

**PERCEPTIONS OF EDUCATION STAKEHOLDERS REGARDING
INFLUENCE OF PRINCIPALS' STRATEGIC LEADERSHIP
PRACTICES ON PERFORMANCE IN KENYA CERTIFICATE OF
SECONDARY EDUCATION EXAMINATIONS IN PUBLIC
SECONDARY SCHOOLS, NYANDARUA COUNTY, KENYA.**

BY

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ADMINISTRATION**

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DECLARATION

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DEDICATION

This work is dedicated to my family for their support.

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ABSTRACT

The quality of an education system is majorly evaluated in terms of the number of candidates passing national examinations. The most outstanding factor has to do with the principals' strategic leadership. Leadership practices are the foundations that boost their concerted efforts in improving student learning and top performance. Public secondary schools in Nyandarua County have been performing poorly in KCSE with majority of the students (77%) scoring below C+ grade, which is the minimum entry grade to universities in Kenya. For example in the year 2014, only 23% of the students who sat for KCSE qualified for admission for a degree program. The present study sought to analyse the perceptions of selected education stakeholders on the influence of principals' strategic leadership practices on performance in Kenya Certificate of Secondary Education examinations in public secondary schools in Nyandarua County, Kenya. More specifically, the study sought to establish the effects of instructional supervision on academic performance; examine the effects of teacher professional development on academic performance; assess the influence of planning for leadership transition on academic performance; and determine the influence of motivation strategies on academic performance of public secondary schools in Nyandarua County in Kenya. This study adopted a descriptive research design. The study employed primary data which was quantitative in nature. Data was collected by use of structured questionnaires. The study targeted all public secondary schools in Nyandarua County. The study targeted 167 principals, 1,660 teachers, 67,840 students in Nyandarua County. The study sample was a total of 384 principals, teachers, and students, equally drawn from the 167 public secondary schools in the county. Descriptive analysis was conducted in data analysis. Data analysis involved the use of descriptive statistics which entailed the use of frequencies in their absolute and relative forms. Mean and standard deviations was also used as measures of central tendencies and dispersion respectively. The study expected a positive and significant relationship between dependent and all the independent variables as well as with the intervening variables. The study will be a key contribution to the existing literature and discourse in strategic leadership among secondary school principals in the country. Among those who will benefit from findings in the present study include the Ministry of Education, parents and head teachers. This study also found that there was a relationship between the academic performance of a school and its principal's instructional leadership practices. The study concludes that majority of the principals in charge of schools in secondary schools in Nyandarua County apply strategic leadership practices to influence positive performance in KCSE. The study recommends that relevant organs of the ministry of education such as the Directorate of Quality Assurance should encourage principals to effectively institutionalize instructional supervision as a way of improving academic performance in public secondary schools in Kenya. The Kenya Educational Management Institute (KEMI) should organize periodical in-service refresher courses for school principals on instructional supervision. School principals should encourage teachers under their supervision to attend professional development courses, trainings and seminars whenever opportunities for such become available.

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LIST OF ABBREVIATIONS AND ACRONYMS

CEMASTE	Center for Mathematics, Science, and Technology Education in Africa
INSET	In-service Education and Training
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of Teachers
SPSS	Statistical Package for Social Science
SMASSE	Strengthening of Mathematics and Science in Secondary Education
TSC	Teachers Service Commission
MoE	Ministry of Education
TPD	Teacher Professional Development

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents a background to the study highlighting the problem that the paper sought to analyze, followed by the objectives for undertaking this study. The research questions are then presented, followed by the significance of the problem and limitations to the study. The chapter ends with the definition of key terms.

1.1 Background to the Study

The educational administration in secondary schools in Kenya entails the implementation of management strategies such as scheming, developing and mobilization of funds towards the ongoing of learning objectives (Okumbe, 2009; Boit et al., 2012; Thurania, 2010). The ministry of education underwrites the effective leadership of secondary schools towards achieving the set education aims and goals. Their continuous acquired skills over the past years have greatly aided in the effective management of the teaching staff, and improves the quality of education offered to the students. Secondary school management directly influences the school undertakings and the academic results. It impacts on how the students take in, their teachers and education in general it also influences how the students carry out their education interactions (Thurania, 2010).

The management of schools is headed by the principals who are also referred to as the head teachers who are the schools administrators. The head teachers are the chief executive officers of the schools. Their chief roles include coordinating learning activities in schools to ensure that the organizational goals are met. These goals entail coaching, training and general development of the students and the teacher. They are the chief advisors to the board of management, leaders of improvements, the managers of the

school resources and the link to the outside community. School leadership therefore is concerned with the learners, teachers, rules and regulations that govern the school (Boit, 2012).

According to UNESCO (2006) school leadership is evaluated through the level in which these institutions meet the community's anticipations where they are located. Since the year 1963, our government has shown commitment to the delivery of quality education; this is done by the allocation of trained teaching personnel, reading materials, finance for infrastructure, development and also formation of quality assurance department (Boit et al., 2012; Thuraniira, 2010). The eminence of edification is majorly assessed in terms of the sum of candidates passing national examinations. The outstanding consideration is concerned with the learning institutions management.

According to Ohba (2009) scarcity of trained personnel, lack of sufficient infrastructure, societal interferences, poor learning methodology and managerial related issues such as administration of school funds have been renowned as some of the aspects related to poor educational administration. Effective school leaders and principals study how to gather the confidence and collaboration of parents and guardians in saving the available resources to back buttress their efforts contributed towards a better society, to motivate his teachers and students in endorsing learners' behavior and teacher's competence. These leadership practices are the fundamental that enhances their intensive exertions towards educating students and subsequent desired performance, in spite of funding and resourcing encounters.

According to Vathukattu (2004) the leadership of the school is accountable for aiding and administering instructions and coordinating curriculum all over the educational programme as well as learning stages by guaranteeing similarity by outlining the school mission and aims, supervising the institutional programmes and endorsing an optimistic school studying environment. In monitoring students' progress, a principal who provides instructional leadership monitors performance (Barber, Whalan & Clark, 2010). The third dimension is encouraging an optimistic school studying environment which involves the standards, theories and approaches replicated in organizational arrangements and behavioral undertaking that enhances or hinder student learning (Lezotte et al, 1980). The Kenya's Koech Report recommended that head teachers should generally establish a school culture and climate conducive for effective teaching and learning (Republic of Kenya, 1999).

The dimension entails the principal influencing student success by protecting instructional time, according to Leithwood (2007) protecting instructional time entails the principal recognizing the significance on how the pupils use their time in school, time tables, managerial roles behaviors, organizational behaviors among others, all are made to ensure that pupils are involved in significant amount of time during learning. The principal should also promote professional development of the staff since they are responsible in motivating and inspiring teachers by the means of personal communications amid school front-runners and teachers or officially by providing significant prospects for personal growth by understanding and developing them (Barber et al, 2010). According to Blasé and Blasé (1999) teachers' professional development is

the most influential instructional practice as it is instrumental in furthering the quality of student outcomes (Kremer and Hola, 2009).

Principals should also maintain high instructional presence engaging in instructional activities such as walks or classroom visits, and carry formative evaluation of teaching in classroom (Halverson, 2005). They should also provide incentives for teachers by recognizing and giving them incentives for excellent performance (Barber et al, 2010; Halverson, 2005). They should develop and enforce academic standards by providing incentives for learning where undertakings such as distinguished tutoring, and recognizing spaces of fault in learners are vital in developing the value of classroom teaching (Ballard & Bates, 2008) and that the school leadership should be open, supportive and friendly to the students but should establish high expectations (Leithwood, 2007).

However, management can be divided into direct and indirect instructional management where in direct management offers training straight to a person or a number of people that includes: staff development, teacher observation/evaluation and supervision while secondary instructional management necessitates the principal to show a reassuring part in the school management that includes; instruction guided facilitation, supply purchase, structure upkeep and scholar problem resolution (Daresh, as cited in McDonough, 2007). He concludes that both the two forms of management direct and indirect are both of great importance to a student's success, if the teachers implement them correctly. Studies relating to instructional leadership have widely been conducted in many developed countries over a long time and mainly at elementary level (for example Hallinger & Murphy, 1985; Aliq-Mielcarek, 2003; Hallinger, 2003, 2005).

The concept of instructional leadership that is sustainable is dependent on retention of long term institutional strengths and goals even after a principal departs. Devoid of effective leadership in the future the learning institutions suffers the risk of losing a tough earned improvement in their leadership transitions. Planning for succession is ensured by school leaders who are effective, these leaders take their time to invest in grooming their replacement through career development as well as distributing career roles among teaching staff members. Additionally, the determination to implement efficient management principles is critical so as to implement continuous academic performance in secondary schools in Kenya (Hargreaves & Goodson, 2006). Strategic management concerns setting short term and long term objectives in management. In order to realize the attainment of these goals, uninterrupted leadership is required especially by the participants in goal setting, in learning institutions principals are main players. It is against this back drop that this study seeks to establish relationship between transition planning, leadership and school performance.

Head teachers who are responsible for school management often choose to partake in expert expansion intended mainly for tutors so as to provide its results (Berube et al, 2010). Additionally, leaders require expert growth to discourse their exact undertaking and roles (King, 2011). This expert growth frequently arises in distinct scenario. Most specialists trust that principals do not have satisfactory contact to expert growth linked to their undertakings as school leaders.

Any specialized staff development activity has an improved chance of success where the status leader enters fully into the situation as a learner and not just as an observer. When the leader merely tolerates a staff development activity or sets it in motion and then

remains aloof from it, subordinates note lack of spirit and little is gained (Finch & McGough, 2009). This study investigates the significance of teacher professional development for example through group discussions, seminars and workshops. The principals too should access professional development at their level because they are also allocated subjects in form four classes this will contribute to a symmetric performance in KCSE because all the teaching staff has access to professional development equally. The aforementioned proposals will ensure improved academic performance as it will guarantee that the tutors are both disciplinarian as well as teachers. Additionally, this will aid tutors to remain updated and educationally productive to help the learners achieve academic goals.

