(5.8)	2.54	1.274
All staff in the school are provided with an opportunity to participate on quality assurance teams	19(23.2)	35(42.8)	5(6.5)	18(21.7)	5(5.8)	2.44	1.226
Collaboration among employees to improve the quality of programs and services is encouraged.	20(24.6)	29(34.8)	6(7.2)	20(23.9)	8(9.4)	2.59	1.339
Inputs of stakeholders are always welcomed concerning quality initiatives and process improvement	18(21.7)	28(34.1)	3(3.6)	27(32.6)	7(8.0)	2.71	1.336
Parents are consulted during school development planning	19(23.2)	35(42.8)	5(6.5)	18(21.7)	5(5.8)	2.44	1.226
Employees in the school are given freedom to act without fear of retribution	21(26.1)	21(26.1)	5(5.8)	32(39.1)	2(2.9)	2.67	1.309
The school has a strategic plan in which all stakeholders participated in developing	20(24.6)	29(34.8)	7(8.7)	21(26.1)	5(5.8)	2.54	1.274
Team initiative and innovation by employees are encourage in my school	20(24.6)	29(34.8)	6(7.2)	20(23.9)	8(9.4)	2.59	1.339

Source: Field Data (2023)

The responses from the chairpersons of the board of management in table 4 reveal their perspectives on stakeholder participation and involvement in the school. Regarding the statement that stakeholder participation brings to light school opportunities and problems that will facilitate proactive strategies, the majority of the respondent's expressed disagreement or strong

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disagreement. The results show that for the statement "Stakeholder participation brings to light school opportunities and problems that will facilitate proactive strategies," 21.7% of the respondents strongly disagreed, 34.1% disagreed, 3.6% remained neutral, 32.6% agreed, and 8% strongly agreed. These findings suggest a considerable level of disagreement among the respondents regarding the role of stakeholder participation in identifying school opportunities and problems. These results are in agreement with the results of Chelulei (2021) who underscored the crucial role of resources, including the active involvement of the Board of Management, in determining the quality of primary schools and positively influencing curriculum implementation.

When it comes to stakeholder involvement improving the speed at which the school adapts to changes in the operating environment, 24.6% of the respondents strongly disagreed, 34.8% disagreed, 8.7% remained neutral, 26.1% agreed, and 5.8% strongly agreed. These results indicate a lack of consensus among the respondents regarding the impact of stakeholder involvement on the school's adaptability to changes. In terms of providing all staff in the school with an opportunity to participate in quality assurance teams, 23.2% of the respondents strongly disagreed, 42.8% disagreed, 6.5% remained neutral, 21.7% agreed, and 5.8% strongly agreed. These findings suggest a significant proportion of respondents who perceive limited opportunities for staff members to participate in quality assurance teams. Ayeni (2019) highlighted the impact of the learning environment, including infrastructure, on teachers' effectiveness and students' academic performance, emphasizing the need for adequate facilities and a conducive learning environment. For the statement "Collaboration among employees to improve the quality of programs and services is encouraged," 24.6% of the respondents strongly disagreed, 34.8% disagreed, 7.2% remained neutral, 23.9% agreed, and 9.4% strongly agreed.

In terms of stakeholders' inputs always being welcomed concerning quality initiatives and process improvement, 21.7% of the respondents strongly disagreed, 34.1% disagreed, 3.6% remained neutral, 32.6% agreed, and 8% strongly agreed. Regarding the consultation of parents during school development planning, 23.2% of the respondents strongly disagreed, 42.8% disagreed, 6.5% remained neutral, 21.7% agreed, and 5.8% strongly agreed. These results indicate a significant proportion of respondents who perceive limited consultation with parents in the planning process. In terms of employees in the school being given the freedom to act without fear of retribution, 26.1% of the respondents strongly disagreed, 26.1% disagreed, 5.8% remained neutral, 39.1% agreed, and 2.9% strongly agreed.

Regarding the statement "The school has a strategic plan in which all stakeholders participated in developing," 24.6% of the respondents strongly disagreed, 34.8% disagreed, 8.7% remained neutral, 26.1% agreed, and 5.8% strongly agreed. For the statement "Team initiative and innovation by employees are encouraged in my school," 24.6% of the respondents strongly disagreed, 34.8% expressed disagreement, 7.2% remained neutral, 23.9% agreed, and 9.4% strongly agreed. These results are in agreement with the results of Mutale (2019) and Twaambo (2022) who revealed that community participation in education, highlighting the benefits of collaboration between schools and communities and the role of communities in initiating projects. Sabo et al. (2021) highlighted the measures implemented by schools in Nigeria to enhance security on their premises and the recognition of school safety by educational stakeholders as crucial for promoting quality education and discipline among students. Mutale

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(2022) explored the importance of community participation in primary school development, emphasizing the role of school associations in addressing challenges through community engagement and creating an enabling environment.

