

## **The Board of Management (BOM) Participation in Establishing Institution Direction and Implementation of Strategic Plan In Public Secondary Schools In Kenya**

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**Abstract:** The involvement of key stakeholders in strategic plan formulation in secondary school management creates a sense of ownership that results to better outcomes of a strategy. The objective of the study is to establish the relationship between BOM ( $n=194$ ) participation in establishing institutional direction and their participation in implementation of strategic plan in public secondary schools in Elgeyo Marakwet County-Kenya. Questionnaires, interviews and document analysis were used to collect data. The researcher analysed quantitative data using mean standard deviation and Spearman's correlation, while qualitative data was analysed by categorizing issues raised into themes, sub themes and theoretical narratives. The findings of the study showed that, there is a positive relationship between BOM participation in establishing institutional direction and their participation in the implementation process of school strategic plan. The findings of this study is hoped to help policy makers in education on the importance of stakeholders participation in establishing the school direction in secondary schools.

**Key words:** 1. Board of Management 2. Strategic plan formulation 3. Participation.

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### **I. INTRODUCTION**

This study intends to establish the relationship between Board of Management (BOM) participation in the establishment institutional direction and their participation in the implementation process of strategic plan in public secondary schools in Elgeyo Marakwet County.

### **II. BACKGROUND OF THE STUDY**

Freeman (1984) in his stakeholder's theory defined stakeholders as "any group or individuals who can affect or is affected by achievements of organizational objectives". According to Friedman (2006), an organization is a grouping of stakeholders whose interest, needs and viewpoints are managed by one organization. BOM in a secondary school therefore, is a representation of the institution stakeholders who managers the school on behalf of all stakeholders in order to ensure that their rights and participation in decision making while acting as stakeholders agents are taken care off. According to Okoth (2016) effective strategic management demands a higher involvement in strategy formulation and implementation process by a variety of stakeholders. The BOM participation in strategic plan formulation and implementation in all aspects is a representation of major stakeholders that includes parents, teachers, students, ministry of education special interested groups among others. The involvement by a variety of stakeholders through the BOM membership, and co-option of members from time to time with skills and experience that helps them discharge their functions effectively increase the degree of ownership and commitment to the strategic plan hence improving its success rate.

Mendelow (1991) developed a two by two matrix with four quadrants where each stakeholder can be grouped in the Mendelow Matrix for determining their potential influence and interest in the organization as shown in Figure 2.2.

POWER	High	Stakeholders have high power and low interest <b>Keep satisfied</b>	Stakeholders have high power and high interest <b>Actively engage and manage closely</b>
	Low	Stakeholders have low power and low interest <b>Minimal effort</b>	Stakeholders have low power and high interest <b>Keep informed</b>
		Low	High

**Figure 2.2:** Mendelow Stakeholder Matrix for Stakeholder Mapping

Stakeholders in ‘low power/low interest’ quadrant may be characterized by lack of power and interest making them open to influence by the organization’s management. They are more likely to accept what they are told and hence need minimal effort and involvement; stakeholders in ‘low power/high interest’ quadrant are those who are interested in the company’s strategy but can do nothing because they lack the power. The management must justify the plans to this group of stakeholders so that they don’t consider gaining more power by joining with parties in the other quadrants;

Those in ‘high power/low interest’ quadrant are likely to gain power and move to key players if not kept satisfied. They should be reassured of the anticipated positive outcomes of the strategy early enough; finally, the key player stakeholders can cause devastating effect on management plans if they are not satisfied with any part of the process. They have ‘high power/high interest’ and the Management, therefore must involve them right from formulation all the way to implementation and evaluation.