Principals' leadership involves acknowledgment in the form of commendation and positive response from fellow work mates and their leaders so as to bring about positive impact, motivation, well-being and sense of security. Tutors wait for credit and appraisal and response about their attainments and this is likely to inspire them jobwise Steyn (2002) publican teachers in Mexico always receive huge and long lasting salary increases if they obtain a certain set standard set by cutoff by national assessment. This assessments often includes measures of the teachers background character inclusive of the students test scores.

This hunt for communality drives most tutors in developing countries to work harder. Most motivation is visible in the developing country due to the communal practices in schools as opposed to the individualism portrayed in developed countries. As stated by Sergiovanni (2004), tutors are inspired when they are in a position to utilize similar body languages; this is only possible when there is presence of possible chat rooms.

Teachers in developing countries are provided with well-equipped training programs this has led to the huge success of the teachers' appraisal forums. This gives them an opportunity to further improve their development and training (Evans 1999). In more advanced countries such as the United Kingdoms, and USA the teachers remain motivated due to the good grades posted by their students. They work in acceptable physical school contexts.

Teachers' incentive in more advanced countries is brought about by the fact that educators are offered with decent and eminent teacher training and development hence they have chances to additionally advance their training. They work in acceptable physical school settings. These countries include, the USA, the United Kingdom (UK), among others.

The UNESCO (2000) emphasized strengthening of strategic management of schools for effective teaching and learning. Similarly, the World Bank (2010) contended that systems of supervision and support to schools are frequent areas of reforms employed by world nations to improve their conclusion outcomes and mitigate education challenges associated with global education policies, strategic management of instruction is said to have begun in colonial New England as a procedure of outside review. Native citizen would review what the educators were doing and what the pupils were learning, relatively to the advances of land or culture, Supervision was formalized later in 1930 when common schools were formed professional administrators began to undertake supervisory activities and place more attention to assisting teachers to improve their teaching effectiveness (Okumbe, 1999).

The World Bank, the (UNESCO) and the (UNDP) are several of the organizations, that have participated in teaching particularly in evolving countries and have recognized education as a significant instrument in the monetary advancement, scarceness and dissimilarity eradication, World Bank (2010). Most countries thus have committed themselves to providing quality education for all by the year 2015. Moreover, value primary education is a foundation for education in following higher levels. The (UNESCO, 2000) has recognized education as one of many basic human rights. For this consideration of education as a basic human right lots of countries all over the globe have devoted themselves to worldwide edification strategies such as education for All EFA, Universal secondary Education (USE) and UPE. The World Bank (2010) asserts that in England supervision is bestowed on the bureau for ethics in Education children's services and expertise by local authors and school boards and emphasize on three aspects; student's outcomes, school processes and the context in which schools are operating.

In America strategic leadership practices in school was in the hands of resident specialists. Strategic leadership controlled by laymen who comprised of the church ministry, school supervisors, executors, secluded men and resident's committees. Strategic leadership undertakings in school was troubled by the management of schools and contentment of the set curriculum requirements rather than the procurement of the training. Inspection in Africa is as ancient as western learning in Africa in Uganda. Phelps Stokes Commission 1924 recognized the sector of education in 1925. The department had the obligation of evolving the curriculum and supervised how it was actually applied in the schools. Throughout this phase the assessors envisioned appointments and their purpose (Ngelu, 2007).

In Nigeria, strategic leadership practices in school started as a course of outward inspection. Managers were unproven in the act of administration. They had minimal or no proper preparation of the morals, concepts and rehearsal of supervision. Until regulation of schools by administration in 1967 school management was handled by the missionaries, AlimiAkifularin and Anyandofa (2012).The department of education lately installed the board of quality assurance and standards and the school inspectors have not been renamed to be Quality and Standard Officers (QASO).The executive duty is to inaugurate, preserve and improve education values in an effort to offer eminence guaranteed response to all the education stakeholders. Through the new strategy DQAS is anticipated to be a group actor and regulating services, as it had been alleged in the former years the Kenya Education Sector Support Programme (KESSP, 2005). Mutua (2005) during the post independent period has also perceived the set-up for term and directives and militaries to inspect the issues of management in education in Kenya.

Education is recognized as the key to any nation's development. In Kenya education has been recognized as an important sector that promotes sound economic and cultural development Republic of Kenya (2007). The endowment of value education and teaching is a priority to the Kenya government as is stipulated in the sessional newspaper No. 10 of 1965, through which the administration committed itself to the eradication of ignorance, poverty and disease. On the attainment of independent the government of Kenya, household and interior segment jointly endeavored to improve the expansion of education in the republic.

In Kenya, all head teachers are currently going through an administration program at the (KEMI) to advance their administration expertise (Thuranira, 2010). Well administered

institutions lead to better educational values and also improved remembering. The Education Bill 2012, the republic of Kenya is dedicated to guaranteeing that children from underprivileged groups are not victimized and prohibited from chasing and finishing basic education (Boit et al., 2012). The school facilities can also motivate education in vital ways. According to the District Education Officer's (DEO's) office Nyandarua (2012-2017) research, there has been poor performance in KCSE among public secondary schools. For the recent few years positive trend have been recorded in KCSE outcomes in the County. This shows there is room to do better, and there still lies great potential to post better mean scores as in comparison to the neighboring Counties like Nyeri County (MOE, 2017).

Table 1

KCSE Mean Score and Standard County Deviation in Mount Kenya Region 2015-2017

Year	2017		2016		2015	
County	Mean	Deviation	Mean	Deviation	Mean	Deviation
	score		score		score	
Nyandarua	3.610	-1.843	4.126	-1.329	5.200	-0.966
Kiambu	4.812	1.346	4.536	1.765	4.341	0.455
Muranga	5.900	1.234	4.123	1.102	3.721	0.321
Nyeri	4.211	1.012	3.833	1.687	3.523	0.456

Source Education Office Nyandarua County

For the past four years there has been negative deviation trend in KCSE results in Nyandarua County as can be seen in Table 1. This is why the study settled for Nyandarua County as compared to other counties in Mt. Kenya Region.

1.2 Statement of the Problem

Effective school administration entails a lot of variables including, a consideration of the tutor and the tutor's roles and a determination to teach successfully with the students. It also involves upholding discipline amid the administration staff and the learners with sensitivity, equality and firmness. The same points to a constant staffing, pupils' with optimistic attitudes to school work and restraint, a hale and hearty school structure and environment, and collaboration of parents and the public. The results of failed school administration are however huge. Desire for good academic performance remains the number one priority in every school around the Country owing to the good prospects the same brings in not only the future of learners, but also the dignity and a sense of fulfillment among school heads and staff in general.

Nevertheless, the state in Nyandarua County is dire as there is in general bad performance. State secondary institutions in the County have retained bad performance in the Kenya Certificate of Secondary Education with the most of the pupils (77%) getting lower than C+ mark, which is the lowest admission grade to campuses in the country. In the year 2014, less than 23% of the learners who did the KCSE scored C+, this is an indication of deteriorating academic performance in the County.

It is notable that the trend in Nyandarua County's academic performance has been declining over the years, down from mean grade of 5.200 in 2015 to mean grade of 4.126 in 2016, to mean grade of 3.610 in 2017 and a negative standard of -1.843. Secondary education is the basic requirement for selection into tertiary institutions and further skills training (MOE, 2017). In Nyandarua County poor performance denies students the opportunity of joining institutions of higher learning as well as subsequent job placement

opportunity. This mitigates their affinity of participating in national development. Teaching and learning process is dependent on school leadership, it is therefore imperative to assess the principals' role in the betterment of academic performance. It is against this background, that this study sought to investigate the influence of principals' strategic leadership practices on performance in Kenya certificate of secondary education in public secondary schools in Nyandarua County in Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine the perceptions of selected education stakeholders on the influence of principals' strategic leadership practices on performance in Kenya Certificate of Secondary Education examinations in public secondary schools in Nyandarua County, Kenya.

1.4 Specific Objectives

The specific objectives of this study were:-

- i. To establish how selected education stakeholders perceive the influence of instructional supervision on academic performance of public secondary schools in Nyandarua County in Kenya
- ii. To examine how selected education stakeholders perceive the influence of teacher professional development strategies as employed by principals on academic performance in KCSE in Nyandarua County in Kenya
- iii. To assess perceptions of selected education stakeholders on the influence of planning for leadership transition on academic performance of public secondary schools in Nyandarua County in Kenya

- iv. To determine the perceptions of selected education stakeholders on the influence of motivational strategies employed by principals on academic performance of public secondary schools in Nyandarua County, Kenya.

1.5 Research Questions

The study sought to establish answers to the following questions:-

- i. How do selected education stakeholders perceive the influence of instructional supervision on academic performance of public secondary schools in Nyandarua County in Kenya?
- ii. What are the perceptions of selected education stakeholders on the influence of teacher professional development strategies employed by principals on academic performance of public secondary schools in Nyandarua County in Kenya?
- iii. How do selected education stakeholders perceive the influence of planning for leadership transition on academic performance of public secondary schools in Nyandarua County in Kenya?
- iv. What perceptions do selected education stakeholders hold on the influence of motivational strategies employed by principals on academic performance of public secondary schools in Nyandarua County in Kenya?

1.6 Significance of the Study

This research aimed to improve the knowledge about the administration practices and policies that results to improving the accomplishment of improved performance by the continued and progressive school efficiency. Besides, it was predicted that this research will improve awareness on the significance of effective tactical administration practices in the secondary schools hence lifting gaps in previous studies in this topic and urge other

scholars to carry out similar researches on the area. In conclusion, the learning model that demonstrates the actual school administration in state owned secondary schools in the County can be utilized by education authorities in the country and other places to notify the advancement of new strategies and specialized training programs for school heads.

1.7 Scope of the Study

The study sought to determine perceptions of selected education stakeholders on the influence of principals' strategic leadership practices on performance in Kenya Certificate of Secondary Education examinations in public secondary schools in Nyandarua County, Kenya. Whereas countless strategic practices exist in school administration, this research explained the study scope into four relevant practices, i.e.: school based institutional supervision, principal/teacher professional development, preparation for administration transition and motivational strategies. Respondents were drawn from school administration staff comprising principals in 167 public secondary schools in Nyandarua. According to the Neuman (2011), "sampling technique as part of non-probability sampling to get respondents that are necessary for the study. The technique gave a sample size of 384 respondents. Findings were therefore be discussed and implications limited only to the studied population, and generalization of findings only applicable to populations sharing the same attributes as the studied population".

