



Stakeholders' Involvement and School Leadership for Effective Implementation of Strategic Planning

Mbogo Rosemary Murugi & Mary Mugwe
School Education
Mount Kenya University
P.O. Box 342, 01000, Thika
Email: princewamwema@gmail.com

Abstract: *In Kenya, school development planning for public schools involves determining school needs, prioritizing school needs, preparing action plans, implementing and monitoring the plans. Specifically, public schools in Mbeere -North sub-county have always adopted strategic plans as directed by the Ministry of Education. However, schools continue experiencing dismal performance and poor management. Thus, the study assessed the influence of school dynamics in the implementation of strategic plans in public secondary schools in Mbeere North Sub- County, Embu County. The study was guided by two research questions; 1. What is the influence of stakeholder involvement on the implementation of strategic planning? 2. How does the principal's leadership influence the implementation of strategic planning? The study adopted a mixed method approach with an explanatory sequential research design. The study used stratified sampling to select 341 respondents. Questionnaires were used to collect data from Board of Management members, teachers and students whereas interview guides were used to collect data from principals, the Sub-County Director of Education and the Quality Assurance Officer. Validity was established through expert judgement. Reliability was determined using test-retest technique. Qualitative data was analyzed thematically while quantitative data analyzed using descriptive statistics. The study found that secondary schools in Mbeere North Sub- County had long term strategic planning, which if properly implemented, would benefit the stakeholders in schools. The study established that some principals included the stakeholders in the implementation of strategic planning. The study found that effective leadership in strategic planning play the role of making good planning, providing better awareness of needs.*

Keywords: *School Dynamics, Stakeholders' Involvement, School Leadership, Implementation, Strategic Planning*

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1. Introduction

The development and implementation of the school's strategic planning is a fundamental part of the school's management and governance. Strategic planning are creative, innovative, and analytical "big picture" documents that frame a public agency's current context and chart a course for its future direction. George (2021) suggests that once the organization defines what it is, what it does, and why it does it, the strategic plan can be implemented to add public value. In pursuit of success of an organization, strategic plans formulation and implementation are core management functions.

Although formulating a dependable strategic plan is a difficult task for any management team, making that strategic plan work – implementing it throughout the organization – is even more difficult. On the one hand, the developed strategic plan may be good but if its implementation is poor, the intended strategic objectives may not be achieved. On the other hand, to ensure survival and success, an organization does not only need to formulate strategies that seek to constantly maintain a match between the organization and its environment but also must ensure suitable implementation of strategic plans at all levels.

School dynamics, that is, stakeholder involvement and leadership style were examined to establish how they influence the implementation of strategic plans in public secondary schools.

Internationally, there is widespread acceptance among educationalists that collaborative school strategic planning is a powerful means of promoting school effectiveness. It enables the school community to develop a clear vision of what the school is about and where it is going, a shared sense of purpose, a common set of goals and consensus on the means of attaining them. It constitutes the school as a learning organization that focuses on meeting the professional needs of teachers to meet the educational needs of pupils (Stoll and Kools, 2017). The underpinning principle of school strategic planning is to improve the standards of learning and learner performance, which can be achieved through improved management practices by those involved in directing and guiding the school curriculum, that is, the school management team (Polirstok, 2017).

Some governments have made it mandatory for schools to formulate strategic plans in line with the national strategic plan, for example; in Australia, the government has gone a step ahead and made a guideline of what schools should include in their strategic plan (Imende, Olei & Gogo, 2020) and the United Kingdom government passed the 1988 Education Reform Act which gave the responsibility of planning to schools (Thompson, 2023). In 1989, the UK government put emphasis on the staff to develop their own priorities and come up with strategies to achieve them. Later the strategic plans were used by the government as focal points for national inspection framework. This means that the teachers were required to show their achievements during routine inspections using parameters they had set in the strategic plans. Currently the UK government has come up with a system of deriving targets for schools from the national targets set for different categories of schools.

In Kenya, school development planning for public schools involves determining school needs, prioritizing school needs, preparing action plans, implementing and monitoring the plans (The World Bank, 2022). In order to justify their existence schools, develop strategic plans that embrace changes by anticipating challenges sufficiently in advance and by planning timely response, increasing speed of implementation of response, being flexible and responding on time to surprises which could not be anticipated in advance.