According to Lozano (2005) primary stakeholders such as employees and customers determine the survival of the company because they understand the strengths, weaknesses, opportunities and threats that organization faces and they can convert weaknesses and threats to strengths and opportunities due to their first hand knowledge of the organization. Knight and Morgan (1991) indicate that the lack of inclusion of stakeholders in decision making is a sign of organizational inequality which leads to dissatisfaction among those who are excluded. Developing vision and mission are a collective responsibility of the relevant stakeholders to enable the internal and external environment determine the direction of the institution and align the objective and philosophy (Ezekwe and Egwu, 2016). By involving stakeholders it creates a sense of ownership that culminates to better outcomes of a strategy. On the contrary a lack of stakeholders’ participation will lead to poorly formulated strategies (Floyd and Woodridge 2000). It is therefore critical to ensure that the primary stakeholders are involved and participate in the decision making process in secondary schools so as to create harmony and a sense of inclusivity in the running and management of schools. There is need to ensure that the development or revision of school vision, mission, values and goals involves a wide variety of stakeholders which is affirmed by the words of Ansoff (1965) that strategic vision can only be achieved by commitment and involvement of organizational members. The participation of all stakeholders in particular the BOM in the formulation of school mission, vision, values and goals is crucial as it will create ownership and therefore influence the achievement of institutional goals and objectives. This study will examine the BOM involvement in establishing the school direction that guides the effective achievement of the institutions goals and objectives.

The completion of strategic formulation marks the beginning of its implementation. It is the responsibility of the BOM to allocate the required resources for the implementation of the strategic plan and monitor its implementation. According to Hill and Jones (2009), a brilliantly formulated strategy does not have any value if it is not put into practice. Various activities take place at different levels in the implementation process in order to put the formulated strategy into practice. Kotter and Best (1996) argues that strategy implementation is the process that defines tactic that drives the strategy of the company’s it explains who, where, when and how the strategy will be managed. Strategy implementation is also described as the process through which strategy is translated into functional and operational targets as strategies and policies are put into

action through the development of programs, budgets and procedures (Wheelen & Hunger 2011; Pearce & Robinson 2004). The main components of strategy implementation will therefore entail dissemination of strategy through business functions, setting long term goals per department and setting up supportive organization structure, leadership and culture to the achievement of the desired objectives, design of governance and ethics, establishing good control mechanisms like policies and setting ways of evaluating progress towards achievement of set goals. To mitigate on difficulties of strategy implementation and an increasing rate of environmental change Ansoff (1979) proposes a wider involvement in strategy making process. It is for this reason therefore that the role of BOM in the strategic plan formulation and implementation come into play. Wide consultation on the strategic plan makes it more acceptable and therefore more committed to its implementation.

Galpin (1998) identifies staff motivation and education to be the differentiating factor between successful and unsuccessful strategy deployment. Employees who participated in strategy formulation fully understand its contents and the logic behind its objectives hence are more attached to its achievement because they know what's in it for them.

### **III. STATEMENT OF THE PROBLEM**

A school is seen to be successful if it meets the expectations of all stakeholders. Strategic plan helps school managers to acknowledge the future, identify significant trends and tendencies, and the need to respond to them skillfully. Strategic plan therefore is considered as one of the key elements in the achievement of school objectives. The successful formulation and implementation of a strategic plan depends largely on the School Board of Management participation and effectiveness in the performance of their duties. Despite the progress to improve education provision in Elgeyo Marakwet County which is largely a hardship area in Kenya, secondary schools in the county have not been able to align their resources, processes and personnel in such away as to enable achievement of desired outcome. These was clearly brought out by CQUASO officer in charge of Elgeyo Marakwet County who indicated that, strategic plans in secondary schools in the county were either lacking or inadequately prepared thus leading to lack of proper prioritization of schools activities hence failure of schools to achieve their set goals and objectives.

The problem being investigated by this study is whether the strategic planning process in schools has adequately involved a key category of stakeholders among them the BOM, in the planning process and implementation. For the BOM to be effective in the school planning process they should possess a range of skills and knowledge, participate actively in establishing institutional direction and and participate in the implementation Process. This study therefore addresses the shortfall by establishing the relationship between BOM participation in establishing institutional direction and their participation the implementation of strategic plan, in such away as to achieve the overall goals of secondary schools in Elgeyo Marakwet.