1.8 Limitations of the Study

Limitation of the study included;

The main constraint this research faced is that it was a case study hence limits generalization of findings. There arises, a need for imitational researches in other

secondary schools and Kenyan County settings at large. The outcomes of this research are wide in scope and also robust, as it identifies any modifications amid the County contexts.

This study also expected disparity in school managers due to the different levels of training as different teachers have different training and experiences as compared to others and can therefore handle issues better than others. To overcome this disparity, the study assumed that all principals are qualified to handle their administrative duties as they are appointed through the standards applied by TSC, their employer.

Thirdly, strategic management being a recent concept in Kenyan Secondary schools, some school managers would perceive this research to be delicate and may be apprehensive of the results. The researcher assured the respondents that the findings of this research would not be conveyed individually but generally to all schools.

Lastly, the research further anticipated that some interviewee would not disclose some of the relevant information however, the respondents were assured that the information sources could not be disclosed.

1.9 Operational Definition of Terms

Academic performance this is the steady, assessable categorization of results as seen in grades attained (Nasubanga, 2009)

Education stakeholders this is anyone who has an interest in the success of a school or school system. They are the parties that are either directly or indirectly affected by the success of an education system. In this study, education stakeholders include administrators, principals, teachers and students.

Leadership transition is the development of leadership capacity and preparation of executives for transition into leadership (Kritner & Kinicki, 2004).

Motivation Strategy this is what is done to and for people to motivate them (Armstrong & Mulis, 2009).

Leadership Role: Refers to the functions that somebody is expected to have in an organization due to the state or position of being a leader. In this study it means a principal being in a position of management in the school he/she is expected to carry out the functions of developing learners' academic and non-academic talents.

Instruction supervision practices; refers to all activities that are undertaken to help maintain and improve instruction in class.

Instruction; refers to planned academic interaction between teachers and students

Instructional supervisors; refers to a person appointed by the ministry of education directly like school inspectors to supervise learning in schools.

Performance; refers to the realization of students goals in the KCSE.

1.10 Organisation of the Study

In this report, there are 5 chapters, as outlined below:

Chapter one concentrates on the introduction of the research including the studies background, the problem declaration, the purpose of the research and the objectives. In addition it contains the significance of the research and the limitations of the case study, the basic assumptions and also the definition of terms.

Chapter Two contains the literature review. This chapter's areas of review include; Introduction, the influence of school based organizational supervision on academic

outcomes in state owned secondary schools; influence of teachers' motivation in the academic performance in state owned secondary schools

Chapter Three: This includes the methodology and starts with introduction then research design, the target population, sample design and followed by the sample size.

Chapter Four constitutes of the data analysis, discussion of findings and the statistical testing of variables, lastly Chapter Five provides the chapters' summary, the conclusions and the recommendations and suggestions for further study.

1.11 Conclusion

Chapter one presented an introduction to the study, background of the study and statement of the problem. In addition, the chapter discussed general and specific objectives of the study, significance of the study, the study limitations. The chapter ended by defining the key terms of the study relating to dependent and independent variables. Next chapter presents literature and theoretical review.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews both theories and past studies on the literature pertaining to the study problem. Whereas the theoretical literature focuses on the theories and models underpinning the study, the empirical literature reviews previous scholarly work in relation to the present study's research objectives. The main variables of the study including instructional supervision; teacher professional development, leadership transition and motivational strategies are explored in relation to the contribution of previous scholars as the gaps thereof are explored.

2.1 Instructional Supervision and Academic Performance

Supervision involves aiding, leading, advising and boosting growth in junior staff so as to increase productivity (Igbo, 2002). Supervision involves all roles which are concerned with analyzing and bolstering the environment surrounding the education and development of learners, (Kochhar, 2005). Wanzare (2006) predicts supervision as an appraisal tradition meted by QASOs and institution leadership to evaluate teaching and learning course in the institution and is means of observing other peoples effort to ensure standards and systems are adhered to. According to Wanzare (2006) school heads are the managers of their institutions whose skill is key in smooth running of the school.

Hallinger (2003) observed authoritative leadership relies mostly on the duty of school head in aligning, directing, managing and developing curriculum and leading the institution since they are influential (Blasé & Blasé, 1999). Instructional leadership pays attention to leadership roles that directly affect education and contribute to student learning. According to Ayako (2009) a school principal, while influencing and

redesigning the activities of the school towards setting goal achievements is expected to manage the students and the school community around the common goal of raising the student's performance.

It's for this reason that Organization for Economic Co-operation and Development (OECD) added that school heads must conceive, communicate and offer a vision for the institution, considering all views of different partners. Secondly, school heads controls the educating plan; which according to Webber in his theory, ought to be consistent with the mission of the school (Webb, 2007) and where the principal focus on those activities that involve the principal's working with teachers in areas specific to curriculum and instruction.

Ayeni (2012) debates that appraisal efforts conducted by supervisors entail evaluating teachers class attendance, monitoring notes preparation and schemes of work. It's however faced with difficulties such as late reports, poor record keeping among others (Sibanda, Mutopa & Maphosa, 2011)

Schools appraisal should cover effort of the leadership and other players. Supervision aims to boost quality learning. A major foundation for supervision is that a teacher performance directly affects the learner. A review of teaching tendencies has the ability to confront teaching and learning. Research on education maintains schooling tradition and forms associated with desirable changes in learner's goals. The fruitful advancement of educative and maintenance of standards in learning environments are spurred by persistent regulation. Secondary schools are currently monitored by two groups: internally and externally (Ayodele, 2002).

Internally involves supervision by school heads, their deputies or even departmental heads: externally involves supervision from officials from the Ministry of Education or other vetting bodies. A supervisor could be the principal of a school or a senior member of staff (Ani, 2007). However, supervisions in a school system implies that the process of ensuring that policies, principles, rules and regulation and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried out(Yuguda & Jailani, 2014).

Wanjugu (2011) suggests that head teachers carry out instructional supervision to ensure quality teaching and learning. This means that, the head teacher's role as supervisor is making effort to improve instruction by restructuring of personnel in teaching. A head teacher is the internal supervisor of instructions of his or her school.

School-based teacher supervision is the process whose ultimate purpose is to improve instruction, and thereby facilitate and promote successful student learning. School-based instructional supervision can also be identified as an activity and a mechanism for continuous school improvement which can enhance teaching practices in ways that empower teachers and facilitates students' learning. It includes devices put in place to enhance proper learning process and the monitoring process.

Dawo (2011) highlights that school based instructional supervision embrace an environment whereby individuals rely on team performance. Hallinger and Murphy, (2005) observe that in Kenyan public secondary schools, the school administrators include head teachers, deputy heads, heads of departments and class teachers. For there to be improved secondary school performance their recommendations support the belief that

strategic leadership in effective schools has a high priority in the areas of curriculum and instructional supervision.

With school-based supervision, each school operates in a unique context ensuring development of greater accountability on the part of the school. It also ensures effective continuous and on-going development for teachers as it is sensitive to teachers' learning needs. School based instructional supervision ensures success of schools by providing a clear sense of purpose, strong instructional leadership, true professionalism among the staff, and ambitious academic programmes (Mehrotra, 2005). According to Louis (2009), School-based professional development helps educators analyze student achievement, data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. Professional development also can be useful if it takes place before classes begin or after they end.

The instructional leadership role of the school principal has interested educational administrators and scholars since at least the advent of school improvement programs in the 1970s. Hallinger and Murphy (2005) points out that the recognition that principals could play a role in school improvement ushered in a period of intense scrutiny into how principals enact the educational aspects of their work. He contends that the term instructional leadership has consistently suffered from conceptual and practical limitations, first because the term means different things to different people and second because transforming practice takes a longer time than scholars and administrators have patience for. Consequently, Hallinger and Murphy (2005) alludes that interest in instructional leadership has waned over the years as researchers have turned their

attention to other aspects of the principal's role such as strategic planning, goal setting, and problem solving.

Remodeling of systems has portrayed principals as officers of the institution rather than senior teachers (Jones, 2013).here instructional leadership disappears as school heads grapple with management roles and assignments.

Marsh (2007) additionally illustrates that the present attention on transparency and the management key to meet transparency demands points that individual focus on instructional leadership may not be a suitable role for school heads to conduct. Marsh advances that school heads monitor performance and create sustenance, equally deferring instructional leadership roles to teaching staff only. Such facts and lack of a proper outlined framework for delegation of instructional supervision powers limits improvement of school performance .Hence the review seeks to evaluate strategic leadership traditions and offer pertinent recommendation on the proper procedures for performance oriented school leadership.

School based supervision enables each institution to function in an individual manner securing growth of larger transparency on the institution. Also, it secures productive uninterrupted and existing development for teaching staff since its key to teaching profession. Institution based supervision enables success of learning by offering direction, astute leadership, strong ethics and determined academic scheme (Mehrotra, 2005). Institution managers ought to understand how supervision at learning institutions can be applied, by whom, its mission and impact on education (Morki, 2012).

Morki (2012) indicated the role of each player in the institution has capability of making the teaching and learning fruitful for learning goals. He further asserts that any effort on school supervision outside the institution will be useful lest supervision roles are enhanced within the school. The findings echo what Hallinger and Murphy's (2005) recommendations implying that supervision within schools can be best applied if delegated to the relevant personnel via strategic leadership practices and traditions. This study sought to find out if strategic leadership involves delegation and if it is practiced in Nyandarua County.

Effective instructional supervision relies on the rapport between teaching staff and school heads. The ability supervisors' evaluation skills secured by continuous seminars and years of practice, and the faith among teaching staff and supervisors retain status as the two key variables in measuring success of supervision. It's imperative supervisors are well trained and have capacity to offer instructional supervision. For quality in teaching, supervision ought to offer varied ways of support; for instance aiding classwork oversight and teaching seminars relying on previous publications and emerging issues. Also, a good working relationship with teaching staff (Kirk & Jones, 2013).

Instructional supervision remains a cog in the wheel of smooth running of school aimed at achieving results. Activities on supervision like: classwork oversight; determining instructional utility and coaching teachers may effect instruction, for instance by enhancing teaching quality, boosting teaching schemes and empowering teachers to make bold instructional choices. These effects as a result help improve school and students' performance, which remains the sole objective of major supervisory schemes.