Mbura (2017) carried out a study on the extent to which strategic planning is practiced in secondary schools in Machakos District and the research revealed that more than half of the schools lacked strategic plans. Where there were strategic plans, some had not been officially launched. Vision formulation was predominantly a preserve of the administrators and teachers with

minimum use of consultants. Better facilities and high entry behaviors dominated in the responses regarding competitor strength. Indiscipline and lack of value addition were sighted as their major weaknesses. Teachers and the ministry of education were considered the most influential in setting objectives. The respondents identified teamwork among the teachers and adequate resources as the major strengths with low entry behavior being cited as the major weakness.

Public schools in Mbeere -North sub-county have always adopted strategic plans as directed by the Ministry of Education. However, schools continue to experience dismal performance and poor management. The school's five-year planning cycles have not been effectively implemented according to the adopted strategic plans (GPE, 2019). Most public secondary schools in Mbeere North have been reluctant in the formulation and implementation of strategic plans. By 2011, only 10 out of 40 secondary schools in Mbeere-North Sub-County had strategic plans. Out of the ten schools, only three had fully implemented their strategic plans. (MoE, Mbeere North Sub- County education office, 2021). Most schools have only gone as far as the formulation stage, leaving out the most important stages of implementation and continuous evaluation. Due to this, most schools fail to achieve their goals and objectives. This is reflected through poor academic performance, low enrollment rates and poor infrastructural development (QASO, 2021).

The schools find that during the implementation face they do not have sufficient personnel to accomplish all the tactics that have been drawn up to implement the ambitious strategic plans they have developed. Financial resources are a constraint as well and the school management often finds it difficult to prioritize its strategic plans and make judgement about which ones are most critical to implement given the finite or even scarce financial resources available. It is vital that implementation of strategic plans should be embraced as one of the major steps public secondary schools should take to address the challenges, they face in enhancing the quality of their services to their respective stakeholders. It is against this background that the current study assessed the influence of school dynamics in the implementation of strategic plans in public secondary schools in Mbeere North Sub- County, Embu County. The study aimed at answering two research questions; 1. What is the influence of stakeholder involvement on the implementation of strategic plans in public secondary schools in Mbeere North Sub- County? 2. How does the principal's leadership style influence the implementation of strategic plans in public secondary schools in Mbeere North Sub- County?

2. Literature Review

Stakeholders' Involvement and Implementation of Strategic Plans

A stakeholder in an organization is any group or individual who can affect or is affected by the achievement of the organization's objectives (Kivits and Sawang, 2021). Stakeholder involvement means working with people and using the resources as they are and helping them to work together to realize agreed ends and goals.

The stakeholders in a school include teachers, students, local community, Board of Management, the Ministry of Education, the government, suppliers, the parents and non-teaching staff within the school. Stakeholders' interests are not always consistent, and the various stakeholders are not always affected in the same way by every strategic decision. Their influence will therefore vary from one decision to another. This will determine which stakeholders will be given priority in any strategic decisions. Stefan, Petros and Helene (2023) point out that the school principals cannot fulfill the whole leadership role alone.

The interests and abilities of everyone should be incorporated towards achieving the good of the whole. The principal, as the school manager, should try to create in the school an environment in which this can happen. Given that the government has provided compulsory and free secondary education for all, it is imperative that the school management involves all stakeholders, including teachers, students, parents and the government in the strategic plan implementation process.

Stakeholders' understanding of the strategic plan and the assumptions on which it is based is important. School managers make student-related decisions daily; departments set goals for their staff and reallocate resources on a regular basis. Schools have very limited resources; all these decisions and actions must contribute to the strategic plan. This can only be accomplished if the entire organization understands that strategic plan. If a strategic plan map is developed to identify key success factors, the output from that exercise can serve as a powerful strategic plan communication tool to stakeholders as well. If a regular stakeholder survey is administered, it should be certain to include questions about their understanding of the school's strategic plan.

In specific reference to educational settings, Peters (2020) reports that during the past three decades, the rationale for principals to increase teachers' involvement in school decision making has adopted various approaches. It ranged from the pragmatic argument that educational innovation is unlikely to succeed without

teachers' support to the philosophical view that teachers have a right to be involved, regardless of the outcome. From the pragmatic perspective, participation is thought to improve the quality of educational decision-making. Teacher participation is thought to give administrators access to critical information close to the source of any problems of schooling, namely the classroom. Increased access to and use of this information are thought to improve the quality of curricular and instructional decisions. Moreover, the involvement of diverse professions can improve the quality of the decisions through utilization of varieties of expert knowledge. According to Murray (2021), a teacher's maturation, quality teaching and learning promote academic performance. This is where the principal promotes increased teacher participation and leadership in the decision-making process of various aspects of the school administration. They ensure that the school's mission and vision influence the school climate, which includes teachers' instructional behavior as well as student outcomes.

