



**INFLUENCE OF STAKEHOLDER'S INVOLVEMENT IN STRATEGY
FORMULATION ON STRATEGY IMPLEMENTATION IN PUBLIC SECONDARY
SCHOOLS: A SURVEY OF THIKA SUB-COUNTY, KIAMBU COUNTY, KENYA**

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Abstract

Following the ministry of education directive, all public secondary schools should formulate and implement strategic plans(MOE, 2005),as a result, most public secondary schools developed good strategic plans but very little has been achieved in their implementation, (Wanjiku, 2013) occasioning the need for the researcher to find out how stakeholders' involvement in strategy formulation affect the implementation. The general objective of this study was to establish how stakeholders' involvement in strategy formulation influences strategy implementation in public secondary schools. The study revealed that key stakeholders, in particular parents, teachers and students were not adequately involved in strategy formulation in public secondary schools. It also revealed that lack of adequate involvement of the stakeholders influenced negatively on strategy implementation. In the schools where parents, teachers and students were not adequately involved, a higher percentage of the particular schools registered a success in implementation of below 50% whereas in the schools where the 3 stakeholders were adequately involved, a higher percentage of the schools registered an implementation of above 50%. The study recommends that the boards of managements in public secondary schools in Kenya should ensure adequate involvement of the parents, teachers and students in strategy formulation in public secondary schools, this will ensure that they feel part of the decision making process, they will be more informed and thus play their role in implementation more effectively leading to more success in implementation of strategic plans

Keywords: Stakeholder's, Strategy Formulation, Strategy Implementation

1. Introduction

Education is at the heart of both personal and community development, its mission is to enable each person, without exception, develop all their talents to the full and to realize their creative potential, including responsibility for their own lives and achievements (UNESCO, 1996). Education is perceived as one of the principal motivating factors behind national economic development and it is one of the most effective ways in which individuals can ever hope to achieve better opportunities and a higher standard of living in Kenya. For this reasons, Kenya has invested heavily in its education systems over the past 20 years (Benoit, 2013).

In Kenya, the demand for high quality government services continues to grow as citizens expectations about the quality and value of those services rise. For instance, policy makers and stakeholders in education sector are increasingly under pressure to provide more and better services. Since the year 2003, the Kenyan education sector embarked on plans to institute reforms at all levels (Chemwei *et al.*, 2014). In the year 2005, the ministry of education issued a directive requiring all the public secondary schools to formulate and implement strategic plans aimed at improving the quality of education in those schools (MOE, 2005).

Although most public secondary schools have been found to have come up with good strategic plans, very little has been achieved in their implementation (Wanjiku, 2013). Past local studies have pointed out a number of factors impeding the implementation of the strategic plans Kiprop and Kanyiri (2012) finds the factors as, leadership style, inadequate resource and policy challenges. Chemwei *et al.* (2014) finds the factors to be inadequate resources, organization structure, school leadership and school organization culture. Wambua (2013) examines the role of stakeholders in the strategy implementation process and finds that most stakeholders studied were not effectively playing their role in the implementation of strategic plans in schools, the study further finds that although 77 percent of the stakeholders said they were involved in the implementation, only 36 percent said they were involved in the strategy formulation the study argues that the factors that have been found in previous studies to impede implementation of strategic plans (inadequate resources, school structure, leadership style etc) can be overcome if each of the major stakeholders played their role effectively.

Strategy formulation is the process of developing a broad plan that should take the organization from where it is to where it wants to be (Grimsley, 2003). It is the process by which an organization chooses the most appropriate courses of action to achieve its defined goals, this process is essential to an organization's success, because it provides a framework for the actions

that will lead to the anticipated results (Saylor, 2014). A well designed strategy will help an organization reach its maximum level of effectiveness in reaching its goals while constantly allowing it to monitor its environment to adapt the strategy as necessary.

Having established that indeed strategic planning if well implemented in our public secondary schools will lead to improved quality of education, and that there has been a major problem when it comes to the implementation of the strategic plans in the schools in Kenya, it's also clear that it's important for all the key stakeholders(BOM members, parents, teachers and the students), be brought on board during the strategy formulation so that they can own and feel they are part of the process, this study will seek to establish the extent to which the stakeholders have been involved in formulating of the strategies the schools have in their strategic plans, the researcher will then seek to establish whether this have influence in the implementation of the same strategic plans. The target group for this study will be all the 26 public secondary schools in Thika Sub-county of Kiambu County.