#### **Purpose of the study**

The purpose of this study was to assess the participation of BOM in strategic plan formulation and implementation in secondary schools in in Elgeyo Marakwet county- Kenya.

#### **Objective of the Study.**

The objectives of the study is:-

To establish the relationship between Board of Management participation in establishing institutional direction and their participation in the implementation process of strategic plan in public secondary schools in Elgeyo Marakwet County

#### **Research questions**

This study answered the following research questions;

Is there a relationship between Board of Management participation in establishing institutional direction and participation in implementation of strategic plans in public secondary schools in Elgeyo Marakwet County?

#### **Hypothesis**

There is no significant relationship between BOM participation in establishing institutional direction and participation in the implementation of strategic plan in Elgeyo Marakwet County.

#### **Justification/Rationale of the Study**

This study was necessitated by the need to have more research on strategic planning process and implementation in secondary schools as this is a new concept in education from business world. In order to improve the quality of education in our country there is need to improve the capacity of the school management so as to enable them participate and come up with better decision in the running of schools. The involvement of BOM in establishing institutional direction creates a sense of ownership and commitment in the implementation

stage hence better outcome of a strategy.

### **Significance of the Study**

The findings of this study would assist in:-

Emphasizing the need to include BOM in the setting of school direction as it promotes their participation in strategic plan implementation and subsequently participation implementation in secondary schools.

### **Study area**

The study was carried out in Elgeyo-Marakwet County, in the Northern part of the former Rift Valley province. It borders Trans-Nzoia County to the North West, Uasin Gishu to the west, Baringo to the east and south. The county is made up of four sub counties namely Keiyo North, Keiyo south, Marakwet west and Marakwet east. This is partly a former white highland (Highlands on the western strip) and reserve (along Kerio Valley and Escarpment).

### **Study design**

This study utilized descriptive survey research design to establish the relationship between BOM participation in setting school direction and their participation in the implementation of strategic plan.

### **Research Methodology**

The study employed concurrent mixed method data collection strategy whereby a sample of principals and BOM chairpersons provided both qualitative and quantitative data which made it easy to compare the information. According to Creswell & Plano (2007) concurrent mixed method validate one form of data with the other form, transform the data for comparison and address different types of questions. Mixed method therefore enhanced the credibility of findings of this study because of the above stated reasons.

### **Sampling procedures and sample size of the Study**

The target populations of the study were 1314 (18x73) BOM drawn from the 73 public secondary schools in Elgeyo-Marakwet. The BOM included the principal who is the secretary to BOM and the 17 BOM members in each public secondary school as stipulated in The Basic Education Act 2013 making a total of 18 in each school. The sampling procedure of this study was done as shown in table 1.

The sampling procedure of this study was done as shown in table 3.1.

**Table 1: Schools Sample size**

Sub Counties	School Type	Target Schools	Sampled Schools	Percentage
Keiyo North	County Sch.	6	2	33%
	Sub County Sch.	12	4	
Keiyo south	County Sch.	9	3	33%
	Sub County Sch.	15	5	
Marakwet West	County Sch.	6	2	33%
	Sub County Sch.	13	4	
Marakwet East	County Sch.	5	2	33%
	Sub County Sch.	7	2	
Total		73	24	33%

Table 1 above shows the sampling procedure that was followed by the researcher to obtain the study sample. This study utilized stratified random sampling procedure in selecting the schools for the study in Elgeyo-Marakwet County. The procedure involved categorizing the elements (Secondary schools) of study population into four groups in line with the current existing sub counties in the county namely, Keiyo South, Keiyo North, Marakwet West and Marakwet East. The respective numbers of county and sub county public secondary schools are indicated in the target population column as shown in the table. This was then followed by proportional independent random sample of over 30% from each category of school in each sub county as shown in school sample size column.

For the purpose of fair representation the sampling of the 17 BOM members excluding the principal who is the considered secretary of the BOM and chairperson who is the elected among the members from each school was done as shown in table 2.