Amerstorfer and von Münster-Kistner (2021) conducted a study on students' views on their participation in school governance; the study revealed that students are only involved in simpler matters like students' welfare, leaving out key issues, for instance, school management to the teachers and boards. When left out in key aspects of their school life, they may feel less important and demotivated in their academic endeavor. Research has explained that involving students in decision making processes can help achieve discipline in schools (Schildkamp, 2019; Mati, Gatumu and Chandi, 2016). Such involvement helps in boosting motivation to learn.

Meaningful student involvement engages students as decision-makers, who partner with educators to make decisions throughout schools, in areas that affect their individual learning as well as the entire school community. Students' involvement should be seen through the election of their own student councilors. The students' council will be involved in the management process of the day-to-day running of the school. According to Amalia, Kaniati, Aan, Sumarto, and Kholifatul (2020), the involvement of learners in school governing body and co-operation in decision making can aid in the school's strategic plan implementation. The researchers found that learner representation in school governing body creates a link between learners and school governing body therefore contribution by learners can influence decisions. This suggests that if given the opportunity to serve on committees and exercise their right to vote consequently learners and educators get a chance to solve problems together.

Research has indicated that students prefer participative decision-making and want to contribute meaningfully to school codes of conduct and structures (Perry-Hazan & Somech, 2021). The student council is seen as a bridge between the school administration and the students' body

and therefore an effective tool for creating understanding between fellow students and the administration. In 1995, Astin developed a theory of involvement that suggests that ‘students learn by becoming involved’ (p.133). Similarly, Cents-Boonstra, Lichtwarck-Aschoff, Denessen, Aelterman and Haerens (2021) stressed the importance of student involvement and stated that educationally purposeful activities such as student-faculty contact, student cooperation, active learning, prompt feedback, task completion, high expectations, and utilization of diverse talents and ways of learning all contribute to learning and personal development.

Despite the funding from the government, public secondary schools in Mbeere North Sub- County have continued to register poor performance, low enrolment rates and poor infrastructural development, which could have been due to unimplemented strategic plans and inadequate stakeholders’ involvement. This study attempted to assess the level of how stakeholders’ involvement of government influences implementation of strategic plans in public secondary schools in Mbeere North Sub- County.

Leadership Style and Implementation of Strategic Plans

Leadership is identified as an important subject in the field of formulation and implementation of strategic plans. Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. This group of researchers led by Lewin identified different styles of leadership. This early study has been very influential and established three major leadership styles: authoritarian, participative (democratic) and laissez-faire leadership.

Akparep, Jengre and Mogre (2019) define leadership style as particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization. Leadership styles are usually identified as points on a continuum, and he identifies them as democratic, autocratic and Laissez faire. According to Sonmez and Adiguzel (2020), the characteristics of a leader can influence leadership effectiveness. Leaders who relate their styles to situational changes are likely to be effective. Leadership style is therefore crucial to success and so leaders have to be flexible in adopting the right styles in various situations. Understanding the influence of leadership styles on implementation of strategic plans is also important because leadership styles are viewed by some researchers as one of the key driving forces for improving a firm’s performance. Effective leadership is seen as a potent source of management development and sustained competitive advantage for organizational performance.

Successful strategic plan implementation must be owned by all. The leader takes the role of the coordinator. No matter where the implementation ideas originate from, it is important for the leader to allow ideas to show up at any point in the institution for a cooperate ownership. The responsibility of the leader is to coordinate the implementation. Effective leadership realizes when to step back, and plan how to implement the plan with the people one influences in the institution. Of importance is the creation of a strategy map, which is a pictorial representation of the hypothesized cause-and-effect relationships of the strategic plan implementation. If this is done, then it should get the institution to its vision, and if it gets that, it should lead it there. Amanchukwu, Stanley and Ololube (2015) emphasize that an effective leader should be skilled at several styles and should be flexible enough to switch between these styles as circumstances dictate.