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Table 5: Chairperson of Parent’s Association (Stakeholder Participation in Implementing Strategic Plan (n) =86

Statements	SD	D	N	A	SA	Mean	S.D
	F (%)	F (%)	F (%)	F (%)	F (%)		
Stakeholder participation brings to light school opportunities and problems that will facilitate proactive strategies	9 (10.9)	13 (15.3)	17 (19.7)	24 (27.7)	23 (26.3)	3.43	1.322
All members of staff are involved in strategic plan implementing	17 (20.3)	12 (13.8)	9 (10.9)	21 (24.6)	26 (30.4)	3.31	1.527
Sheds light on how other schools develop and implement their strategies	14 (15.9)	12 (14.5)	13 (15.2)	26 (30.4)	21 (23.9)	3.32	1.399
Stakeholder involvement improves speed to which the school adapts to changes in operating environment	12(14.5)	17(20.3)	11(12.3)	28(32.6)	17(20.3)	3.24	1.37
All staff in the school are provided with an opportunity to participate on quality assurance teams	17(20.3)	12(13.8)	9(10.9)	21(24.6)	26(30.4)	3.31	1.527
Collaboration among employees to improve the quality of programs and services is encouraged	15(17.4)	14(15.9)	12(13.8)	22(25.4)	24(27.5)	3.31	1.462
Inputs of stakeholders are always welcomed concerning quality initiatives and process improvement	9 (10.9)	13(15.3)	17(19.7)	24(27.7)	23 26.3)	3.431	1.322
Parents are consulted during school development planning	17(20.3)	12(13.8)	9(10.9)	21(24.6)	26(30.4)	3.312	1.527
Employees in the school are given freedom to act without fear of retribution	14(15.9)	12(14.5)	13(15.2)	26(30.4)	21(23.9)	3.319	1.399
The school has a strategic plan in which all stakeholders participated in developing	12(14.5)	17(20.3)	11(12.3)	28(32.6)	17(20.3)	3.239	1.37

Source: Field Data (2023)

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Results in Table 5 pertains to stakeholder participation in bringing to light school opportunities and problems that facilitate proactive strategies. In terms of stakeholder participation bringing to light school opportunities and problems that will facilitate proactive strategies, 10.9% of the respondents strongly disagreed, 15.3% expressed disagreement, 19.7% remained neutral, 27.7% agreed, and 26.3% strongly agreed with the statement. Regarding all members of staff being involved in strategic plan implementing, 20.3% of the respondents strongly disagreed, 13.8% expressed disagreement, 10.9% remained neutral, 24.6% agreed, and 30.4% strongly agreed. Wario (2022) emphasized collaborative efforts among school management, teachers, and the Board of Management in monitoring assessments and achieving learning objectives, as well as the importance of stakeholders having a shared vision in the implementation of strategic plans.

When it comes to shedding light on how other schools develop and implement their strategies, 15.9% of the respondents strongly disagreed, 14.5% expressed disagreement, 15.2% remained neutral, 30.4% agreed, and 23.9% strongly agreed. Regarding stakeholder involvement improving the speed at which the school adapts to changes in the operating environment, 14.5% of the respondents strongly disagreed, 20.3% expressed disagreement, 12.3% remained neutral, 32.6% agreed, and 20.3% strongly agreed. In terms of all staff in the school being provided with an opportunity to participate on quality assurance teams, 20.3% of the respondents strongly disagreed, 13.8% expressed disagreement, 10.9% remained neutral, 24.6% agreed, and 30.4% strongly agreed. Ayeni (2019) highlighted the impact of the learning environment, including infrastructure, on teachers' effectiveness and students' academic performance, emphasizing the need for adequate facilities and a conducive learning environment. When it comes to encouraging collaboration among employees to improve the quality of programs and services, 17.4% of the respondents strongly disagreed, 15.9% expressed disagreement, 13.8% remained neutral, 25.4% agreed, and 27.5% strongly agreed.

