

The Role of Stakeholder Engagement in Strategic Plan Implementation on Internal Efficiency of Public Secondary Schools in Mombasa County, Kenya

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Abstract

Strategic plan implementation is paramount in ensuring that internal efficiency is achieved in the education sector worldwide through engagement of key stakeholders. The study was addressed by the objectives; to determine the level of stakeholder engagement and to assess the role of meaningful stakeholder engagement in strategic plan implementation on internal efficiency of public secondary schools in Mombasa County. The Resource-Based theory guided the study. The study adopted a Convergent Parallel Mixed Methods design where data was analyzed both qualitatively and quantitatively. Stratified systematic random sampling techniques were used in the study. Principals, teachers and BOM chairpersons formed the population with 134 respondents forming the sample. The instruments were validated through expert reviews as Factor analyses, tests and pilots were conducted. Three schools were stratified into category with 12 respondents participating in the pilot study. Reliability in this research was determined through tests such as t-tests, correlation, ANOVA, and regression analyses. Descriptive statistics in the form of mean, variability such as standard deviation and variance were applied. The data was then presented in tables, graphs, pie charts and percentages. The study findings indicated that meaningful engagement of stakeholders formed an integral part in ensuring strategic plan implementation and the realization of internal efficiency. The results obtained through correlation and regression show that stakeholder engagement significantly affect the internal efficiency. Stakeholder engagement in strategic plan implementation contributed the most to achieving internal efficiency. Therefore, when other factors are held constant, for every unit change in the independent variables, the internal efficiency increases. This indicated that a strong relationship established. The study provides a useful information that may make it easy for education stakeholders to address challenges of strategic plan implementation through meaningful engagement of key stakeholders for the realization of internal efficiency. Therefore, as a recommendation, the study provides a base for policymakers to inform and formulate policies on applying strategic planning in improving the internal efficiencies of public secondary schools in Kenya.

Keywords: Academic performance, Completion rate, Monitoring and Evaluation, Meaningful Stakeholder Engagement

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Introduction

Education in most parts of the world is viewed as a pivotal contributor to social and private investment. This is usually depicted through academic performance and completion rates of students among other measures of the internal efficiency. Many students enroll in public secondary schools in great numbers, but due to various reasons, some do not finish their education. Instead, they waste out along the way by simply dropping out of the system

The genesis of strategic planning is linked to firms that need to enhance their productivity by the Americans as the pioneers. They used strategic plans as a gateway to success in managing their business firms and educational institutions such as universities, technical institutions and other tertiary institutions. The Americans adopted strategic planning as a prudent way of managing educational resources at various levels. In France, strategic planning allowed efficient resource management decisions; more resources do not necessarily stand for better results but their utilization aspect. Therefore, the French government could meet broad social demands by adopting strategic plans. Many industries and business firms in Germany adopted strategic plans to maximize

future advantages and become internally and externally efficient (Lindermayr, 2017).

A 2014 World Bank report established that Cuba has one of the world's best universal education and literacy systems (Lopez, 2017) which is attributed to the adoption of modern planning strategies where there is room for engaging all relevant and key education stakeholders in decision making contrary to the traditional methods employed by most African countries. As stipulated by Mutindi (2018), in most developed countries such as the United States of America, the United Kingdom, France, Italy, and Germany, it is usually the role of the government to engage its stakeholders which is the Ministry of Education. Therefore, education is also viewed as the core of development and cannot be ignored.

In Africa, especially in Nigeria, creating internally efficient systems made many sectors embrace strategic planning, with the universities at the forefront. This was able to ensure cost-effectiveness and cost efficiency in resource management. According to Bakhit (2017), universities adopted strategic planning as an engine that led such institutions in achieving set targets and ensuring that wastages such as repetition and dropouts are minimal. Therefore, the concept spread to many organizations, firms, and educational institutions, including public and private universities, colleges, and secondary schools. As a result, learning institutions have adopted strategic planning because of its effectiveness in the prudent management of resources.