Suleiman (2018) investigated the aspect of principal supervision and the nexus between academic performance in schools and learners' faculty in a research (qualitative and quantitative) in Malaysia. one hundred secondary students formed the respondents for the quantitative research, with the qualitative side being formed by school heads of certain institutions.

Quantitative data indicated that the single item reliability of the constructs had readings ranging from .709 and .956 as the composite item reliability coefficients of the latent constructs had readings ranging between .81 and .98. equally, average variance showed high readings (minimum of .68 and maximum of .78) across constructs. Also, qualitative analysis revealed services are offered to for learners in secondary schools. As a whole, early findings from the two analysis appear dependable; hence illustrates the strength for conduct of the major study on the aspect of principal supervision and the nexus between academic performance and learners utility services in secondary schools.

Glanz (2018) assessed views on the condition of Instructional Supervision by established scholars in Israel. Players were unanimous that supervision as a tradition, demands a larger focus in learning centres to concentrate on coordinating with teachers so to embody instructional traditions. Additionally more players insisted on the capabilities of an established supervisor as self-evident in the supervision realms. Still, differences exist with regards to way in which proper supervision should be conducted. Knowledge on developing remains a supervisory ability.

Yuguda & Jailani (2014) study the common functions of supervisors in boosting education quality and the productivity on these supervisions. They offered that

supervisors as moderators should aid the application of varied roles which boost the educational process. It was established towards a productive, feasible and qualitative learning system.as a result the supervisor always should develop greater cooperation and responsibility within the teaching fraternity.

Muhammed (2014) in a survey (descriptive) seeked to analyze principals' managerial strategies for the advancement of quality standards in secondary schools around Kogi State; it involved 228 informants. Findings revealed that principals planning schemes towards quality standards in schools among others included timely preparation of school calendar and timetable.it concluded that efficient application of well-thought managerial strategy by school heads could improve quality standards in their administration

In Tanzania, Simbano (2015) study determined the influence of heads of schools supervisory practices on teachers' work performance. This study used prescriptive design. The sample size comprised of 25 principals together with 822 teachers in Arusha. The report indicated that a large number of teachers hated supervision and that most principals confirmed that supervision supports teaching staff towards improved productivity. Within supervisory practices, school heads though still encounter challenges like strenuous work by teachers and lack of resources.

In Kenya, Musungu and Nasongo (2008) investigated the instructional function of school heads in the performance KCSE national exam in Vihiga County. School heads of the sample schools (44) together with 8 teachers randomly selected became respondents. Results indicated that school heads instructional function included consistent perusal of teachers' work data, continued classwork supervision their schemes for enabling

curriculum objectives Nduku (2016) studied the impact of secondary school heads instructional supervision traditions on learners' result in the KCSE examinations in Yatta Sub-County. This study tried to examine the extent to which principals monitoring of teachers' professional work data, classroom observation, academic target setting and post observation conference impact learners' results in KCSE. It concluded that instructional supervision had an impact on learners' results and had to be strengthened. The regression analysis on link between the dependent variable and the independent variable demonstrated all independent variables having above positive 0.7 relationships with the learners KCSE results.

Masao (2017) evaluated that principals' supervision in education and its impact on learners' performance. The conclusion is that fruitful supervision on education by principals records improved results.as a result, institutions with conducive supervision on learning activities reported improved results compared to those with reduced or no supervision. The analysis preferred that the state in cooperation with secondary schools department at the Ministry of Education issue directives to principals on effective supervision.

Schools in Nyandarua County demand for proper instructional leaders so as to share the institution's aim and goal. Through continuous reinforcement of the institution's aim, school heads build a common interest and covenant within the staff. Developing a common interest and a shared covenant aids in propelling members in the same direction.

2.2 Teacher Empowerment and Academic Performance

Professional growth entails training schemes, seminars, further studies, mentorship and learning groups. As a result not all professional ability is achieved in colleges (Mehrotra, 2005). Publications available indicates mentorship and networking platforms provide for professional growth. Quality based educational improvement demands of teachers to acquire thorough understanding of their subjects. School departments are responsible for developing and incubating professional growth schemes for teachers (Morki, 2012). When teachers achieve deeper knowledge of the content of various subjects this does not only improve their confidence in teaching but ensures students get quality knowledge that translates to improved performance in KCSE.

In efforts to improve the standards of Secondary school education in Kenya; the Education Ministry has advanced the establishment of Teacher Professional Development (TPAD). On this note, the Kenya Institute of Curriculum Development together with Center for Mathematics, Science, and Technology Education in Africa (CEMASTEAM) continuously perform teacher training together with in-service training (INSET).

INSET major emphasis is on mobilization to embrace a student-centered approach in educating and incubating their capacity modeling learner-centered tutelage for better results.

The transformation of Education: 14 Aspects (Hintze-Yates, Beyerlein, Apple & Holmes, 2011) that's entirely premised on the principle of Process Education underlines that the center of power for learning purposes has all along been faculty-based but should shift to being learner-centered. Narrow application of INSET teacher professional development

schemes remains a key problem derailing in-service learning programs, especially with the cascade model, which implies that training communication trickles down from trainers down to the teachers.

Another common problem faced by teachers is de-contextualization (Jones, 2013). It's manifested by offering professional development far from established working station of teachers. Alternatively, learners are unlikely to attend when it's done in a school. The entire factor of teaching standard plus preparation as well as professional development solely seeks to register improved results (Darling-Hammond et al, 2009). Killion (2012) notes that professional development is productive when applied frequently in the educators' work.

Locally in Kenya, however the issue of teaching has realigned from teaching to learning, essentially to the ability students must create rather than the ability of teachers to teach (Levine, 2006). This realignment from 'instruction paradigm' towards 'learning paradigm' (in the pronunciations of Barr and Tagg, 2009) if teachers are involved in regularized professional development with their institutions awarding participation (Hurd & Bredeson, 2007)

Further, it states that the principle of INSET should change from ensuring attendance of INSET to making sure the achievement of basic learning outcomes for every student. The aforementioned proposals will ensure improved academic performance as it will guarantee teacher trainers are public scholars as well as experts. Importantly, it aids teacher trainers to stay updated on new developments, provide curriculum revision and maintain academic brilliance.

Heads who are instructional leaders prefer to engage in professional development aligned for teachers so as to support the results (Berube et al, 2010). Further school heads need professional development to enable them report to their call and duties (King, 2011). Normally this professional development is conducted in different venues. Experts believe school heads lack sufficient access to professional development related to their functions.

Any professional staff development activity has an improved chance of success where the status leader enters fully into the situation as a learner and not just as an observer. When the leader merely tolerates a staff development activity or sets it in motion and then remains aloof from it, subordinates note lack of spirit and little is gained (Finch & McGough, 2009). This study investigates the significance of teacher professional development for example through group discussions, seminars and workshops. The principal too should access professional development at their level because they are also allocated subjects in form four classes that will contribute to a symmetric performance in KCSE because all the teaching staff has access to professional development equally.

Educational arrangements where teachers support one another often lead to achieving goals compared to where a teacher individually seeks help. Therefore, there's a dire need for all the schools and especially school leadership to actively provide an enabling environment that facilitates support of training demands, involvement of teachers in staff professional development programmes and implementation of the knowledge learnt (Hargreaves & Goodson, 2005).

Kenyan authorities with assistance from Government of Japan offered in-service program Strengthening of Mathematics and Science Education (SMASSE) from July 2003, it was offered in all Kenya's 70 districts in 8 provinces then.

KEMI is also a semi-autonomous organization in the ministry of Education which organizes in-service mainly for departmental heads, deputy principals and principals. KEMI embraced diversified programs to offer in-service education to current and potential school heads that form the majority (Eshiwani & Nicklaus, 2009; Ministry of Education, 2009). According to Ministry of Education (2017), KICD role is: aid cooperation of organization advancing teacher training, administration of promotional exams, monitor educational research and other roles concerned with growth of teachers professionally. Additionally Kenya National Union of Teachers was founded in 1959 as trade movement as well as professional body (Wanzare, 2013) it involved itself in many state committees and departments.

Squire-Kelly (2012) examined the link between teacher Empowerment and Student Achievement in USA. Computation by Pearson Correlation to study the link between teacher empowerment and student achievement was the basis; results indicated no correlation between teacher empowerment and student achievement and just small mathematically significant correlation between statuses.

Aliakbari, Fatemeh and Amoli (2016) examined impact of teacher empowerment on work commitment and learners result in Italy. Findings of the structural equation modeling showed that six factors of decision making, professional development, independence, status, impact and self-efficacy had a large effect in work commitment and learners

result. Empowerment showed relevance in classwork and instructional decisions which spur institutional effectiveness and boost learner's achievement. Outcome may be crucial to policy developers in coordinating teachers' to higher capabilities.

Thomas (2017) studied Empowerment in teachers: A Focused Ethnographic Study in Brunei, Darussalam. The study was done in secondary school setting a private school in Malaysia. It was modeled as 'focused ethnography', a methodological adaptation of the conventional anthropological ethnography with intense field study. The analysis determined that empowerment of teachers is crucial to Middle East countries only if aligned to existing cultures. It asserted that teacher empowerment is individual based and the existing culture dictated the manner and ability of empowerment that occur in a place.

Veisia, Azizifara, Gowharya, and Jamalinesaria (2014) studied the nexus between Iranian EFL Teachers' Self-Efficacy. Computation by Pearson Product Moment was applied to find that nexus. Results revealed major positive correlation teacher empowerment and teacher self-efficacy. Separate t-test showed no statistically major differences on empowerment or self-efficacy based on age and empowerment based on years of working experience. Also, a statistically major difference was noted between teachers' self-efficacy. This outcome can be key to EFL teachers and managers.

Lee, Yin, Hongbiao, Zhang & Jin, Yu-le explored the link between teacher empowerment, teacher productivity toward perceived results of a broad curriculum overhaul in China. Female colleagues revealed more empowerment and increased receptivity to curriculum changes. Their professional growth was noted to have improved the view on curriculum

changes whereas involvement in decision making indicated a negative impact. The study outcome call for enhanced knowledge and management of curriculum changes in China.