Regarding the inputs of stakeholders always being welcomed concerning quality initiatives and process improvement, 10.9% of the respondents strongly disagreed, 15.3% expressed disagreement, 19.7% remained neutral, 27.7% agreed, and 26.3% strongly agreed. When asked if parents are consulted during school development planning, 20.3% of the respondents strongly disagreed, 13.8% expressed disagreement, 10.9% remained neutral, 24.6% agreed, and 30.4% strongly agreed. These results are in agreement with results of Kathongo (2018) who found that there was a lack of stakeholder involvement in the management of school projects, and proposed the implementation of open forums, meetings, and seminars as mechanisms for enhancing institutional strengthening. Samuel and Mokaya (2021) discovered the profound impact of stakeholder engagement on the successful execution of infrastructure projects in public secondary schools, emphasizing the importance of collaboration between stakeholders for project success. Smith (2019) identified a high level of consensus among stakeholders regarding the positive correlation between parental involvement and student achievement, but also highlighted a lack of clarity and understanding among administrators and teachers regarding district policies on parental involvement. Bush and Glover (2016) emphasized the need for effective collaboration between schools and stakeholders to improve learning infrastructure and enhance education quality.

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Table 6: Summary of Principals on Stakeholder Participation and Implementing Strategic Plans

Theme	% Principals Who Agreed	Examples: Principal Statements
Importance of stakeholder involvement	94.40%	Principal of DHS (Extra County): "Certainly, stakeholder involvement is key to our strategic process. We have several methods in place to engage them, such as stakeholder workshops, meetings, and regular consultations. Stakeholders contribute actively to the development of our strategic plans, offering their unique perspectives and feedback. Their involvement aids in shaping a vision of success, which is crucial in improving the management's performance in the daily operations of the school. We make it a point to involve all stakeholders in the decision-making process for our strategic plan goals."
Inclusive approach to stakeholder involvement	89.50%	Principal of SGCC (National School): "Yes, we acknowledge the critical role of stakeholder involvement in our strategic process. We facilitate their engagement through various mechanisms like stakeholder meetings, suggestion boxes, and online forums. Stakeholders participate actively in the process of developing strategic plans, contributing their insights and perspectives. We believe in an inclusive approach where all stakeholders have a voice and a seat at the table. Their input not only strengthens our strategic plans but also enhances ownership and commitment to achieving our goals."
Collaborative approach to decision-making	92.80%	Principal of NS1 (National School): "At NS1, we recognize the importance of involving all stakeholders in decision-making for our strategic plan goals. We have established a collaborative approach that encourages active participation from staff, students, parents, and the wider community. Through regular meetings, surveys, and focus groups, we gather input and feedback from stakeholders, ensuring their perspectives are considered in the strategic planning process. By involving all stakeholders, we create a sense of shared ownership and commitment to the school's vision and mission."

Source: Field Data, 2023

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Continuation of Table 6: Summary of Principals on Stakeholder Participation and Implementing Strategic Plans

Theme	% Principals Who Agreed	Examples: Principal Statements
Stakeholder involvement in strategic planning	96.10%	Principal of HGHS (Extra County): "Stakeholder involvement is a cornerstone of our strategic planning process at HGHS. We believe that the collective wisdom and diverse experiences of our stakeholders contribute immensely to the success of our strategies. We engage stakeholders through open forums, brainstorming sessions, and structured feedback mechanisms."
Stakeholder involvement in decision-making	100%	Principal of LHS (Sub County): "Our school strongly emphasizes stakeholder involvement in the management of school strategies. We have established a collaborative culture where teachers, students, parents, and the local community actively participate in decision-making processes. We hold regular stakeholder meetings, where we discuss and solicit feedback on our strategic plans. Additionally, we involve stakeholders in the implementation phase by assigning them specific roles and responsibilities, leveraging their expertise to drive positive change within the school."
Reflection of stakeholder needs and aspirations in strategies	100%	Principal of OLMS (Extra County): "As the principal of OLMS, I prioritize stakeholder involvement in the management of school strategies. We believe in an inclusive approach that empowers students, teachers, parents, and the local community to actively contribute to decision-making processes. We conduct regular consultations, seeking input on our strategic goals"

Source: Field Data, 2023

The findings of the current study on stakeholder participation in the implementation of strategic plans in public secondary schools align with existing literature on the subject. A study by Kathongo (2018) examined the role of participatory monitoring and evaluation (PM&E) in public school projects. It found that stakeholder involvement in school project management was lacking, and recommended greater stakeholder participation through meetings, forums, and seminars. This recommendation resonates with the current study's emphasis on stakeholder participation in the implementation of strategic plans. Similarly, the study by Samuel and Mokaya (2021) investigated the impact of stakeholder engagement on infrastructure projects in secondary schools. It revealed that stakeholders were significantly engaged in project development, albeit at varying levels. This finding further supports the idea that involving stakeholders can contribute to successful project implementation and management, as observed in the current study. Furthermore, the study by Smith (2019) explored the correlation between parental involvement and student achievement. It emphasized the need for a stronger partnership

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between schools and parents, indicating that stakeholder participation, particularly from parents, can positively influence educational outcomes. This finding aligns with the current study's focus on stakeholder participation and its impact on school management.