In Kenya, the directive by the government on the development and adoption of strategic plans in schools come up. Several schools have adopted strategic planning to address the completion rate of students and improve academic performance in national examinations. Although the government's effort is to ensure strategic plans are implemented, there are still many challenges that the county faces, such as low completion levels of students and inadequate resource management practices, lack of involvement of all or key stakeholders in the implementation process among others (Mombasa County Government 2018; Madiha, Mwaura & Philomena 2019).

In Mombasa County, public schools have not achieved significant positive changes in academic performance in KCSE and completion rate of students in public institutions. In addition, there has been little effort to conduct a study to establish the role of strategic plan implementation on the internal efficiency of public schools in Mombasa County, Kenya. The current study was concerned with declining completion rates of students and academic performance in national examinations; it looked at the role that meaningful stakeholder engagement played to realize internal efficiency. Mixed method design that changed from the standard descriptive analysis. Therefore, the study sought to analyze the role of strategic plan implementation on the internal efficiency of public secondary schools in Mombasa County.

Statement of the Problem

The government of Kenya has intended to create efficient internal systems in all public secondary schools. For this reason, strategic planning in public secondary schools is being championed to create an internally efficient system and performance-based management driven to ensure education reform. However, there is a growing concern about the realization of secondary education goals in Mombasa County. The observed trends of KCSE performances and completion rates of students in public secondary schools over the years indicate a sustained decline compared to other parts of the country (Sidi, Kindiki & Ongeti, 2020). Failure to address strategic plan implementation effectively through involvement of all key stakeholders in education meant that implementation may remain a nightmare in the public secondary schools since that no one can be held accountable and taking responsibility for the process. Therefore, the public schools' academic performance and completion rates will continue to decline as indicated by (Madiha, Mwaura & Philomena, 2019). As a result, some studies have been conducted in Mombasa County with the following gaps and challenges identified. However, these studies are not exhaustive because they singled out the current topic and are inconclusive due to the methodology used to analyze data. Because of this, the researcher sought to fill the gap by conducting a study using the mixed method design on the role of strategic plan implementation on the internal efficiency of public secondary schools in Mombasa County.

Purpose of The Study

The purpose of this study was to analyze the role of strategic plan implementation on the internal efficiency of public secondary schools in Mombasa County.

Objectives of The Study

The following objectives addressed the study:

- i) To determine the level of stakeholder engagement in strategic plan implementation on the internal efficiency of public secondary schools in Mombasa County.
- ii) To assess the role of meaningful stakeholder engagement in strategic plan implementation on internal efficiency of public secondary schools in Mombasa County

Research Questions

The following research questions guided the study:

- i) What is the level of stakeholder engagement in strategic plan implementation on internal efficiency of public secondary schools in Mombasa County?
- ii) What is the role of meaningful stakeholder engagement in strategic plan implementation on the internal efficiency of public secondary schools in Mombasa County?