**Table 2: Respondent Sample Size**

BOM CATEGORY	POP. SIZE OF BOM	SAMPLE SIZE	SAMPLING METHOD
Representative of parents	144 (6x24)	48 (2X24)	Random
Representative of sponsor	72 (3x24)	24 (1X24)	Random
Co-opted members	72 (3x24)	24 (1X24)	Purposive
BOM Chair	24 ((1)x24)	24 (1X24)	Purposive
Principal	24 ((1)x24)	24 (1X24)	Purposive
Others	144 (5x24)	48 (2x24)	Random
Total	432 (18x24)	216 (9X24)	

Both purposive and random sampling techniques was used to select respondents from the BOM members as follows; the principal, and chairperson BOM (Table 2), were sampled purposely because of their leadership roles in their respective schools hence they are likely to be more informed on strategic planning. Random sampling was used to select the remaining respondents based on their population representation in the BOM in accordance with the basic Education Act of 2013. This representation included, parents 6, sponsor 3, community, and others 6 (teachers 1, special interest 1, special needs groups 1, county board representative 1 and students representation 1) as shown in Table 2.

The total population of the sampled BOM members was 216 out of the total population of 432. This study interviewed members of the board two each from the 2 sub counties. The respondents were 4 principals and 4 BOM chairs who were selected randomly, one each from the four sub counties respectively. The reason for the choice of the two is that, by virtue of their positions and responsibilities it makes them have valuable information on issues of school management and administration.

#### **Data collection instruments**

Questionnaires were delivered to the respective schools by either the researcher or the assistance who explains the reasons for research to the administration and the research participants before administrating them. Interviews were administered by the researcher after informing the participants in advance so that they could create time for the interview. The interviews were open-ended, giving respondents more freedom to recall events, and latitude in developing their responses. Out of the 216 questionnaires 194 were filled and returned representing 90 % rate of return.

#### **Validity**

This study used multiple case studies to triangulate the data between cases. In addition the evidence collected from questionnaires followed the same protocol of interview questions. The researcher also ensured that any discrepancies in the study were clarified by seeking clarification from interviewee.

#### **Reliability**

Cronbach technique was used to test the reliability or internal consistency of questionnaire. In this study Cronbach coefficient alpha was computed to measure consistency of questionnaires among the items measured on reliability statistics. The reliability statistics found an alpha coefficient of 0.731 an indication of high internal consistency hence the questionnaires can be said to be reliable.

#### **Data analysis**

In order to establish the relationship between the independent and the dependent variable the researcher used the measure of relations and associations, that is, spearman rank correlation. The descriptive statistics were analysed using mean and standard deviation. Qualitative information obtained through interview on the other hand was analyzed by use of themes and theoretical narrative.

#### **Demographic characteristics of the Respondents**

The study set out to explore BOM participation in strategic plan formulation and implementation in public secondary schools in Elgeiyo Marakwet County. Descriptive survey was done using questionnaires and interview of the sampled BOM members. Questionnaires were sent to 216 BOM members in 24 schools, 4 principals and 4 BOM chairpersons were also interviewed across the county. Out of the 216 questionnaires 194 were returned, which is a response rate of around 90%. The key findings from these research revealed that a majority of the BOM members (68%) were male, with a majority of them (40%) aged between 41-50 years. Concerning educational qualification 65% had bachelor's degree and above, in addition majority (60%) having

pursued education as a profession. Majority (52.5%) of the BOM also had a work experience of over 12 years. The findings of the study further revealed that more than half of the schools included in the study were County schools (63%) while the sub county school constituted 37%.

**Objective of the study**

**To establish the relationship between BOM participation in establishing institutional direction and effective implementation of strategic plan**

The objective of this study sought to answer the question;- Is there a relationship between BOM participation in establishing institutional direction and effective strategic plan implementation? In answering the question the respondent were given a set of two questionnaires. The first set of questionnaires is to establish the level of BOM participation in the setting the school direction and the second set of questionnaires were to determine the level of BOM participation in strategic plan implementation process. The first set of questionnaires were in numeric values of five choices as follows; 1= Very Often, 2= Often, 3= Sometimes, 4= Rarely, 5= Never. The mean score and standard deviation were calculated and the results of each of the six questions were as displayed in table 3.