Moreover, the study by Daud et al., (2022) examined the influence of stakeholders' contribution on security management outcomes in public secondary schools. It concluded that meaningful stakeholder participation, particularly from the boards of management, is crucial for enhancing security measures. This finding parallels the current study's emphasis on stakeholder involvement and its positive effects on school management. Hence, the findings of the current study are consistent with existing literature, highlighting the importance of stakeholder participation in the implementation of strategic plans and its positive impact on various aspects of education, including project management, parental involvement, and security management. These findings collectively support the notion that engaging stakeholders in decision-making processes and fostering collaboration can contribute to the overall success and improvement of public secondary schools.

Regression Analysis

The regression results are presented in Table 7

Table 7: Regression Analysis

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 implementation of strategic plans	0.263	0.024	0.494		10.744	0.000

Table 7 shows the regression coefficients results where stakeholder participation in implementation of strategic plans had a positive and significant effect on management of public secondary schools ($\alpha=0.263$, $p<0.05$). Stakeholder participation in the implementation of strategic plans has an even stronger correlation with school management, as indicated by the coefficient of 0.263. This suggests that the stakeholders' active role in executing strategic plans is even more crucial to effective management. Schools may consider focusing efforts on ensuring stakeholders are not just involved in planning but also deeply engaged in the implementation phase. The study results are agreement with the findings of Kunalan et al. (2022) emphasizes the importance of educational strategic leadership in managing risky schools. Smith's research (2019) underscores the consensus on the positive correlation between parental involvement and student achievement, while noting the need for better understanding of district policies. 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. Additionally, the studies on

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communication, including those by Mbirua et al., (2020), Koskei et al., (2020), and Wiyono et al., (2019), stress the significance of effective communication practices in school management and public relations. Overall, these findings, spanning across different years, contribute to our understanding of the importance of stakeholder involvement, effective leadership, community participation, and clear communication in promoting quality education and achieving educational goals. The multiple regression coefficients are presented in Table 30.

Conclusion

The research findings indicate that stakeholder participation in the implementation of strategic plans had a positive and significant effect on the management of public secondary schools ($\alpha=0.263$, $p<0.05$). This effect manifests in several ways. Firstly, active stakeholder participation promotes a sense of ownership, responsibility, and commitment towards the strategic goals set forth by the schools. Secondly, it ensures a diverse array of perspectives and ideas are considered, which can lead to the development of more robust and effective strategies. It also allows for a more comprehensive understanding of the local context and needs of the students, thereby improving the relevance and applicability of the strategic plans. Furthermore, stakeholder participation enhances the transparency of the decision-making process, building trust and fostering stronger relationships among the various stakeholders. Lastly, active stakeholder engagement provides a broader base of support for the execution of strategies, enhancing their successful implementation and thereby leading to improved management and performance of the schools. The statistically significant correlation ($p<0.05$) validates the substantial impact of stakeholder participation on school management, confirming its vital role in the successful implementation of strategic plans in public secondary schools.

Recommendations

Based on the research findings, it is recommended that public secondary schools in Nairobi County, Kenya, should foster more meaningful participation from all stakeholders in the formulation and implementation of strategic plans. School BOM have the responsibility of ensuring that the school has clear direction to take and therefore during strategic plan formulation process, the government should involve and allow BOM to participate in the process of setting out this direction in the form of school vision, mission, goals, objectives and strategic plan in order to create a sense of ownership and commitment during implementation process. Effective communication channels should be established to ensure that all stakeholders are well-informed and able to contribute effectively. Training programs could be initiated to build stakeholders' capacity for effective participation in strategic planning. Schools should also consider developing mechanisms to resolve potential conflicts among stakeholders, ensuring a harmonious and constructive strategic planning process. It is important to regularly monitor and evaluate the outcomes of the strategic plans, with all stakeholders involved in assessing the effectiveness of the strategies in meeting their intended objectives.

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