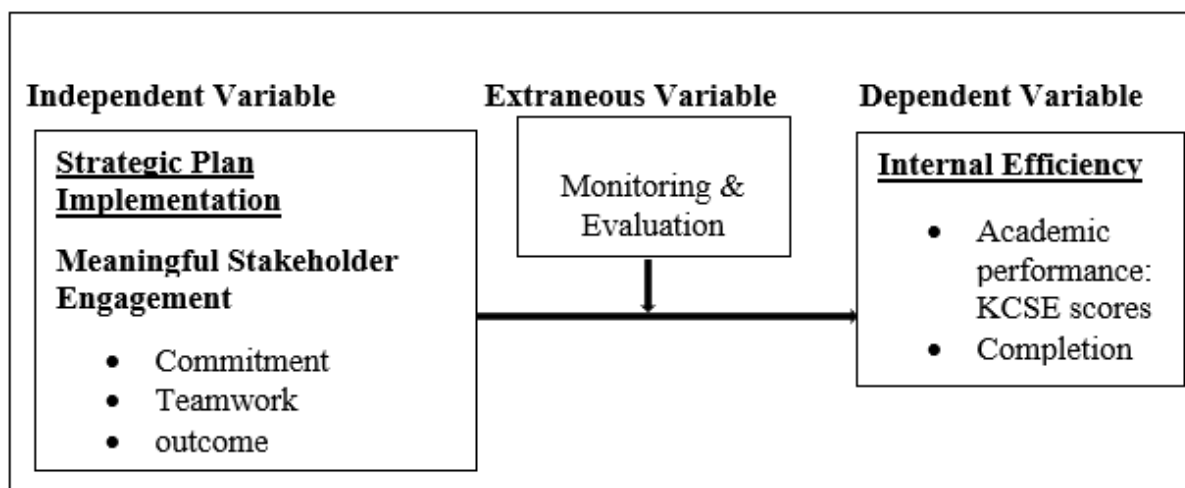
Resource- Based Theory

Resource- Based theory was initially brought to the limelight by Penrose, (1959) and was applied to identify strategies that can be employed to gain a competitive edge over others. Porter, (2008) improved this theory and stipulates that an institution's competitive advantage depends on how it mobilizes and utilizes the resources at its disposal through meaningful engagement of stakeholders to make it internally efficient. Personal attributes and competencies possessed by stakeholders can be necessary if the shared resources available can be copied and bundled together so that it becomes unique and thus becomes rare and difficult to copy. Recently, the Resource-Based perspective has been combined with the stakeholder perspective since stakeholder engagement in the entire process cannot be overlooked, Barney (2018). This allows stakeholders to take keen interest, control and manage resources to realize performance and a competitive notch.

By involving stakeholders in the formulation and implementation of strategic plans and systematic monitoring and evaluation, schools seek to understand and serve the needs of all for their success. This theory is applicable because it answers the most critical questions school managers pose on how to keep a competitive edge through the implementation of strategic plans in order to achieve internal efficiency through prudent resource management practices, thus warranting its application as a theoretical underpinning in the study

Conceptual Framework

As illustrated in figure 1.1, successful implementation of strategic plans in public secondary schools is expected to improve internal efficiencies in terms of student academic performance and completion rates. In addition, stakeholder engagement and frequent monitoring and evaluation lead to the achievement of school goals. Eventually, implementing strategic plans is expected to improve internal efficiencies in terms of student completion rate and enhanced academic performance in public schools (Kirimu, Kathuri & Thuba, 2017).



Source: Researcher, 2022

Stakeholder Engagement and Internal Efficiency

A stakeholder refers to an individual or group of people with an interest, influence, or a say in the school's running. In the education sector, meaningful engagement of stakeholders is equated to school success in terms of academic performance and the rate at which students complete their secondary education cycle. Therefore, meaningful engagement with stakeholders aims to improve student academic performance and a high completion rate. The key stakeholders include principals, teachers, students, support staff, the community, the ministry of education, publishers, and other education officials. When there is an improved performance in the school, every stakeholder gets contented (Karimi, Mulwa & Kyalo, 2020).

A study by Weyama, (2018) on stakeholder influence in institutional strategic planning practices in public secondary schools in Kenya established that schools in Migori County had developed a concrete strategic plan, mission and vision with the involvement of stakeholders such as BOM, Parents Teachers Association (PTA), teachers, students, and non-teaching staff. The stakeholders were motivated because they were involved in

formulating strategic plans with a clear mission and vision for the school. When the strategic plans were implemented, the school recorded improved academic performance.

The respondents in the study also affirmed that if the stakeholders were not given room or involved in decision-making to verify the factors that influence interests and that of the school, then definitely the mission and vision of the school lack meaning. The study by Weyama, (2018) was carried out in Migori County using a descriptive data analysis approach. This method of data analysis is not exhaustive and deep as the mixed method that the current study used, where both qualitative and quantitative data were analyzed and triangulated during interpretation, making it appropriate. It was also done in Mombasa County.