**Table 3:** Participation in Establishing Institutional Direction.

S/N	INSTITUTIONAL DIRECTION	Mean	SD	Rmk
C1.	BOM participated in setting of school goals and objectives.	1.12	0.33	Very Often
C2.	BOM participated in the formulation of the school vision, mission and values	1.33	0.50	Very Often
C3.	BOM participation in the whole process of strategic plan formulation	1.34	0.52	Very Often

From Table 3 the outcome indicates that theBOM participated in establishing institutional direction as shown by the high agreement level in all the three tested aspects of indicating school direction. The BOM agreement level ranged from 1.12 to 1.34 which falls within the highest level of agreement (Very Often) on a five point likert scale, however with a varying degree of agreement. Participation in setting of school goals and objectives was ranked first with a mean of 1.12. This was followed by BOM participation in the development of school vision, mission, and values (1.33) which was then closely followed by BOM participation in the whole process of strategic plan preparation with a mean of 1.34.

In the second set of questionnaires the BOM members were asked about their participation in the implementation processof strategic plan given the level of their participation in establishing school direction. These set of questionnaires were choices on a five point likert scale ranging from ‘Strongly Agreed’ to ‘Strongly Disagreed’ as shown in table 4.

**Table 4:** BOM Participation in the Implementation Process of strategic Plan

S/N	IMPLEMENTATION PROCESSESS	Mean	SD	Rmk
C4	BOM participated in the monitoring of implementation of school academic programmes	1.08	0.35	SA
C5	BOM participated in the supervision of implementation of school infrastructure	1.10	0.34	SA
C6	BOM participated in decision making in the implementation of students discipline/counseling programmes	1.14	0.37	SA
C7	BOM participated in the acquisition process of school teaching and learning resources.	1.16	0.40	SA

The findings of BOM participation in implementation process as shown in Table 4 indicate greater involvement by BOM members in the implementation process of as shown by the mean score on participation that ranged from 1.08 to 1.16 (Strongly Agreed). The findings shows that the BOM participation in the monitoring of implementation of school academic programmes was ranked first with a mean of 1.08, followed closely by participation in supervision of implementation of school infrastructure (1.10). This was followed by BOM participation in decision making in the implementation process of student discipline/counseling which was ranked third with a mean of 1.14 and lastly BOM participation in the acquisition process of learning and teaching material with a mean of 1.16.

Implementation process is one of the critical stages in strategic management.According to Hill and Jones (2009), abrilliantly formulated strategy does not have any value if it is not put into practice. The BOM

have the responsibility of ensuring that a school strategic plan is effectively implemented by availing the required resources and ensuring that the workers are well motivated. To mitigate on difficulties of strategy implementation and an increasing rate of environmental change Ansoff(1979) proposes a wider involvement in strategy making process. It is therefore important to involve all stakeholders in the formulation in strategic plan formulation stage in order to avoid the challenges of poor implementation of strategic plan. The participation of BOM in the implementation process in this study has been derived from their engagement in the formulation process of the strategic plan. This is indicated by the BOM correlating responses on the participation in strategic plan formulation and their participation in the implementation process that include; monitoring of implementation of school academic programmes; supervision of implementation school infrastructure development; decision making in the implementation of student discipline and counseling; and acquisition process of school teaching and learning resources. These form part of the various activities that take place at different levels in the implementation process so as to translate the formulated strategy into practice. The Basic Education Act 2013 provides for the formation of various committees within the BOM that include; Finance, procurement and general purposes committee; Academic standards, quality and environment committee; Discipline, ethics and integrity committee; Audit committee; and Human rights and student welfare committee. These committees are mandated by BOM to deal directly with implementation process of school goals. Strategy implementation is also described as the process through which strategy is translated into functional and operational targets as strategies and policies are put into action through the development of programmes, budgets and procedures (Wheelen & Hunger 2011; Pearce & Robinson 2004). It is the responsibility of the BOM to develop programmes and prepare budgets and procedure for these programmes in the implementation process.