2. Statement of the Problem

Strategic management if effectively embraced in public secondary schools in Kenya will lead to a great improvement in performance, and although it's a ministerial requirement that all the public schools formulate and implement strategic plans, previous studies have shown that strategic plans only exist on papers but are rarely implemented (Wanjiku, 2013). A number of studies have sought to find out what has been affecting the implementation and has found inadequate resources, organization structure, school leadership, policy challenges and organization culture to be among the factors hindering implementation of strategic plans (Chemwei et al, 2014) and (Ndegwa, 2014). Wambua(2013) went a step further and sought to examine the role played by stakeholders in the implementation, the study concludes that the stakeholders are not effectively playing their role in the implementation, the study further suggest that if stakeholders are involved in the implementation, the hindrances highlighted by other studies such us inadequate resources, policy challenges, organization structure, school leadership and culture will be overcome This study sought to establish the extent to which stakeholders' involvement influence the strategy implementation in public secondary schools in Thika Sub County, Kiambu County.

3. Objectives of the Study

The general objective of the study was to establish how stakeholders' involvement influences strategy implementation in public secondary schools. The study was guided by the following specific objectives,

- i. To determine how parents' involvement affects strategy implementation.
- ii. To find out how teachers' involvement affects strategy implementation
- iii. To examine how students' involvement affects strategy implementation.

4. Literature Review

The study was guided by two theories;

Stakeholder Theory (Freeman, 1984). as advocated by Freeman, is inclined towards management in that it provides guidance to managers on how to articulate the shared sense of the value they create, explain the role of management in promoting stakeholder interests and what brings its core stakeholders together.

Stakeholder Engagement Theory aims at enhancing mutual understanding and alignment between organizations and their stakeholders (Gable and Shireman 2005). The main reason why organizations are moving towards stakeholders' engagement is to increase trust, transparency and accountability and to provide better communication on their activities and impacts.

5. Conceptual Framework

This is theoretical interconnection among variables.

Independent variables

Dependent variables

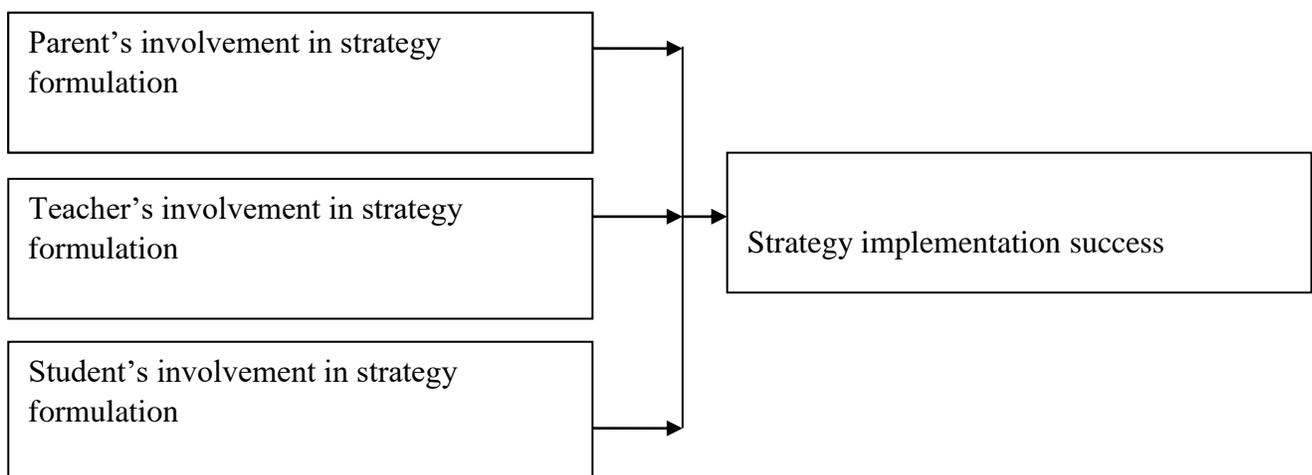


Fig 1 Conceptual Framework

6. Research Methodology

Descriptive research design was used in this study. the target population was all the 26 public secondary schools in Thika sub county, Kiambu County. The researcher used purposive sample design. The researcher used a structured questionnaire to collect primary data. The questionnaires were organized into two sections; section A captured the background information while section B focused on the objectives of the study. The study used descriptive statistical tools of analysis that is percentages and frequencies to analyze the data. Percentages and frequencies showed the proportion of respondents who scored against the different extent of stakeholder involvement in strategy formulation. The findings were presented in form of tables, pie charts and bar graphs for ease of interpreting and reporting.