In reference to Fidow (2017), the study on the influence of stakeholder involvement on the strategic planning process of money remittance companies in Kenya shows that making decisions without key stakeholders may lead to confrontation, disputes, and boycotts. This poses a challenge to strategic plan implementation leading to internal inefficiency. It also established from the study that conflicting interests of stakeholders hinder effective strategic plan implementation. Further, it was established that stakeholder involvement is paramount in the strategic planning process. If their expectations are considered, better participation is achieved, leading to the internal efficiency in firm performance. The study was carried out in a money remittance company, managers of the banks were used, and descriptive statistics were used to analyze quantitative data. This created a gap filled by the current study, which employed a comprehensive mixed methods design. Public secondary schools were the target, with teachers, principals, and BOM chairpersons representing a more expansive category than managers alone.

A different study by Karimi et al., (2020) on stakeholder engagement in monitoring and evaluation and performance in public primary schools in Nairobi County, Kenya, shows that stakeholder engagement in the learning process is critical to achieving performance in Literacy and Numeracy. This was seen to be realistic through monitoring and evaluating the process. According to the study, stakeholder involvement in learning was through the following indicators: identifying stakeholders, determining the level of involvement, developing project objectives that give direction, and then developing monitoring and evaluation plans.

When stakeholders are involved through the indicators identified earlier, they feel contentment and become part and parcel of the process intervention. As much as the study looked at the importance of stakeholder engagement in the realization of performance, it only identified two areas of numeracy and literacy, and then a study was carried out in primary schools in Nairobi county. Descriptive design was used to analyze data. However, the methodology used was not exhaustive, hence the current study's need. The study targeted public secondary schools in Mombasa County, using a mixed method approach to get a detailed analysis for answering the research questions.

Research Design

A research design is an approach used to answer the research questions. The study adopted a mixed method design where triangulation was used. It systematically integrates quantitative and qualitative data within a single investigation (Creswell & Plano, 2017). The application of mixed method design allows for a more significant and improved understanding and depth of the research problem and question to grasp the complicated occurrences. This method was also used because it improves construct validity and can reveal inconsistencies during data collection and analysis. This eventually opens up new research possibilities. Under triangulation, the convergent parallel mixed methods approach is one of the six variants of mixed methods research designs used. It mixes the results through triangulation.

Target Population

The population of interest in this study included all the public secondary schools that start from form one to form four in Mombasa County. Public secondary schools were studied due to resource diversity, such as teachers. Furthermore, public schools often attract the best teachers and other stakeholders, and they also enroll learners from all backgrounds, even from the lowest socio-economic backgrounds, due to the policy of 100% transition from primary to secondary school. Hence, public schools are usually fiscally responsible. The target population comprised 40 public secondary schools in Mombasa county with Forms 1 to 4, 523 teachers, 40 principals, and 40 BOM chairpersons (County Education Office register, 2020). These respondents are some of the key stakeholders of the schools and so have a vast knowledge of strategic planning and internal efficiency; they are always key participants in the overall school functioning and, in most cases, are in contact with learners.

Sampling Techniques

Stratified systematic random sampling technique was applied. This is because the sampling technique captures key population characteristics in the sample that are proportional to the overall population and applied in school categories. The schools were stratified into four categories: National, County, Extra County, and Sub County. The schools, principals, and BOM chairpersons were then systematically and randomly sampled where each unit

in the population has an equal chance of being selected and is easier to conduct by listing each stratum and picking odd numbers.

Sample Size

Sample size in research refers to the number of people participating in the study or observations that are included in a study. As a general principle, it is best to have a large sample. Further, Gay, Mills & Airasian, (2006) stipulate that a sample size of at least 20% to 50% of the population is a good representation, especially for small populations, while a sample size of 10% is representative enough for large populations. Therefore, out of 40 schools, 13 principals and 12 BOM chairpersons were sampled at 30%, while 108 teachers were sampled at 20% from each stratum. The total sample to be studied is made up of 134 respondents. Systematic random sampling was used to sample principals, BOM chairpersons and teachers for the study.

Pilot Study

The schools were stratified into categories such as national, extra county, county and sub-county schools. Three principals, six teachers, and three BOM chairpersons totaling eighteen respondents, participated in the pilot study. This is because 10% of the total sample was considered good enough for piloting (Amin, 2005); that is, 10% of 181 was eighteen respondents. Schools were drawn from each stratum (type) to ascertain that the researcher targeted all the different groups in the population. This was a sure way of a fair representation of groups in nature. Piloting also necessitated the correction of errors and irrelevant and ambiguous question items and reconstructed them to ascertain the instruments' validity and reliability.