The outcome of the BOM participation in establishing institutional direction mirror their participation in the implementation process of strategic plan as indicated by their level of agreement. The average mean level of agreement on the three aspects of BOM establishment of institutional direction is 1.26 (Very Often) which compares closely with the average mean of the four aspects of BOM participation in the implementation process of strategic plan with a mean of 1.12 (Strongly Agree). It appears therefore that, there is a close relationship between BOM participation in establishing institutional direction and their participation in the implementation process of strategic plan.

When BOM chairpersons and Principals were interviewed on the influence of BOM participation and involvement in establishment of the school direction and its effect on strategic plan implementation, both groups seems to agree that they are important. However they indicated that BOM are rarely involved in putting in place the school vision, mission and values, but in most cases the BOM participated in the setting of the school goals and objectives as one BOM chair state:

*In most cases the school vision, mission and values are already in place in many schools and rarely changed.....when their origin or preparation is traced, it's the principals and teachers who prepared and sometimes copied from other schools or institutions.....while on the other hand the preparation of the school goals and objectives, BOM in most cases were involved and participated.....the participation of the BOM in establishing school direction contribute immensely to the success strategic plan implementations the members have a sense of ownership of the school vision, mission and goals.*

From these findings it is clear that the successful or effective implementation of school strategic plans is based on BOM participation and involvement in the formulation of the school vision, mission, goals, objective and the formulation of strategic plan. This could be an indication of ownership in the process of setting the school direction leading to high level of participation by BOM in the implementation process of strategic plan. These findings are in line with findings of other researchers that includes, Ezenkwe and Egwu (2016) who notes that, developing a vision and mission are collective responsibility of the relevant stakeholders to enable the internal and external environment determine the direction of the institution and align the objective and philosophy. The involvement and participation of relevant stakeholders in decision making creates a sense of ownership and they will always strive to achieve the set goals and objectives of the school. In the case of secondary schools BOM members are a key stakeholders in the school management and therefore their involvement and participation in establishing school direction plays an important role in creating a sense of ownership and hence the ease of implementation of strategic plan. The findings by Okoth (2016) indicate, that effective strategic management demands a higher involvement in strategy formulation and implementation process by a variety of stakeholders. BOM members in secondary school management are a representation of variety of stakeholders as its membership is drawn from different groups that include parents, teachers, special interest groups etc. In addition Lozano (2005) notes that, primary stakeholders such as employees and customers determine the survival of the company because they understand the strengths, weaknesses, opportunities and threats that organization faces and they can convert weaknesses and threats to strengths and opportunities due to their first hand knowledge of the organization. Parents, teachers and students who constitute a sizeable number of BOM memberships and are affected directly by any decisions met by the BOM play important role in

influencing these decisions. These groups of members understand the working of the school and therefore their participation in establishing school direction and subsequent implementation of strategic plan is critical for the school in achievement of its set goals and objectives. Knight and Morgan (1991) notes that, the lack of inclusion of stakeholders in decision making is a sign of organizational inequality which leads to dissatisfaction among those who are excluded. According to Ayuso, Angel, Rotriquez, Garcia-Castro and Angel Arino (2006), sustainable innovation is obtained from knowledge that is sourced from engagement with internal and external stakeholder. Some of the causes of failures in secondary schools management have been attributed to lack of inclusivity which creates dissatisfaction by members who are excluded from key management decision. To summarize these findings VanBuul, (2010) asserts that strategic management may result to poor implementation by the officers who do not understand the strategy well or are unwilling to commit fully in to the strategy they did not make. From this statement it is important therefore, to involve key stakeholders in making important decision in the management of secondary schools. School BOM have the responsibility of ensuring that the school has clear direction to take and therefore during strategic plan formulation process the BOM should be involved and allowed to participate in the process of setting out this direction in the form of school vision, mission, goals, objectives and strategic plan in order to create a sense of ownership and commitment during implementation process.