Autocratic leaders are usually rigid in their thinking and perceptions. They believe that employees have minimal abilities and capabilities and need close supervision and direction, and that controls are needed to assure their compliant behavior. The autocratic leaders believe their style is highly efficient. This style of leadership results in minimal or no innovation, and virtually no personal or organizational change, growth and development. Muriqi (2013) analyzed how the leadership styles of the principals influence the performance of pupils in Murang’a Kenya by conducting another study. This study used autocratic leadership as one of the variables of interest. Punishment, task oriented, supervision and commands were used as proxies for the autocratic leadership style. The findings indicated that autocratic leadership had the least influence on performance. However, the study had no link to strategic plan implementation on public Secondary Schools in Mbeere North Sub- County, Embu County, Kenya.

In democratic leadership, the leader recognizes each person’s self-worth and esteem. The leader’s actions are based upon trust, integrity, honesty, equality, openness and mutual respect. Crosby (2021) defined democratic leadership as emphasizing group participation. Thus, participation is the major characteristic of democratic leadership. This type of leadership produces a shared leadership that promotes a feeling of satisfaction and achievement as a group makes progress on task. Democratic leaders show consideration and concern for others by empathetic listening and understanding. They foster open communication among all employees at all levels (Ronald, 2011).

In democratic leadership style, the major point of focus is sharing. Ahamed and Safeena (2020) note that leadership of a principal should be democratic, combining self-confidence, friendless, firmness and tact. It should not merely consist of issuing orders. He says that the head leads better if he consults his staff and students from time to time, on what is going on in the

school. The principal shares decision making with the subordinates. He /she seeks discussion and agreements with all the stakeholders before a decision is taken. He also observed that effective democratic school administration affects the trust level of students, teachers and parents.

According to Sumardin, Deswita, Hilal and Alauddin (2021) democratic leadership in schools fosters stronger subordination of teachers. It facilitates higher morale as it gives teachers the privilege to contribute their ideas to the formation of general policy structure of the school's operation. Successful school leaders are associated with democracy. They have strong personalities, are dynamic and energetic. They emphasize consultation, teamwork and participation. The quality of the school leadership therefore makes what we call effective schools. Effective school leadership is associated with the development of a school culture. This involves building behavioral norms that exemplify the best that a school stands for. It also means building a school in which people believe strongly, which they identify personally and to which they gladly render their loyalty. All this gives meaning and significance to their work, and this is highly motivating. When students and staff in a school are highly motivated then the school is likely to achieve academically. Effective schools promote a more dynamic and decentralized approach to leadership, which leads to school improvement. This means the principal's role is to delegate authority and as Waters (2021) points out the words of Hopkins et.al posits:

“Giving other people genuine authority does not mean enfeebling oneself, encouraging others to give creative leadership does not mean abdicating from having ideas of one's own, giving others real responsibility does not mean leaving them to sink or swim, but rather to support them in developing the best possible way of going forward.”

Effective leadership is therefore associated with a democratic style of leadership. It involves vision building, relevant expertise, relationships and the quality of communication and participation. A study by Budohi (2014) on the effect of principal's leadership style on the academic achievement of students in public secondary schools in Lurambi Division in Kakamega County revealed that democratic leadership style enhanced academic achievement. Laissez-faire leadership is a style that implies the “lack of leadership” or a “hands off” approach to influence. The laissez-fair style abdicates responsibility and avoids making decisions. Similar Laissez- fair style also abdicates responsibilities avoids making decisions. Leaders let group members make all decisions. In this style of leadership, the leader believes in freedom of choice. There is no active participation in the responsibility of setting goals, clarifying expectations, organizing priorities, or becoming involved when leadership direction is needed (Höpfner and Keith, 2021).

Koech and Namusonge (2012) conducted a study on the influence of leadership styles on organization performance. The study was in States Corporation at Mombasa, Kenya. The result of the study showed that laissez faire leadership is not significantly correlated to organizational performance. Based on the findings the study recommended that managers should discard laissez faire leadership by becoming more involved in guiding their subordinates, managers should formulate and implement an effective reward and recognition system. However, the study does not have any link with implementation of strategic plans in public secondary schools.

Chaudhry and Javed (2012) also stated that motivation level in respect of laissez faire is low because of no involvement of the management. These findings disagree with Chege, Wachira and Mwenda (2015) who established that employees who set their own target improved implementation of strategic plans. In addition, complete freedom improved implementation of strategic plans.