Validity of the Instrument

In reference to a study by Orodho, (2009), the validity of the instruments is determined when the responses show that the items in the questionnaires and interview schedules measure what they were meant for. The pilot study conducted improved face validity and content validity. The systematic process of carefully and critically examining research items is referred to as content validity. Therefore, research instruments were submitted to university supervisors to ascertain content validity through appraisal of the tools and verification by the supervisors. Blank spaces and responses in the instruments that seemed inaccurate or inconsistent indicated weaknesses that were reviewed after piloting.

Reliability of the Instrument

Test-retest reliability was conducted to confirm reliability. The researcher gave 12 teachers questionnaires to fill, 3 principals and 3 BOM chairpersons were interviewed. Then after two weeks, similar instruments were re-administered to the same respondents, after which statistical tests were done to determine the reliability of the data. Cronbach's alpha test was done, and a correlation coefficient for the two tests calculated. In this research, Cronbach's alpha was used, and a value of more than 0.7 indicated the presence of reliability.

Data Analysis Methods

Data analysis was done both qualitatively and quantitatively applying convergent parallel mixed method design. Qualitative data collected from the interview and document analysis were organized into significant patterns to create meaning. Qualitative data from the principals' interviews were subjected to inductive content analysis through coding, creating categories and abstractions to enrich the analysis and findings of the study (Elo & Kyngas 2008). The information obtained from the documents augmented interview information and questionnaire. The results were transcribed and put in themes before being reported thematically. Quantitative data was subjected to descriptive and inferential analysis with data from the teachers' questionnaire. Data was coded, labeled to variables, and organized before being entered into SPSS. Tables, graphs, pie charts, frequencies, means, and percentages were used to analyze data on the implementation of strategic plans and the internal efficiency of secondary schools.

Response Rate

In this research, 108 questionnaires were given out to teachers as respondents, and 107 of them were duly completed and returned. The 13 Principals filled out a semi-structured questionnaire while 13 BOM chairpersons were all interviewed, which translated to 100% response. This culminates in a response rate of 99.6%, which is way above the threshold of 50% for studying, as recommended by Duncan et al., (2015). Out of the possible 100% turnout, 99.1% of the teachers participated in the study. Only 0.9% did not respond or submit the questionnaire to the researcher. The large number that responded was outstanding because teachers are conversant with education matters and policies relating to the education sector, where they contribute significantly and therefore formed an excellent target for the study.

Table 4.2 Response Rate (Teachers, BOM and Principals)

Response	Frequency	Percentage
Responded (Principals& BOM)	26	100
Responded	107	99.1
Non-response(Teachers)	1	0.9
Total	108	100

Table 4.2 indicates the response rate of BOM chairpersons and principals of the schools. The response was 100% showing that every respondent was readily available and therefore participated in the study. This confirms that the respondents were willing and ready to participate by giving their contributions which would also help them evaluate themselves. The school principal's participation in the study was important since they are the ones who usually give strategic direction in their institutions through effective leadership, coordination, and management. On the other hand, the school board of management (BOM) supports the general welfare of a school. Hence their full participation as critical stakeholders added strength to the study.

Table 4.4 Presents the Gender Distribution of the Respondents

Gender	Frequency	Proportion (%)
Male	69	51.8
Female	63	46.3
Did not say	2	2.5
Total	134	100

Results from Table 4.4 shows that gender representation was fairly even since there were 51.8% male and 46.3% female respondents. This shows that neither gender dominated the study, and the opportunity given favored both. If there were gender disparity, then the research progress would have been affected or biased.

Level of Education

The respondents were asked to state the highest level of their education and this were the results from respondents.

Table 4.6 Levels of Education

Highest academic level	Frequency	Proportion (%)
Diploma	10	7.5
Degree	77	57.9
Masters	46	34.6
Total	133	100%

Education is quite important since it promotes understanding of issues on the ground through gaining exposure as one rises. On the levels of education, the least respondents were Diploma holders (7.5%), Masters holders at 34.6%, and finally Bachelors holders accounting for 57.9%. Therefore, the majority of the teachers are graduates (57.4%), which is consistent with the current trend in the teaching profession in secondary schools in Kenya.