Chebet (2013) examined the link between teacher empowerment and the results of private secondary schools in Bomet County, Kenya. The two variables were found to have a correlation coefficient of 0.833; meaning that empowerment of teachers increases performance of schools. The study concludes that teachers should be given a greater degree of flexibility in their performance of their duties so as to increase school performance. It was also recommended that principals should be trained on how to empower teachers so as to fully entrench the concept of empowerment in the education sector.

Lutsili, Wanyoike, and Mwangi (2014) studied the impact of Teacher Empowerment on Public Secondary School performance in Nakuru Town East Constituency, Kenya. Findings revealed a positive correlation between ‘decision making’ and ‘school performance’. As such, decision making is moderately and positively impactful to better performance of secondary schools. Recommendations reinforced that principals ought to enhance teaching staff involvement in decision making since they take the last role of implementing tasks on the decision passed.

Wadesango (2017) examined the strategies of Teacher Participation in Decision making – Schools in Zimbabwe. Teachers should be part of decision making as they feel encouraged, school heads should therefore involve them in order to complement each other. The analysis reviewed the strategies of teacher participation in decision making within a sample size of 5 schools, 20 teachers and 5 principals. Data collection was by:

observation, interviews and records. The analysis revealed that most principals make decisions alone for teachers to apply. It recommends that teacher empowerment in decision making organs in the institutions.

Obilan (2018) assessed motivation together with teacher achievement in secondary schools in Bukedea- Eastern Uganda. The teacher requiring enabling environment to be able to unbolt all their capacity to effectively perform their professional teaching duty; decent accommodation near school, recognition from authorities, promotion can influence the teacher's frequent attendance and students' achievement. The review as a result sought to examine the link between motivation and teacher performance in Secondary Schools in Bukedea-Eastern Uganda. The t-test statistics for non-monetary, monetary motivators and Teacher Performances show the p-value for all the items to be 0.000 indicating a statistically significant difference from the mean agreement revealing a significantly strong positive relationship between teacher empowerment and Development of National Curriculum for Basic Education in Namibia. The findings reveal majority of teachers were not happy with lack of involvement but some reported content, though a small number.

This study notes that it's crucial to engage teachers in curriculum development, since they understand the entire learning system. Engaging them means students' needs are captured in curriculum goals. Additionally, it bridges the gap in knowledge and reduces irrelevant content. Findings also show engaging teachers in this development aids in school development. Engaging teachers in curriculum development confers them a deeper awareness on the curriculum which apply to attain the school goals.

According to a descriptive study by (Mburugu, 2010) on the impact of principals on teacher professional development in Kenya, a majority of the teachers have attended staff development programmes in addition to their professional qualifications in education. The most common staff development programmes include SMASSE, subject workshops/seminars and KNEC markers training. Many head teachers indicated only moderate responses in their support of the identification of training needs for teachers' professional development. The head teacher has the overall responsibility for ensuring that professional staff development policy is implemented effectively. The success of any staff development is in many aspects a function of leader's involvement in its design, development and execution. To manage a professional development program effectively, the head teacher must take an active role in its operation.

The school heads controls the place of professional growth, they determine its availability. School heads must also in equal measure join the teaching staff in the various professional growth schemes (Berube et al, 2010). Finch and McGough (2009) sum up that the success of any staff development program is in many aspects a function of leader's involvement in its design, development and execution. to manage a professional staff development effectively, the head teacher must take an active role in its operation. This review therefore intends to reveal the appropriate leadership practices that favor professional training aimed at improved academic performance. It hence seeks to evaluate contribution of teacher empowerment on academic results. This study therefore sought to evaluate the contribution of teacher empowerment on academic performance

2.3 Planning for Leadership Transition

Institutional leadership amplifies students' performance by enabling a positive learning culture in schools. It denotes the principal's ability to promote the shared goal, sensitize members, orchestrate curriculum and tutelage traditions, manage properly and think deeply on all operations in the school. They should join forces with teaching staff in trying to enhance the standards of education. This leadership entails motivating and provided crucial support towards attainment of the institution's goal that's established on the set individual and professional work ethics (Burns, 1978).

Expected changes such as retirements, transfers and promotions should be skillfully be planned for so that effects that are harmful can be mitigated so that there can be leadership transition that is smooth, devoid of administrative transience. Leadership changes that is abrupt might make the school community not to have confidence in the new incoming principal this could pose setbacks in already gained changes if not adequately handled with caution (Macmillan, et al., 2004; Shields, 2000; Hargreaves, 2005; Leithwood, et al., 2008).

Planning for succession is ensured by school leaders who are effective, these leaders take their time to invest in grooming their replacement through career development as well as distributing career roles among teaching staff members (Fink & Brayman, 2006). Additionally, the determination to implement efficient management principles is critical so as to implement continuous academic performance in secondary schools in Kenya (Fink & Brayman, 2006). Planning in advance for unexpected or an anticipated turnover by a principal, as well as implementation of new policies assist in improving retention capacity of principals, for institutionalization of practices that are practicable (Glass pool,

2006). Leadership is nourishment of symmetric performance not only in education sector, but universally prerequisite in management. In this regard this study intends to establish if a relationship exists between longer period of principals' transition, and educational performance.

The concept of instructional leadership that is sustainable is dependent on retention of long term institutional strengths and goals even after a principal departs. Devoid of effective leadership in the future the learning institutions suffers the risk of losing a tough earned improvement in their leadership transitions. Planning for succession is ensured by school leaders who are effective, these leaders take their time to invest in grooming their replacement through career development as well as distributing career roles among teaching staff members. Additionally, the determination to implement efficient management principles is critical so as to implement continuous academic performance in secondary schools in Kenya (Hargreaves & Goodson, 2006).

Strategic management concerns setting short term and long term objectives in management. In order to realize the attainment of these goals, uninterrupted leadership is required especially by the participants in goal setting, in learning institutions principals are main players. It is against this back drop that this study seeks to establish relationship between transition planning, leadership and school performance. Hargreaves and Goodson (2006) review on American and Canadian institution management deduces that inability to anticipate and plan for transition in institution management leads to unstable school environment. Principals' transfers underwhelm success and stifles performance. The present study sought to establish in what ways does planning for leadership transition affects students' performance in KCSE in Nyandarua County.

The principal as the manager should be productive and bear responsibility since he leads teachers, therefore has the role of enabling fruitful learning in the institution. It's achieved by preferring employment of skilled and well trained teachers; be innovative; improve staff relations; delegate roles and communicate properly.

Concerted effort to enhance institution management is a major focus discussed in improving educational standard in Sub-Saharan Africa. Advocacy for administrative training in South Africa was geared towards bettering education standards. Senegalese SIP (Senegal's Improvement Plans) established in 1996 aimed at motivating principals to nurture financial skills; to source for financial aid within schools thereby improving quality of learning (Yala & Wanjohi, 2011). Studies in Guinea revealed teachers ill trained in assessment methods and the truth is far from regular schemes recommended by government programs (Carron & Chau, 2013). A majority of teachers and existing education designs still depend on the archaic written test of factual knowledge that aid memorization instead of developing intelligence (Candy, 2013).

Nyongesa, Kibaara, and Mwawasi (2018) analyzed the impact of principals' strategic leadership on the learner's academic results within private primary schools in Nyali, Mombasa. This research deduced that despite school heads and teaching staff debating on learning issues, frequency of these sessions were low. As a result of increased rivalry within private schools, administrators prefer bold head teachers who promise improved academic results. These heads develop an enabling environment for learning and sustain co-curricular plans. This analysis preferred that heads incorporate different styles of leadership

Every nation expects head teachers to manage afore-mentioned roles skillfully so as to run a productive institution that drives governments in sustaining their education objectives. When government doctrines on education are formulated, heads must come up with ways of applying them together with missions and ethics. These doctrines dictate educational processes.

Eshiwani (2013) revealed that: school resources; style of leadership; teacher mannerisms and students social behavior as the policy factors which may aid dismal academic achievement. Hurley (2012) deduces head teachers as key person in educational performance. Productive heads create an enabling environment. According to a study by Dutta et al. (2013), it indicated that transformational leadership is motivational, promising intellectual as well as creative development, which emphasizes the part of a staff in contributing to the common agenda. Transformational leadership is related to earlier leadership techniques with the head establishing institutional goals and binding into a contractual deal.

Ring (2015) assessed nurturing independent institution leaders in transition: Matching leader skill development with organizational need in North Carolina, USA. The study established it's critical that leadership development for incoming heads be aligned with the managerial demand of the institution. Establishing essential skills needed by the organization is key for him/her for seamless transition. States demand school heads to combine these roles productively for smooth running of schools and in turn lead governments in attaining their formal education agenda.

2.4 Motivation Strategies on Teachers and Academic Performance

Motivation is the maintenance of goal oriented behaviors guided by processes that guides, maintains and guides such behaviors. Our behaviors are guided motivation, whether is gaining knowledge through reading a book or quenching thirst through drinking a glass of water. In this aspect motivation has three components intensity, persistence and activation. Decision of initiating a behavior, for instance enrolling in a class for education, is therefore activation. Taking more education courses to earn a degree and withstanding obstacles is persistence. The vigor and concentration exhibited in pursuing your goal is the intensity. For instance, a student may perform devoid of much effort, while another student must regularly study, engage in research activities outside class as well as classroom discussion in order to perform. The same can be said of teachers in day secondary schools. Motivation can therefore be dependent of intrinsic or extrinsic variables.

Motivation that take the extrinsic perspective include variables that emanate outside an individual. This involves rewards such as social recognition, praise, money and trophies. Intrinsic motivation emanates within an individual that results to personal gratification, for example this can be achieved by solving a cross-password that is complicated. This implies that the management has to provide for hygiene factors if at all motivation-hygiene theory holds. In addition to hygiene factors the management must provide for intrinsic factors to mitigate employee dissatisfaction.

Motivation refers to the experience of desire. Motivation denotes that which inspires individual to action. Major pillars on motivation include: activation, persisting and intensity. Activation details the choice to start an action. Persistence refers to regular

effort toward an objective even when challenges arise, like advancing education in order to gain more skills although it sacrifices on time, energy as well as resources (scarce).