RESULTS AND DISCUSSION

7. Effects of Parents' Involvement in Strategy Formulation on Strategy Implementation

The first specific objective was to find out how parents' involvement in strategy formulation affects strategy implementation. The researcher first sought to find out whether they were involved in strategy formulation and then how their involvement affected the implementation.

Parents Involvement in Strategy Formulation

The study sought to find out whether the parents were involved in strategy formulation or not. The respondents views on the level of parents' involvement in some of the activities of strategy formulation were as shown in table 4.4 where 1-not at all, 2- less extent, 3- moderate extent, 4- large extent and 5-very large extent?

Table 1. Parents Involvement in Strategy Formulation

Level of involvement	1	2	3	4	5	total
Vision statement	80	5	8	7	0	100
Core values	74	8	8	10	0	100
Goals setting	68	10	12	10	0	100
Resource analysis	64	18	12	6	0	100
Actions for accomplishing goals	61	12	13	14	0	100
School budget	79	7	7	7	0	100
Average	71	10	10	9	0	100

The results displayed in table 1, presents the respondents views on parents participation in strategy formulation, when asked whether the parents were involved in strategy formulation, 81% indicated they were not adequately involved, while 19% indicated they were, which means a very low percentage of parents actually were involved in strategy formulation in public secondary schools. Earlier findings by Okwako (2013) found that only 37% of stakeholders were involved in development of strategic plans. Wambua (2013) found that parents had a role to play in implementation of strategic plans, at 77.5%. Considering how important the role of the parent is in the implementation of strategic plans, including providing some of the necessary resources, motivating learners as well as teachers, it is unfortunate to find out that high percentage of schools do not find it necessary to involve them adequately in strategy formulation.

Parents Involvement in Strategy Formulation and Success Level

The study sought to relate the respondent view on parents' involvement in strategy formulation and the level of strategy implementation in their respective schools; the results were as presented in table 2.

Table 2. Parents involvement and success level of implementation

level of implementation	Below 50%	50% and above	Total
Involved	25.0	75.0	100
Not involved	94.1	5.9	100

The result in table 2 shows the relationship between the involvement of parents in strategy formulation and the level of strategy implementation in their respective schools. Among the 17 respondents who indicated that the parents were not adequately involved in strategy formulation, only one of the respective schools had an implementation success level of between 50%-75%, 58.8% of the schools registered an implementation of between 25% to 49% and 35.3% below 25% in implementation. This meant that 16 out of 17 schools (94.1%) which did not adequately involve parents to participate in strategy formulation recorded an implementation level of 49% and below which was below average. On the other hand, among the four respondents who

indicated the parents had been asked to participate in strategy formulation 3 (75%) of the schools registered an implementation level of between 50%-75% and one out of the 4 claimed a success level of between 25% to 49%.The result therefore shows that lack of involvement of parents resulted to an implementation of below average with (94.1%) of the schools that didn't involve the parents recording an implementation level of below average while where parents were involved 75% of the respective schools registered an implementation success level of above average.

According to Wambua (2013), parents plays a very key role in the implementation of strategic plans, the study found that the parents were not effectively playing their role in the implementation, one of the reason why the parents were not effectively playing their role in implementation could be because they were not adequately involved in formulation of the strategy.

8. Effect of Teacher's Involvement in Strategy Formulation on Strategy Implementation

The second specific objective was to find out how teachers' involvement affects strategy implementation. The researcher first sought whether teachers were involved, then related the result with the respective school's response about the level of the implementation of the strategic plans.

Teachers' Involvement in Strategy Formulation

The study first sought to find out whether the teachers were adequately involved in strategy formulation or not, the respondents' views on the level of involvement of the teachers in some of the activities of strategy formulation were as shown in table 4.6where 1-not at all, 2- less extent, 3- moderate extent, 4- large extent and 5-very large extent?