Findings

Stakeholders' Engagement And Internal Efficiency

The third objective of the study was to determine the influence of stakeholders' engagement on internal efficiency. Descriptive statistics, correlation, and regression analysis were used to measure this objective.

Descriptive Statistics

In descriptive, a measure of central tendency (mean) and a measure of dispersion (standard deviation) were computed. On stakeholders' engagement, respondents were asked on a scale of 1 to 5 (1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, and 5 strongly agree) to give their perception of various indicators of stakeholders' engagement. The average response was also computed and the results presented in Table 4.33.

Table 4.33 Descriptive Results of Stakeholder’s engagement

	1	2	3	4	5	Mean	Std Dev
Strategic Plan prepared with the involvement of key stakeholders		7.4	16.7	50	25.9	3.94	0.856
Meaningful stakeholder engagement improves student completion rate		5.6	5.6	75.9	13	3.96	0.643
Stakeholder engagement is key to improved academic performance		3.7	1.9	70.4	24.1	4.15	0.627
Prudent management of school resources		1.9	1.9	53.7	42.6	4.37	0.623
Responsibilities are shared fairly among key stakeholders		1.9	32.1	47.2	18.9	3.83	0.753
Achievement of school targets, objectives and goals		1.9	1.9	69.8	26.4	4.21	0.567
Overall Stakeholder’s engagement		1.9	7.4	74	16.7	4.08	0.5222

Table 4.33 shows that 50% agreed that stakeholders were involved, while 25.9% strongly agreed with the statement. None strongly disagreed, but 7.4 just disagreed, with 16.7% who were uncertain. In the responses on stakeholder engagement leading to improved completion rate, 75.9% agreed, 13% strongly agreed, 5.6% disagreed, and 5.6% were uncertain. Stakeholder engagement is key to improved academic performance. Results recorded include 70.4% agreed, 24.1 strongly agreed, 1.9% uncertain, and 3.7% disagreed with the statements. The respondents were asked to give feedback on whether stakeholder engagement ensures prudent management of resources. The responses given include: 53.7% agreed, 42.6% strongly agreed, 1.9% were uncertain, 1.9% disagreed, and none strongly disagreed.

On whether responsibilities were shared relatively among the key stakeholders, 47.2% agreed with the statement, 32.1% were uncertain, 18.9% strongly agreed, and 1.9% disagreed. Nobody strongly disagreed. Finally, stakeholder engagement leads to achieving school targets, objectives, and goals. Responses were: 69.8% agreed, 26.4% strongly agreed, 1.9% were uncertain, 1.9% disagreed, and none strongly disagreed. On average, respondents agreed with all the statements on the indicators of stakeholder engagement. There were no extreme responses, as shown by slight standard deviations.

Correlation Coefficient Between Stakeholders’ Engagement and Internal Efficiency

Pearson correlation coefficient was computed to measure the strength of the relationship between stakeholders’ engagement and internal efficiency. Table 4.34 presents the results.

Table 4.34 Correlation Coefficient Between Stakeholders’ Engagement and Internal Efficiency

	Internal efficiency	Stakeholder Engagement	Internal efficiency
Stakeholders engagement	Pearson Correlation	1	.802**
	Sig. (2-tailed)		.000
	N	106	106
Internal efficiency	Pearson Correlation	.802**	1
	Sig. (2-tailed)	.000	
	N	106	106

***. Correlation is significant at the 0.05 level (2-tailed).**

Table 4.34 shows that there is a strong positive significant correlation between stakeholders' engagement and internal efficiency. This implies that as stakeholders' engagement increases, internal efficiency increases.

Regression Analysis Between Stakeholders’ Engagement and Internal Efficiency

A regression model was fitted between stakeholders' engagement and internal efficiency. The results obtained are given in Tables 4.35, 4.36 and 4.37.