Intensity is viewed in the form of attentiveness and drive channeled toward pursuing an objective. For instance, one learner might understand quickly, as the other learner studies continuously, engage in group discussions and advance of study opportunities externally. The same can be said of teachers in day secondary schools. Varied forms of motivation are either intrinsic or extrinsic.

The former refers to those which develop from inside a person, for personal satisfaction while the latter refers to those which develop outside a person; like the form of recognition or awards.

Some of the things that caused low teacher motivation include; Learner-based issues where, poor indiscipline, inactivity, poor ethics, teacher contempt and disobeying school command, absenteeism and neglecting roles. Others include; learning supervision and curriculum, where the teaching staff were concerned of the bias towards academic therefore not holistic; records keeping and evaluation roles is so demanding; poor standards and illiteracy stalls progress; drop in admission criteria affects quality; inadequate professional development and cooperation at school level bottles teacher esteem; their input is critical for syllabus reforms. This was according to a study by Perumal (2011).

Motivation process that recognises the feelings of employees in relation to achievable targets, usually ensure that employees are motivated. Organization policies that ensure that employees agree on target would be appropriate. This theory suggests that managers

have different motivational needs, as a result select only things that employees at individual level would influence them to act (Derek, Laura & Stephen, 2008). According to Armstrong and Taylor (2014) motivation levels is at the peak when employees know the roles they have to play for them to be rewarded, the reward therefore has to be reasonable. The basis of the expectations may be hinged on the previous experiences, although employees differ based on the current situations. For example, changes brought by the management on working conditions.

Vroom theory posits that employee motivation is explained by to what extent an employee feels motivated at individual level. Organisation policies are integral in setting appropriate targets to employees. Expectancy theory helps in understanding different motivational levels among the working force.

Therefore, motivation is normally generated internally by satisfying factors about their jobs that Herzberg referred to as motivators. Dissatisfaction is normally caused by elimination of hygiene factors, when these factors are eliminated employees become demotivated, in this regard teamwork is also compromised. Motivating hygiene factors comprises of: Relationship with co-workers, subordinates, managers and supervisors, company policies, job security, salary and working conditions (Luis, David & Robert, 2007).

Motivators are factors in the internal environment of a job that make employees satisfied and become motivated. When motivators are absent then dissatisfaction occurs, hence they lack the potential of performing their duties (Luis, David & Robert, 2004). According to Herzberg employees have two needs that are basic the need for hierarchical

growth in their employment as well as the need to be satisfied with their employment positions. Employee's continuum is between dissatisfaction and satisfaction. Satisfaction factors include work environment, company policies, recognition, sense of belonging as well as job security. The second class of factors, referred to as "motivators," makes up a continuum leading from no job satisfaction to satisfaction. Examples of this class are working itself, recognition, achievement, possibility of growth and advancement (Flipppo, 1984).

Work content concerns both intrinsic and extrinsic values that employees consider before taking up a job. Work content entails satisfiers and motivators that make employees to enhance their value proposition that impacts on organization citizenship. For instance, the intrinsic factors like the job itself, pay, supervision and company policies relate well with work content and hence the strength of employee citizenship to an organization.

The quality of a school mainly affects the performance (achievement in classroom) of the child which in turn determines whether a child is promoted to the next class or not (Warren and Stocks, 1988). This demonstrated that the only educational variable significantly related to drop out rate was the average rate of repetition. Proportionally the higher the repetition rates, the higher the dropout rates.

Most recent studies have shown that the establishment and maintenance of satisfactory human relations among staff members is necessary and that group's productiveness is affected by the quality of its human relations and supervisor must work constant for the improvement of the groups' cohesiveness. In her findings, Sisungu (1988) concluded that motivation of workers was lacking in the secondary school system and that as a result it is

hard to achieve the organizational objectives. Her research further revealed that a school with happy, motivated staff succeeds, may be the supervisor who is the head teacher needs to remind him or herself of this and really try to work on it in order to improve performance in the schools.

Rowe and Rowe (2002) in their study of what matters most in the educational experiences and outcomes for girls and boys throughout primary school, indicated that boys are more likely to influence students' performance. They are also significantly more "disengaged" with schooling and more likely to be at risk of academic underachievement. For the pupil to be retained in school, the head teacher plays a role in enhancing the retention. The primary school head teacher needs to develop skills of leadership and management in order to motivate his teachers, pupils and the entire subordinate staff. Shoen and Durand (1976) argue that the head teacher can best tap the enthusiasm and cooperation of subordinates to contribute towards the achievement of organizational goals. Teachers feel empowered and tend to have higher morale, when they have a voice in what happens to them.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, Bennell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem, which is seriously compounded

by political interference. In Kenya, information about the teachers' job performance is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities.

Nambassa (2003) investigated the impact of classroom supervision on the quality of teaching and learning in primary schools of Busia District Kenya. However, the study did not specifically look at the variables of intrinsic and extrinsic motivation at work hence the relevance of this study in regard to the influence of motivation on teachers Performance in Trans Nzoia district. Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance.

Barasa (2015) investigated the influence of teacher motivation strategies on the students' performance in day secondary schools of Trans –Nzoia west district, Trans Nzoia County, Kenya. The findings of the study were that most teachers lacked motivation in their work and this accounts for the low performance in these schools. Motivation strategies such as recognition, training and development, incentives and career advancement were minimal in the schools. These findings were in line with those of the principals where 67% of the answers indicated lack of motivation. However, the study did not focus on relationship between academic performance and motivations strategies.

Deepika and Sushma (2018) investigated the relationship between motivation, self-concept and academic achievement. The study utilized a quantitative conceptual study. The study found that there were significant correlations between self-concept, motivation

and academic achievement of late childhood school students. It was also found that female students are significantly more motivated than their male counterparts. The study concluded that the findings justify the importance of self-concept and motivation to academic achievement, and some recommendations were made regarding the enhancement of motivation and self-concept of late childhood school students.

Hanitha and Arul (2015) made an attempt to find out the influence of teachers' motivational strategies and academic achievement of higher secondary students in India. For collecting data the investigators used self-made Teachers' Motivational Strategy Scale and used the marks obtained by the students in the quarterly examinations as Academic Achievement. For analyzing and interpreting data, the investigator has used percentage analysis, standard deviation, mean, t-test and correlation analysis as statistical techniques. The findings show that there is a significant positive relationship between teacher's motivational strategy and academic achievement of higher secondary students.

Kihara, Wambugu and Muola (2018) examined influence of Teachers' Motivation on Students' Performance in KCSE In Public Secondary Schools In Kinangop Sub County Nyandarua County, Kenya. Questionnaires and interview guides were used to collect data in this study. Qualitative data analysis was done thematically in narrative forms, while quantitative data was analyzed descriptively using frequencies and percentages, means and standard deviation. The study established that teachers' appreciation through rewards and incentives for good performance enhances work commitment, increases engagement with students consequently leading to improved academic performance. The study

recommended that school administrators' need to create avenues for rewarding good performance and teachers' commitment towards their work.

Falemara (2013) investigated teachers' motivation and its effect on teachers' performance in Nigeria. Based on the findings of this research study, teachers' remuneration significantly affect both extrinsic and intrinsic motivating factors, increased teacher absenteeism, teachers-students interpersonal relationships as well as commitment to work, consequently contributing to dwindling educational quality and academic performance of primary school students. As such, highly-motivated, well-trained and professionally supported teachers are crucial for an effective education system in Nigeria.

Kingful and Nusenu (2015) examined teachers' motivation in senior high schools in Ghana: A case of Ghana Senior High School. Findings of the study revealed job enrichment and merit pay as requirements for increasing the motivation of teachers of Ghana Senior High School-Koforidua. The researcher suggests that effective strategies such as job enrichment and merit pay could adequately be implemented by management to increase the motivation of teachers at Ghana Senior High School-Koforidua.

Onyamu (2014) analyzed the effect of teacher motivation on KCSE performance: A case of Masimba division, Masaba south district, Kenya. Data was collected using the Teachers Motivation Questionnaire which sought to collect information on teachers' job satisfaction and job dissatisfaction through Likert scale items. The instrument's content validity was tested through expert judgment while a pilot study was conducted to test its reliability, yielding a coefficient of 0.78. Data analysis consisted of the use of descriptive statistics to present percentages on teacher motivation and its influence on students'

academic performance. The findings from this study would be significant in creating insights for school managers on how to motivate the teachers who work under them.

The Principals should take advantage of this and involve teachers in decision making, stand behind them, acknowledge their expertise, have a teacher friendly timetable and assist them. The Kenya Education Staff Institute (KESI) outlined methods which a head teacher may use to create an atmosphere to motivation in schools. This included planning for job enrichment, giving teachers right to make decisions, improving teacher responsibilities, communicating effectively, eliminating conflict among staff, teachers and pupils. They also encourage, congratulate, complement and reward all high achievements in private and public. Trusting teachers and letting them know it. Teachers are encouraged and guided towards career advancement, promotion and professional growth.

It is clear from the reviewed literature that a lot of studies on perceptions of Principals' strategic leadership and academic performance have been carried out in developed countries (Hurley, 2012); Dutta, et. al., 2013). Contextually, this study sets to establish whether perceptions of Principals' strategic leadership influence academic performance in Nyandarua County, Kenya.

Hargreaves and Goodson (2006) review on American and Canadian institution management deduces that inability to anticipate and plan for transition in institution management leads to unstable school environment. Principals' transfers underwhelm success and stifles performance. The present study sought to establish in what ways does

planning for leadership transition affects students' performance in KCSE in Nyandarua County.

It is evident that influence of perceptions of Principals' strategic leadership and academic performance is a concern to secondary school stakeholders. Previous studies in this area seem to focus on student's discipline. It is against this back drop that this study seeks to bridge this knowledge gap.