A Spearman's correlation was run to assess the relationship between BOM participation in establishment of school direction by BOM and effective implementation of strategic plan. This is to test to whether to retain the null hypothesis that; there is no significant relationship between BOM participation in establishment of school direction and the effective implementation of strategic plan or the alternative hypothesis that; there is significant relationship between BOM participation in establishment of school direction and the effective implementation of strategic plan. For Spearman's rho to be used to establish relationship, there are two assumptions that need to be met namely, that the two variables are ordinal, interval or ratio and that there should be monotonic relationship. In this case the two variables are ordinal hence the first condition is met. Concerning the second assumption the monotonic relationship was tested and found to exist between the two variables. The output of this test statistics of independence is as shown in table 5.

**Table 5:** Spearman Correlation on BOM Participation in Establishment of School direction and Implementation Process.

		IMPLEMENTATION OF STRATEGIC PLAN	ESTABLISHING SCHOOL DIRECTION
Spearman's rho	Correlation Coefficient	1.000	.672*
	Sig. (2-tailed)	.	.017
	N	194	194
	ESTABLISHING SCHOOL DIRECTION	Correlation Coefficient	.672*
	Sig. (2-tailed)	.017	.
	N	194	194

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

The small p-value as indicated in Table 5 shows that, the null hypothesis is rejected and we retain the alternative hypothesis that, there is significant relationship between BOM participation in establishment of school direction and the effective implementation of strategic plan. The output from the Spearman's correlation shows that there was a strong positive correlation between establishing school direction and effective implementation of strategic plan by the BOM members which was also statistically significant, rho= 0.672, p-value = 0.017 as shown in table 5. It can therefore be concluded that there is significant strong positive correlation between establishing school direction and effective implementation of strategic plan by the BOM members. The output therefore shows that, the more we involve key stakeholders in establishing school direction, the more effective strategic plan implementation is and the reverse may be true.

This finding agrees with the findings of a number of researchers that includes Okoth (2016) who notes that, effective strategic management demands a higher involvement in strategy formulation and implementation process by a variety of stakeholders. VanBuul, (2010) also asserts that strategic management may result to poor implementation by the officers who do not understand the strategy well or are unwilling to commit fully in to the strategy they did not make. BOM participation in strategic plan formulation can be said to be a catalyst to their participation in the implementation process.



#### **IV. CONCLUSION**

Based on the findings of the study, it can be concluded that participation of BOM in strategic plan formulation and implementation is an important aspect of secondary school management that any serious leadership and institution cannot ignore. It is for this reason therefore that, BOM members need to have the necessary skills, knowledge and competencies that will enable them engage with other stakeholders in order to identify the school strengths, weakness, opportunities, threats and be able to adjust the school goals to be in line with the ever changing school environmental factors from within and from without.

Effective or successful participation of BOM in the implementation process of strategic plan was found to be influenced by their participation in establishment school direction i.e. school vision, mission, values, goals objectives and formulation of strategic plan process. Because of this reason it is imperative to include key stakeholders that BOM in making decision on the management of secondary schools. Lastly, the BOM should be able to identify the likely challenges that may be encountered in the process of strategic plan formulation and implementation put in place mitigation measures to counter them so as to minimize wastage.

#### **V. RECOMMENDATIONS**

Based on the study findings, the following recommendations may be considered to ensure successful strategic plan implementation in secondary schools

iii) School leadership should place mechanisms to ensure that key stakeholders are involved and participate in important decision making processes that includes, coming up of school vision, mission, values, goals, objective and also strategic plan formulation process. Their participation will create a sense of ownership and hence motivate them to fully participate in the implementation process of strategic plan which is likely to improve on school output.

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