Table 4.35 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.802 ^a	.644	.637	.214

a. Predictors: (Constant), stakeholder’s engagement

Table 4.35 shows that stakeholders' engagement accounts for 64.4% (R square) of all the variations in internal efficiency. Other factors not in the model account for 35.6% of all the variations in internal efficiency.

Table 4.36 ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.307	1	4.307	94.046	.000 ^b
	Residual	2.382	106	0.046		
	Total	6.689	107			

a. Dependent Variable: efficiency

b. Predictors: (Constant), stakeholder’s engagement

Table 4.36 shows that there is significant relationship between stakeholder’s engagement and internal efficiency.

Table 4.37 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.613	.231		6.968	.000
	stakeholder’s engagement	.546	.056	.802	9.698	.000

a. Dependent Variable: efficiency

Table 4.37 shows that stakeholders' engagement significantly influences internal efficiency. Keeping other factors constant, for every unit change in stakeholders' engagement, efficiency increases by 54.6%. The resultant model is given by equation 4.1 as

$$Y_i = 1.613 + 0.546X_i \dots\dots\dots (4.3)$$

Where Y_i is the internal efficiency and X_i is the stakeholder’s engagement

It can be concluded that stakeholder’s engagement has significant influence on internal efficiency.

On qualitative data findings, the respondents were to answer the question, 'Who were the stakeholders involved in strategic plan implementation?' BOM, parents, teachers, non-teaching staff, school community, and education planners were involved in developing and implementing strategic plans in the schools studied. According to A3, "Education planner is necessary since we employed one to develop our strategic plan which came out nicely and he further advised the stakeholders on implementation."

'What can be done to maintain a long-term relationship with stakeholders?' The responses given include: holding frequent meetings with the stakeholders, involving them in the planning process, involving the stakeholders in the day-to-day running of the school, ensuring their concerns are taken into consideration, encouraging teamwork, training the stakeholders, involving religious groups, and involving stakeholders in decision making. From R-Square, stakeholder engagement accounts for 64.4% of all variations in internal efficiency, as other factors only account for 35.6%. It was also noted that for every unit change in stakeholder engagement, internal efficiency increases by 54.6%, which is a very high increase. Therefore, in summary, resource mobilization, resource utilization, stakeholder engagement, and strategic plan implementation play a significant role in internal efficiency. This is because the results showed significant relationships when the regression model was fitted for the variables. The study designed an equation with regressor variables that accounted for 96.5% of all variations.

In the schools studied, it was established that there are stakeholders that are never left out because they play crucial roles. They include the BOM chairperson or any BOM representatives. They are supportive when they are involved and always stand with their schools. The BOM chairperson affirmed that the internal stakeholders knew the school's mission and vision. The BOM explained that mission and vision were elements of strategic planning. From the explanation, it was proper to concur with the statement that the stakeholders were aware of the mission and vision of the school.

Discussion and Interpretation

Meaningful Stakeholder Engagement and Internal Efficiency

Concerning the parties involved in the implementation, stakeholders tasked with the responsibility include the following: school principals, teachers, BOM, and to some extent, students and supporting staff were also partisans, as posited by Khatete (2018). The interviewees stated that monitoring and evaluating the

implementation of strategic plans was solely the duty of the principal and BOM. According to the findings, the schools must interact and involve internal and external stakeholders that control the resources, consequently becoming more dependent on their external environment.

Kachaner and Stewart (2016) denote that progress in any activity in the institutions should be reviewed regularly to check that the strategies are being implemented as planned. Regular reviews allow stakeholders to track progress, reflect on priorities and identify any issues that need to be tackled. Remember, though, that strategy reviews have more to do with whether the strategy produces results than controlling performance. Therefore, such review meetings must often be held enough to keep the implementation process on course and enable leaders to make decisions about any strategic adjustments needed to achieve efficiency.