2.5 Leadership and Staff Performance

The term strategic simply applies to idea of strategy being a way/ways of implementation in accomplishing a mission. There exists both restricted and comprehensive application of the term `strategic`. Adjectively, in its restrictive form, it denotes working precisely against armed forces or rather commercial settings of the attacker during conflict with the goal of overwhelming their forces. Currently, strategic leadership is commonly applied in its comprehensive form for instance activities in management, resolution, strategic organization or even blasting. Strategy is an action that intends to connect ends, manners and means. Difficulty comes with reasoning needed to come up with an action planted on unsettled, obscure, complicated or controversial news. Making choices on varied civilizations, institutions, missions, characters and preferences is the definition of strategic leadership; this envisions innovating plans that promise viability, advisability and acceptability across various institutions. Strategic leadership offers the capacity decision making, manners and means; it thus dictates end, decides best manner and utilize the best means possible (Dawo, 2011).

As a result: strategy involves plan while strategic leadership involves the rational and resolution needed to develop and apply the plan. Qualities preferred at the strategic end are normally complicated compared to those at junior end. To sum up, strategic leadership entails the capacity of an established leader with deep insight creativity in major decisions in an unstable setting (Nasubanga 2009).

In educational environment, strategic leadership ensures each tutor is offered a chance to exhibit management capabilities through delegation of roles. (Dawo, 2011).With reference to human relations within strategic thinking, institutions principals ought to massage the morale on human conditions. Their role is to review the socioeconomic environment including leadership roles and monitoring bodies in order to establish support based programs. A strategic school principal embodies accountability. Lack of leadership channels and misuse of thorough introduction and advancement of leadership in schools is arguably the reason school principals fail in their pursuit of excellent institutions. School heads should embrace strategic leadership as is boosts performance (KCSE) and regulation (Kritner & Kinicki, 2004)

When strategic leadership traditions like empowerment, proper channels of communication and improved staff relations are adhered to; high performance and regulations are normally reported. This is not the case everywhere as schools have reported unethical and poor professionalism from school principals resulting to poor performance and reduced efficiency in national examinations (KCSE).

United Nations Educational, Scientific & Cultural Organization (UNESCO) in 2005 noted the quality of learning is measured by the academic development of students. Academic

development is modeled by continuous appraisal by way of examinations in varied forms. Alternatively a way determining learners academic awareness (Levin, Wasanga, Wanderi & Somerset, 2011) indicated scholastic development of learners at O levels is an indicator on the impact of learning centers along an important factor in modeling reproductive youth group.

In Kenya, national exams like KCSE play a key role in learner's progress into further collegiate training. Furthering education leads to a better social standing of the person and as a result leads to community development. Key players in the education sector normally KCSE performance to the contribution of school heads. Components of poor performance in KCSE include poor skills in schools as the leading factor (Levin, Wasanga, Wanderi & Somerset 2011).

Improved academic performance demands competent heads to reflect the institutions agenda and position. Consistent efforts to reflect on the institutions agenda nurtures a common attachment to reason and creates a covenant within the employees. This covenant and attachment to reason helps steer employees and eliminates obstruction from targeted aim (Kirk & Jones, 2004).

Ayako (2009) observed that able school heads develop clearly proper goals needed towards scholarly achievements by concentrating attainable wealth and their operation towards achieving them. They advocate for ample time for classwork, evaluate learning processes and thoroughly consult on learners programme so as to know whether their set targets are on course. They furnish feedback with regard to students result and provide instructional facilities to improve quality of education. For successful attainment of

academic performance in schools, school heads ought to offer effective instructional leadership.

Most schools experience lack of such leadership practices including delegacy, proper curriculum review and execution since school heads are normally absent in institutions for execution or prefer executive roles. Majority of school heads separate with staff in decision making roles. Other institutions lack key curriculum tools that aid education as a result of monetary misuse as well as poor communication. Teachers and students morale as a result is greatly impacted, which in further effect denies quality education. The end result is a substandard performance in KCSE.

Johnston (2007) indicated that key leadership practices ought to exist in order for a an institution's leadership to offer hope building a setting where adequately supported can learn a favorable teaching environment. Johnson (ibid) registered these factors as: proper managerial skills, conducive beliefs, firm, consolidated curriculum; combined decision making for successful teaching. All these factors breed the idea that school heads have to build a stable working environment that spurs desirable results. This can be done through such strategic avenues as regular staff meetings, well equipped staffrooms; support of such professional development as Strengthening of Mathematical and Science in Secondary Education (*SMASSE*) and ICT Integration in Teaching and Learning.

2.6 Theories of Strategic Leadership

Various theories underpin the understanding of the impact of strategic leadership practices on academic performance of public secondary schools. The present study is underpinned by Reeves' (2004) Theory on Connecting Leader Practices and Classroom

Instruction and Transformational Leadership Theory. Reeves' (2004) theory explains the leadership requirements that are effective in principals' strategic leadership. Reeves (2004), notes that leaders themselves must be knowledgeable regarding curriculum, instruction, and assessment. This is an aspect that links with the proposition of transformational leadership.

2.6.1 Leadership Practices and Classroom Instruction Theory

Feedbacks on the policy debate for increased accountability; numerous arguments and resolutions have been placed regarding enhanced leadership or instructional traditions. An example such argument of intense concern for this review is by Reeves theory- Leadership Practices and Classroom Instruction, inspired by Marzano's (2003) publication on school effectiveness. Reeves viewed that leadership tutelage should reflect strong learner-centred accountability protocols. In the present study, such supervision involves head teachers strategically reviewing their leadership traditions and managing the link of the traditions to student performance in KCSE.

Another key cog in a learner-centred accountability protocol is that leaders should be attached to developing an extensive curriculum, especially in the main recognized subjects. As part of their management duties, they analyze if the country's instructional materials centered to student achievement correlate with KCSE performance.

In responding to accountability policy push, numerous recommendations and theories have been postulated to bolster instructional and/or leadership practices. One of the theories that anchor this study is Reeves' (2004) Theory of Leader Practices and

Classroom Instruction. The theory is a development of Marzano's (2003) works concerning accountability that is student centered and school effectiveness.

One aspect, Reeves posits that student-centered accountability system strongly depends on leadership supervision. In the present study, the proposed supervision encompasses principals strategically examines teachers leadership practice as well as supervision in connection to students' KCSE academic achievements. According to Reeves (2004) the second central aspect concerning student centered accountability, is that the teaching staff must commit to a comprehensive implementation of curriculum and particularly in the basic subjects such as math, reading and writing. The education leaders need to examine whether a country's instructional materials centered to student achievements correlate with KCSE performance as part of their supervision practice.

It is the researcher's opinion that according to the student-centered accountability model, educational leaders need to establish whether grade-level curriculum can be mastered by students. This will be supported by using headings in the curriculum, otherwise support should be provided to students and teachers as required in goal accomplishment. Marzano (2003) argues that perspective of Reeves' (2004) theory suggests that through student centered accountability improved success can be achieved especially when the educators employ best practices through psychological congruence with the curriculum. This is facilitated by involving teachers in professional development planning.

Reeves (2004) averred that leaders must be versed with adequate knowledge pertaining to curriculum assessment and instructions. For instance, educational leaders should prioritize instructional practices as well as student achievement in their faculty meeting.

Moreover, parents' contacts should be initiated in the light of academic achievement. Reeves' (2004) theory is applied in this study to assess how teachers prepare psychologically and technically. This enhances the quality of knowledge transfer to the students. In addition, this theory ensures that teachers are accountable in complying with course content in their lessons preparation. This makes it possible for the students to cover the requisite syllabus for the KCSE. The principals therefore must give leadership and direction for these to be achieved.

2.6.2 Transformational Leadership Theory

The theory has captured concern of every researcher in examining organizational leadership. The argument was birthed by Burns (1978) and later amplified by Bass (1985) with other researchers. The main angle of transformational leadership argument is the leader's capacity to encourage the subject to do better than what he had planned for (Krishnan, 2005).the principals have the tasks to establish this type of leadership to ensure that the motivation concept of this type of leadership is achieved to enable the teachers give their best in teaching practice. This will enhance classroom service delivery beyond expected levels. The theory has four pillars: inspirational motivation, individualized consideration, individualized influence, together with intellectual motivation (Bass, 1985).

Also Burns advanced that transformational leaders stir subjects to achieve a lot by observing on their ethics and assisting subjects identifying along with the character of the institution. Additionally, he posited transformational leadership as bond in which a leader and subjects inspire one another to higher limits (Krishnan, 2005).The head of a secondary school is an experienced intellectual, based on this fact. He/She is able to link

well with components of transformational leadership: one of the components being intellectual stimulation. The principal and the teacher can relate in intellectual realms to enhance performance levels. Principals in the same strength can cultivate an environment of ideological ways of achieving results.

There has been link between transformational leadership and individual results of subjects, equally institutional performance (Krishnan, 2005). Studies reveal transformational leadership influences subject gratification and attachment to an institution. Studies further indicate transformational leadership influence staff commitment to reshuffles and working conditions. As a result of its influence on individual and institution performances (Bass, 1995). Leaders must always lead from the front. In practice school principals do take classes as other teachers to assert their expertise and subsequent performance of the students in KCSE must commensurate with peak performance to enable teaching staff not to be complacent but to follow suit.

Sudden changes in leadership structure has the ability to render the institution and community hateful to the incoming leadership and lose previous gains (Macmillan, et al, 2004; Shields, 2000; Hargreaves, 2006; Leithwood, et al, 2008). Transformational leaders inspire subjects through challenging their awareness on the importance of the institution's goal and by offering them to overcome self-seeking for sake of the institution; which boost performance. Guardian involvement has shown improved academic results by learners, together with increased commitment to school success (Grolnick & Slowiaczek, 2004; Marten & Coatsworth, 2008; Zellman & Waterman 2008)

Engaging further resources by coordinating with the immediate community as well as parents and creating a sense of determination, anchored teaching and seamless control of learning so as to enable learners pass the final examinations retains importance on a learning strategy which is creating a gap between high performers and low performers in state secondary schools in the republic of Kenya. as a result, such leadership platform of established heads of secondary schools in Nyandarua District, who channeled major amendments to better the academic levels in their institutions, may also show any willing school leader with desire to triumph in same environment. The study therefore sets out to examine the pertinent leadership practices aimed at improved academic performance (Berube, 2012).

Key roles of institution leadership incorporate previous ability of unity, cooperation, synergy of details, room for different views and courtesy. School heads hence need to welcome confirmed traditions to be productive by enabling and sustaining performing institution. Principals must enshrine and apply strategic school upgrade plans and offer ways to boost learning (Dawo, 2011).