Table 3. Teachers involvement in strategy formulation

Level of involvement	1	2	3	4	5	total
Vision statement	84	10	4	2	0	100
Core values	50	7	26	17	0	100
Goals setting	34	5	48	13	0	100
Resource analysis	52	22	15	11	0	100
Actions for accomplishing goals	69	5	17	9	0	100
School budget	71	17	10	2	0	100
Total	60	11	20	9	0	100

The results on the table 3 shows the respondents view on the teacher’s participation in strategy formulation, when asked whether the teachers were involved in strategy formulation, 29% of the respondents indicated they were and 71% indicated they were not adequately involved which means a very high percentage of teachers (71.4%) were not involved in strategy formulation. Ngware *et al* (2006) point out the need to train teachers on management, motivating them and most importantly giving them chances to put their skills to practice, ensuring that teachers are in committee that formulate strategic plans would make them feel they are part of the decision making process. Njagi *et al* (2013) found employee motivation as one of the factors that affected formulation of strategic plans in public secondary schools, the study argues that teachers if motivated can be proactive and seek to influence external environment and deploy resources to influence it.

Teachers Involvement and the Level of Strategy Implementation

The study related the respondents view on the teachers’ involvement in strategy formulation and the level of strategy implementation in their respective schools, the results were as shown in table 4.

Table 4. Teachers’ involvement and success level of implementation

level of implementation	Below 50%	50% and above	Total
Involved	33.3	66.7	100
Not involved	100	0.0	100

The information on table 4 relates the involvement of the teachers in the formulation of the teachers in the formulation of strategic plans and the level of implementation, of the 15 respondents that indicated that teachers were not asked to participate when the strategic plan was being formulated, 60% of these schools recorded an implementation success of between 25%-49% and 40% recorded an implementation level below 25%. This means that 100% of all the schools that did not involve teachers in formulation of strategic plans registered an implementation level of below average (below 50%). On the other hand, the 6 respondents who said the teachers were asked to participate in formulating strategic plans, 4(66.7%) of their

respective schools registered a success in implementation of between 50-75% and the other 2 (33.3%) were between 25-49%.

This results relate the participation of teachers with the successful implementation of the strategic plan showing when teachers were not involved, 100% of the school recorded a below average implementation and when involved, 66.7% of schools had above average implementation. Ngware et al (2006) emphasizes the need to motivate teachers and make them part of the decision making process, one of the best way to motivate teachers would be to involve them in strategy formulation, this explains why there were higher success levels in strategy implementation in the schools that involved teachers in strategy formulation

9. Effects of Students Involvement in Strategy Formulation on Strategy Implementation

The third specific objective was to find out how students' involvement affects strategy implementation, the researcher sought to find out whether the students were involved in strategy formulation then related their involvement with the principal's response on the level of implementation of the strategic plans.

Students' Involvement in Strategy Formulation

The study sought to find out whether the students were adequately involved in strategy formulation or not, the respondents' views on the level of students' involvement in some of the activities of strategy formulation were as shown in table 4.8 where 1-not at all, 2- less extent, 3-moderate extent, 4- large extent and 5-very large extent?

Table 5. Students involvement in strategy formulation

Level of involvement	1	2	3	4	5	Total
Vision statement	91	6	0	3	0	100
Core values	79	10	9	2	0	100
Goals setting	70	8	19	3	0	100
Resource analysis	80	6	10	4	0	100
Actions for accomplishing goals	73	2	18	7	0	100
School budget	87	4	4	5	0	100
Total	80	6	10	4	0	100

The respondents view on the students' participation in strategy formulation, as shown in Table 5, 86% of the respondents indicated they were not adequately involved in strategy formulation, while 14% indicated they were asked to participate in strategy formulation. This means that most

schools did not involve the students when they were formulating the strategic plans. Not involving students in strategy formulation is disastrous since they are in the centre of the implementation, to be successful in implementation of the strategic plans; the schools need to actively and adequately involve the students in strategy formulation.

Considering that the students are the final product that the school produces, their input to the decision making process is important, they should actively participate and provide suggestions for identifying and accomplishing goals for their future.