3. Methodology

The study adopted a mixed method approach since it involved collection and analysis of quantitative and qualitative data. The study applied explanatory sequential research design, which involved mixing both quantitative and qualitative research methods in a single study (Creswell, 2013). The target population for the study comprised 45 principals, 400 teachers, 90 Board of Management Members (BOM), 1 Sub- County Director of Education, 1 Quality Assurance Officer and 675 students totaling 1437 respondents. The Central Limit Theorem was used to sample 341 respondents, that is, 23.7 % of 1437. Stratified sampling was applied to create five strata based on the number of zones each consisting of nine secondary schools in Mbeere North Sub- County. The central limit theorem guided in ensuring that the distribution of the sample in the population was approximately normal hence a sufficient sample size for the study (Zach, 2019).

From each stratum, one principal, the Sub-County Director of Education and the Quality Assurance Officer were selected using purposive sampling. Questionnaires were used to collect data from Board of Management members, teachers and students whereas interview guides were used to collect data from principals, the Sub-County Director of Education and the Quality Assurance Officer. Validity was established through expert judgement. Reliability was determined using test-retest technique. Collected qualitative data was analyzed qualitatively based on the research objectives and were presented in narrative form. Test Analysis in Statistical Packages for Social Sciences (SPSS Version 23) and were presented using tables.

4. Results and Discussion

Extent of Stakeholders involvement in Implementation of Strategic Plans

The first research question of the study sought to find out the extent into which stakeholders are involved in the

implementation of strategic plans in public secondary schools in Mbeere North Sub- County. Using a Likert scale of 1-5 ranging from strongly agree to strongly disagree, the respondents were asked to indicate the extent to which stakeholders are involved in the implementation of strategic plans. The means and standard deviations of their responses were as presented in Table 1.

Table 1: Stakeholder participation in strategic plan implementation

Statement	A		U		D		M	SD
	f	%	f	%	f	%		
Teachers are involved in school management in our school	63	86.3	8	11.0	3	4.1	4.27	0.768
Students are involved in school management in our school	62	84.9	8	11.0	3	4.1	4.21	0.799
Parents are involved in school management in our school	62	85	8	11.0	3	4.1	4.18	0.839
The government is involved in school management in our school	64	87.7	7	9.6	2	2.8	4.16	0.764
Involvement of teachers in decision making has enhanced academic performance in my school	65	89.1	6	8.2	2	2.7	4.11	0.657
Involvement of students in decision making has enhanced academic performance in my school	60	82.2	8	11.0	5	6.8	4.05	0.926
Involvement of parents in decision making has enhanced academic performance in my school	61	83.6	5	6.8	7	9.6	4.00	0.898
Involvement of government in decision making has enhanced academic performance in my school	58	79.5	10	13.7	5	6.9	3.99	0.874
Involvement of teachers in decision making has enhanced academic performance in my school	57	78.1	8	11.0	8	11.0	3.89	0.921
Stakeholders' involvement in school management has ensured achievement of our school's mission and vision.	53	72.6	14	19.2	6	8.2	3.79	0.897
Teacher involvement in decision making ensures the curricular and instructional decisions are in line with the strategic plan.	48	65.7	20	27.4	5	6.8	3.74	0.898

Source: Field Data (2019)

Table 1 shows that the mean scores ranged from 4.27 to 3.42. The respondents scored highly on the statements that parents are consulted during school development planning and the involvement of parents enhanced academic performance. On the other hand, the respondents scored low on the statements that Teacher involvement in decision making ensures the quality of curricular and instructional decisions required for improvement and the Stakeholders' involvement has ensured achievement of our school's mission and vision.

The principals were also asked to state the role of stakeholders in the preparation and implementation of

strategic plans in schools. In response to this, they stated the role as: give suggestions and ideas on how to implement the plan, guide the school manager with ideas on how to improve the school; provide financial support when need be; guide the students morally and spiritually and identifying the areas they need to develop and improve then analyzing the priorities. Failure to involve all stakeholders in the strategic planning process could negatively affect the implementation process. A study by Kujala, Sachs, Leinonen, Heikkinen and Laude (2022) revealed that participation of stakeholders in strategic planning is important for the plan to gain acceptability and support in the implementation phase. Stakeholder

participation encourages everyone in the organization to work harder for their benefit and hence for the benefit of the organization. Participative management, when viewed optimistically, is perceived as a necessary and inevitable change to organizational structures to improve employee productivity and satisfaction. Similarly, Awan, Habib, Shoaib and Naveed (2020) studied the organizational and performance characteristics of management systems and found that regardless of area, the best performing groups leaned toward the participative end of Likert scale, which extended across a continuum from exploitive-authoritative to participative practices. He found that the more participative the group, the more successful it was. Characteristics such as group involvement, mutual trust, information sharing, high degrees of teamwork, and

group decision-making were evident in the most successful groups he studied.