Concerning the parties involved in the implementation, the study findings identified that the stakeholders tasked with running the schools include: school principals, teachers, BOM, and to some extent, students and supporting staff were also partisans. They further stated that monitoring and evaluating the implementation of strategic plans was solely the duty of the principal and BOM, the key education stakeholders. The principals and BOM chairpersons who were interviewed reported that the involvement of stakeholders in resource mobilization and utilization greatly impacted academic performance and student completion rates. This was because the stakeholders' engagement made each of them play their roles with commitment leading to better performance of students academically hence a high completion rate, which ultimately indicates internal efficiency in a school.

In addition, they suggested that everyone in the institution should participate in the implementation process to ensure the success of the institution's achievement of its mission, vision, goals, and objectives. The respondents alluded that everyone within the institution should play a role, create an impact, and be held accountable. These findings are corroborated by those of Kabeyi (2019) and Kolil (2019). According to the findings, the schools must interact and involve internal and external stakeholders that control the resources consequently becoming more dependent on their external environment.

For the performance of any educational programme, meaningful stakeholder engagement is vital. The level of stakeholder engagement in the education process determines the success of various activities and projects. Key stakeholders, both internal and external, should undergo an identification process and commit to fully participating when there is a need. The involvement of all key stakeholders in facilitating school programmes at various levels helps them become part and parcel of the projects and hence consider themselves the project's primary beneficiaries. Therefore, stakeholder engagement ensures that people, individuals, and resources are brought together to work as a team. When this is done, then set school objectives and goals become achievable.

Various studies established that meaningful engagement among the stakeholders in education improves internal efficiency in terms of academic performance and completion rate. Further, collaboration in setting school objectives, developing monitoring and evaluation plans, implementing strategic plans, and making necessary changes promotes internal efficiency. However, the involvement of stakeholders in school functioning needs to be voluntary and should allow for flexibility. In cases where stakeholders are coerced to participate, such engagement leads to failure and thus exhibits performance.

Qualitative and Quantitative Convergence

The qualitative and quantitative findings based on this current study's research objectives and questions were analyzed, discussed, and interpreted. Research objective one sought to determine the role of stakeholder engagement in strategic plan implementation on the internal efficiency of public secondary schools in Mombasa County. The study sought to determine who were the key stakeholders involved in strategic plan implementation. The responses given were from principals, teachers, parents, and BOM. The findings showed that the involvement of such stakeholders in the process enabled effective management of resources, enhanced commitment, and ownership, and achieved internal efficiency through recording an improved academic performance and a high student completion rate. These sentiments concur with Karimi, et al, (2020) in the study 'Stakeholder engagement in monitoring and evaluation and performance of Literacy and Numeracy Educational programme in public primary schools in Nairobi County.' The study echoes that stakeholder engagement plays a significant role in the achievement of the internal efficiency of any system.

Conclusion and Conclusion

The study affirmed that stakeholders play a crucial role in ensuring the implementation of strategic plans. The involvement of stakeholders minimized the wrangles that could be seen in some areas. They felt their importance and hence supported the implementation of strategic plans. They were also involved in mobilizing resources for the schools so that they could achieve internal efficiency.

The schools' principals and other key stakeholders should put emphasis on the full implementation of their strategic plans because the study revealed that most strategic plans are partially implemented, while others are not. This is because full implementation of strategic plans led to recording improvement in academic performance. The school strategic plan should involve all key education stakeholders to motivate them to own

the whole process. This is indicated by some respondents who cited a lack of involvement of all key stakeholders, thus impeding the full implementation of strategic plans. The school authorities should emphasize internal monitoring and evaluation to ensure an all-around performance.

Based on the study findings and conclusions drawn, the following are some of the policy recommendations made: The Ministry of Education and other key stakeholders should emphasize the full implementation of the strategic plans because the study revealed that most strategic plans are partially implemented, while others are not. This can be done through frequent and regular visits to conduct monitoring and evaluation of the process. The Ministry of Education through its various departments should regularly make visits to the public schools to reinforce meaningful engagement with all key stakeholders in order to realize internal efficiency.

Declaration of Competing Interests

We wish to sincerely declare that this paper has been purely developed from my PhD thesis. The research was entirely self-sponsored. We would also wish to make a declaration that no personal, business interests or affiliations to any school, company or organization that may claim party or will be affected or benefit from the research findings of this study.

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