Students’ Involvement and Level of Strategy Implementation

The study sought to relate the respondents view on students’ involvement and the success level of strategy implementation in their respective schools. The findings were as displayed in table 6

Table 6. Students’ involvement and success level of implementation

Level of implementation	Below 50%	50% and above	Total
Involved	0.0	100	100
Not involved	94.4	5.6	100

The result in table 6 shows the information on the students’ involvement in strategy formulation and the level of implementation of strategic plans in their respective schools. Where the respondents indicated that the students were not asked to participate in strategy formulation, of the 18 respondents, 17 of their respective schools, accounting for 94.4% of the respondents recorded an implementation level of below 50% which is below average. On the other hand, of the 3 respondents who said the students were asked to participate, all of them (100%), their respective schools registered a success in implementation level of between 50-75%.

The results therefore indicate that when the students were involved in strategy formulation, there was more success in the implementation of the strategic plans while lack of or inadequate involvement of students resulted to poor or low levels of strategy implementation.

10. Stakeholders’ Involvement in Strategy Formulation

The study sought more information on stakeholders’ involvement in strategy formulation; the respondents gave their views on what they thought in relation to some statements about strategy formulation and strategy implementation in public secondary schools.

Table 7. Stakeholders' involvement and implementation

Not adequately involved thus not effective	Parents	Teachers	Students
SA	9.5	38.1	23.8
A	76.2	47.6	66.7
N	14.3	14.3	0.0
D	0.0	0.0	9.5
SD	0.0	0.0	0.0
T	100.0	100.0	100.0

The information on involvement of the 3 stakeholders in strategy formulation in public secondary schools is presented in Table 7 when asked to state to what extent they agreed with the statement that the three were not effectively playing their role because they were not adequately involved in strategy formulation, 85.7%, 85.7%, 90.5% agreed in relation to parents, teachers and pupils respectively. Only 9.5% of the respondents disagreed in relation to students' involvement. This means that most of the respondents were of the view that each of the three stakeholders were not adequately involved when strategic plans were being developed and for that reason they don't effectively play their role during implementation, which could lead to implementation process experiencing problems. Wambua (2013) found that stakeholders were not effectively playing their role in the implementation thus hindering successful implementation, one of the reasons they are not effectively playing their role from this findings is the fact that they were not involved in the formulation of the strategies.

Table 8. Not adequately involved in strategy formulation

Not adequately involved	Parents (%)	Teachers (%)	Students (%)
Strongly agreed	38.1	38.1	57.1
Agree	52.1	33.3	42.9
Neutral	9.5	9.5	0.0
Disagree	0.0	19.1	0.0
Strongly disagree	0.0	0.0	0.0
Total	100.0	100.0	100.0

From the result displayed in table 8, it is clear that most schools did not adequately involve the stakeholders that is according to the respondents 90.5% agreed that the parents were not adequately involved, 71.4% agreed that the teachers were not adequately involved and 100% agreed that the students were not adequately involved.

Table 9. Not effectively playing their role in strategy implementation

Not effective	Parents	Teachers	Students
Strongly agreed	47.6	38.1	57.1
Agree	38.1	42.9	42.9
Neutral	14.3	19.0	0.0
Disagree	0.0	0.0	0.0
Strongly disagree	0.0	0.0	0.0
Total	100.0	100.0	100.0

From the results displayed in table 9, most respondents felt that the stakeholders were not effectively playing their role in implementation of strategic plans. According to the respondents, 85.7% of the parents, 81.0% of teachers and 100% of students were not effectively playing their role in the strategic plans implementation.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

11. Summary of the Findings

Effects of Parents' Involvement in Strategy Formulation on Strategy Implementation

The first specific objective was to find out how parents' involvement affects strategy implementation. The study found that 81% of the parents were not adequately involved, 19% were adequately involved. Among the 81% who were not adequately involved, 94% of their respective schools registered an implementation level of 49% and below. Among the 19% who were adequately involved, 75% of the respective schools registered an implementation level of between 50% and 75%. The study therefore concludes that parents' involvement affects strategy implementation; not adequately involving parents leads to poor strategy implementation and vice versa.