Effect of School Leadership on Implementation of Strategic Plans

The second research question of the study sought to establish the effect of school leadership on the implementation of strategic plans in secondary schools. To establish this, the principals and HoDs were presented with various statements about leadership and implementation of strategic plan. They were required to state their agreement levels with the statements on a five-point Likert scale ranging from strongly agree to strongly disagree. Table 2 shows the combined mean and standard deviations of their responses.

Table 2: Leadership and implementation of strategic plan

Statements	A		U		D		M	SD
	f	%	f	%	f	%		
Our principal shares decision-making with the teachers, students and parents	66	90.5	3	4.1	4	5.5	4.36	0.856
Our principal seeks discussions from teachers, students, and parents before making decisions	64	87.7	4	5.5	5	6.9	4.29	0.905
Our principal is rigid in her thinking	64	87.7	8	11.0	1	1.4	4.23	0.698
The leadership style of our principal influences academic performance in our school	59	80.8	12	16.4	2	2.7	4.10	0.767
The leadership of our principal attracts many students to enroll in our school	55	75.3	14	19.2	4	5.5	3.99	0.890
The leadership of our principal enhances infrastructural development in our school	56	76.7	12	16.4	5	6.8	3.89	0.891
Teachers are allowed to contribute their ideas to the formation of general policy structure of the school operation	51	69.8	14	19.2	7	9.5	3.79	0.948
Democratic leadership enhances academic achievement	48	65.7	19	26.0	6	8.2	3.77	0.906
There is no bureaucracy which may impede implementation of strategic plans in our school	47	64.5	20	27.4	6	8.2	3.74	0.943

Source: Field Data (2019)

Table 2 shows that the responses on leadership and the implementation of strategic plans ranged from 4.36 to 3.45. The respondents scored high on the statements that: Our principal shares decision-making with the teachers, students and parents and Our principal seeks discussions from teachers, students, and parents before making

decisions. The respondents on the other hand scored low on the statements that: There is no bureaucracy which may impede implementation of strategic plans in our school and democratic leadership enhances academic achievement. This is an indicator that the schools had

good leadership, which had a positive effect on strategic planning in schools.

The principals were asked about the influence of school leadership on the implementation of strategic plans in schools. They gave their responses as: good leadership forces a look into the future and therefore provides an opportunity to influence the future, or assume a proactive posture; leadership provides better awareness of needs and of the facilities related issues and environment; good leadership helps define the overall mission of the organization and focuses on the objectives; provides a sense of direction, continuity, and effective staffing and leadership and that a good leader plugs everyone into the system and provides standards of accountability for people, programs, and allocated resources.

According to Nandasinghe (2020), leadership is the process of encouraging and helping others to work enthusiastically toward objectives. It involves developing a vision for the organization that will encourage employees to work with passion. The school management should emphasize teamwork and collaboration which are essential components in the provision of quality education. Good leadership should embrace the principles of management which bring about continuous improvement, and which guide the students, teachers and Board of Management (BoM) in working toward the achievement of the organizational objectives.

5. Conclusion and Recommendations

5.1 Conclusion

The study concludes that the secondary schools in Mbeere North Sub- County had long term strategic plans, which if properly implemented, would benefit the stakeholders in schools. The findings of the study revealed that principals had long-term plans for their schools, which would enable them to have ample time to make and see the changes of their strategic plans before deciding whether to make any more adjustments or to continue with the same strategic plans. The study established that principals tried to include all the stakeholders in the implementation of strategic plans, to ensure that everyone's interests are met.

5.2 Recommendations

The study recommends that:

1. School administrators should sensitize B.O.G members, P.T.A members, teachers, local leaders and community members on the importance of strategic plans and mobilize their support in preparation and implementation of strategic plans.

2. The Government should ensure that school funds are released on time and that strategic plans are considered when determining the amount of money to be disbursed to each school. This could be done by making strategic planning mandatory as a condition for government funding. It could also be done by monitoring and evaluating schools' progress.

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