Effects of Teachers' Involvement on Strategy Formulation on Strategy Implementation

The second objective was to find out how teachers involvement affects strategy implementation. The study found out that 71% of the respondents said that the teachers were not adequately involved in strategy formulation, of the 71%, 60% of their respective schools registered an implementation success level of between 49% and 25% the remaining 40% registered an implementation level of below 25% meaning 100% of them were below average in the implementation. The 29% of the respondents who claimed the teachers were adequately involved 66.7% of their respective schools registered an implementation level of between 50%-75% and 3.3% were between 49% and 25%. The study therefore concludes that involvement of teachers in strategy formulation leads to a successful implementation of strategic plans and inadequate involvement leads to ineffective strategy implementation.

Effects of Students' Involvement in Strategy Formulation on Strategy Implementation

The third objective was to find out how students involvement affects strategy implementation. The study found out that 86% of the respondents said the students in their schools were not involved 94.4% of the 86% who were not involved, their respective schools claimed an implementation level of below average (below 50%). 5.6% of them claimed an implementation level of between 50% to 75%, on the other hand among the 14% of these respondents who said the students were involved, 100% of their respective schools registered an implementation level of between 50%-75% which is above average. The study therefore concludes that adequate involvement of the students positively influences the implementation of the strategic plans.

13. Conclusion

Effects of Parents' Involvement in Strategy Formulation on Strategy Implementation

According to the research findings it is clear that parents' involvement in strategy formulation affects strategy implementation. If the parents are adequately involved, they are more effective in playing their role in the implementation possibly because they feel they own the strategies, which leads to successful implementation of the strategic plans.

Effects of Teachers Involvement in Strategy Formulation on Strategy Implementation

It is evident from the research findings that teachers' involvement affects strategy implementation, if the teachers are adequately involved in strategy formulation, they are more effective in playing their role in strategy implementation and thus implementation of the strategic

plans is more successful. If the teachers are not adequately involved in formulation, then the implementation is negatively affected.

Effects of Students' Involvement in Strategy Formulation on Strategy Implementation

From the research findings, it is evident that students' involvement in strategy formulation affects strategy implementation, with adequate involvement of the students in strategy formulation; greater success is achieved in implementation. Where students are not adequately involved, poor implementation of the strategic plans is registered.

The study concludes that parents, teachers and students have a very important role to play not only in the implementation of strategic plans in public secondary schools but also in the formulation. Failure to involve them adequately in the formulation leads to failure in the implementation. Every stakeholder plays a key role in the implementation of the strategic plans and for them to play their role effectively there is need to ensure they own the strategic plan by ensuring they feel adequately involved in formulation stage.

The study therefore concludes that adequate involvement of stakeholders lead to the effective strategy implementation while inadequate involvement of stakeholders leads to ineffective strategy implementation in public secondary schools.

14. Recommendations

The study recommends adequate involvement of parents in strategy formulation. The principals and the Board of Management in schools should ensure that parents are adequately involved in strategy formulation to ensure that they feel they own the strategies and thus they can effectively play their role in implementation which will lead to successful implementation of strategic plans.

The study also recommends that teachers should be adequately involved in the formulation of the strategic plans in the public secondary schools. Involving teachers give them confidence and make them own the strategies which leads to them being more effective in playing their role during implementation and thus more success in implementation is attained.

It's also important to adequately involve the students in strategy formulation. It is very important for the schools principals and the BOM to realize that students play a very key role in the implementation of the strategic plans and that they are the key beneficiaries of the successful implementation and therefore they should feel that they are part of the decision making process which will make them put the necessary effort needed in the implementation to ensure successful implementation of the strategic plans.

The study recommends more involvement of the parents, teachers and students in the formulation of the strategic plans since it was clear from the study that they were not adequately involved.

The B.O.M chairman and the principal having an understanding that the parents, teachers and the students are key players in the strategy implementation, should not rush into coming up with a strategic plan but should ensure that each and every key stakeholders feel part and parcel of the whole process so as they can own the strategic plan and develop passion to see that they successfully implement it.

15. Suggestion for Further Research

The study was carried out in public secondary schools thus the researcher suggests further study on involvement of stakeholders on strategy formulation in private secondary schools to shed more light on stakeholders' involvement in strategy formulation.

The study focused on strategy formulation and strategy implementation thus it would also be necessary to carry out a study on other strategic management processes such as situation analysis and strategy monitoring/evaluation to add on knowledge of strategic management in secondary schools in Kenya.

The study was carried out in Thika sub-county, Kiambu County and therefore it would be necessary to carry out research in other counties to find out whether the results would be consistent.

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