Models of school-based management still embrace heads playing an important position in institutions. Strategic management details massaging strategy creation, application, monitoring and direction (Hurd & Bredeson 2007). Strategy is amide plan that organization's team uses to brand itself in a market and involve in trade (Lydiah & Nasongo, 2009). Onsomu, Muthaka, Ngware, and Kosimbei (2006) explains that strategic management is a continuous process that results in formulation and implementation of plans designed to achieve the organization objectives. Management and control starts form senior leadership where strategic goal are formulated. In a learning institution

therefore the principal is the secretary to the board of management and has the opportunity to sit in the strategic formulation meetings. He/She therefore should ensure suitable strategic decisions are made to contribute to efficient workable strategies for the school.

Proper institutional leadership requires learners and teachers are part of decision making process on key areas. This is through meetings, student's governing bodies and clubs within the institution. The leadership ought to inspire and offer opportunity for growth professionally of the staff. Frequent seminars, training and other educational schedules provide a key platform for this growth. Major decisions and procurements must align with the insisting doctrines on education and philosophy of the institution. Choices should attract achieving goals of the school. The nature and wellbeing of the management should be promising in its capacity to achieving goals.

Existing extraordinary school-based managed educational models in UK, the United States, Canada, Singapore, New Zealand and Australia show all performing well on global tests or results thriving in this regard with proper traditions in the management of the school.

Yala and Wanjohi (2011); Adediwura and Tayo (2007) and Adeyemi (2010) revealed that educational results in India (Asia), Ghana, Nigeria and Kenya (Africa) presented a view that learning is heavily reliant on a firm, transparent and strategic leadership more than resources. They recommend that further research be conducted on school leadership skills. This therefore proves to be a critical tool in school performance which has

received ephemeral attention and the study found it crucial to assess the strategic leadership practices employed by school leadership in order to achieve.

A review by Musera, Achoka, and Mugasia (2012) on the view of secondary schools tutors on the principal's management skills in their running of schools in Kenya revealed that majority of school heads prefer transformational leadership. There's an assertion that transformational leadership carries the ability to impact the pillars to achieve an institutional vision. It involves empowering key players to lead. Further, teachers revealed that school heads prefer delegating duties thereby empowering others.

2.7 Conceptual Framework

A conceptual framework is an explanation of the relationship between criterion and predictor variables. Predictor variable causes variations that influence the criterion variable (Kothari, 2004). Mugenda and Mugenda (2003) advances that diagrams and graphs are used to represent a conceptual framework, to show the relationship between study variables. This presentation assists the research to quickly and easily see the relationship. The following diagrammatic framework illustrates the associations among the study variables.

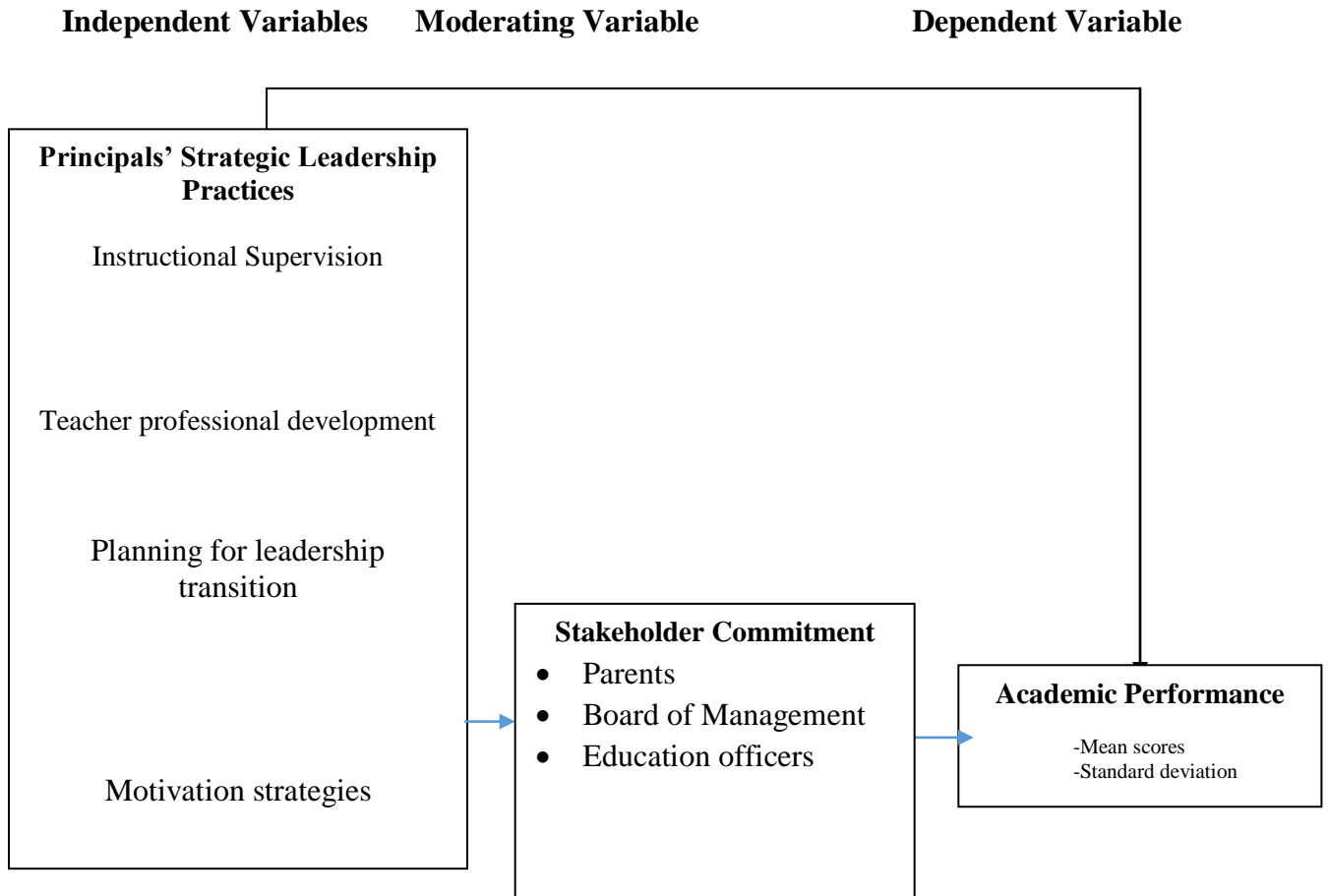


Figure 1: *Conceptual Framework*

Figure 1 presents a diagrammatic conceptualization of the independent and dependent variables. From the diagram, the independent variables, Instructional Supervision as indicated by school administration, Training, Group effort; Teacher professional developments as indicated by Training and development, Professional standards and Follow-up and monitoring; Planning for leadership transition, indicated by Succession planning, Communication and Retention policies; as well as Motivation strategies as indicated by rewards, job enrichment and delegation are conceptualized as Academic Performance, indicated by KCSE Performance, which forms the dependent variable. This

association is further conceptualized as being affected by other factors including stakeholder support factors, including commitment from Parents, Boards of Management and Education officers which form the intervening variables.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents a description of the study methodology that guides how the study was conducted. It therefore presents the study blue print; this includes the research design that was adopted in this study, data collection procedure, techniques that were utilized in data analysis for the purpose of study findings presentation.

3.1 Research Design

Research design is plan, scheme or an outline line that is employed in generating answers to research questions (Orodho, 2003). Descriptive research design was employed in the study. A descriptive research design is a design that describes that related to a study population, it enables discussing of the different variables relationship (Copper and Schindler, 2005). According to Yin (2008) descriptive, research design is preferred strategy which closed and open minded questions are asked is cases where control, over the events by a researcher is limited regarding the context in real life phenomenon. Best and Kahn 2006 confirmed that descriptive survey is an appropriate design for assessing Educational matters for it uses both qualitative and quantitative information to identify, analyze and interpret conditions that exist in relation to set standards.

According to Schreiber and Asner–Self (2011) descriptive design method has the capacity of enabling background information collection as well as that the researcher has little chance of motivating the respondents in order to influence research participants' response. The strength of the study's design is the affinity, to explore, describe, as well as analyze the respondents' relationships included in this study. Mugenda and Mugenda (2003) asserted that descriptive study helps answer the question concerning the current

state of the subject matter. The design helped the researcher obtain precise information on principals strategic leadership and how it influences academic performance. The design was most appropriate because the researcher collected the information on principals' strategic management practices as it were in the sampled schools and allowed the researcher to look into learner performance in KCSE in a broader overview. The choice of this method is ideal as the study was carried out in a limited geographical scope.

3.2 Study Area

Nyandarua County is a County in the former Central Province of Kenya. It neighbours Nakuru, Laikipia, Kiambu, Nyeri and Muranga Counties. It has five sub-counties namely Kinangop, Kipipiri, Ol Joro Orok, Ndaragwa and Ol Kalou. Its capital and largest town is Ol Kalou. Nyandarua County has population of 596,268 and an area of 3,304 km². The county had 167 public secondary school at the time this study was conducted. The study analyzed how principals' strategic leadership practices impact on students' performance in Kenya Certificate of Secondary Education in public secondary schools in Nyandarua County in Kenya. For the past four years there has been slight positive trend in KCSE results in Nyandarua County as can be seen in table 1 (in chapter 1 introduction). In the whole of Mount Kenya region Nyandarua County performance in KCSE has been dwindling.

3.3 Target Population

The study targeted 167 principals, 1,660 teachers, 67,840 students in Nyandarua County. Public secondary schools were selected owing to the heterogeneity of the student population as regards to their academic backgrounds, having students drawn from public secondary schools from across Nyandarua County which formed the study area for this

survey. According to the County Education office Nyandarua (2015-2017) report, there has been a negative index. For the past four years there has been negative trend in KCSE results in Nyandarua County. In the whole of Mount Kenya region Nyandarua county performance in KCSE has been dwindling (as can be seen in Table 1.1 introduction chapter one).

3.4 Sampling Techniques and Sample Size

The study used Neuman (2011) formula for determining sample sizes in large populations, normally above 10,000, to arrive at the total sample size of 384 respondents. This is as shown below was adapted to arrive to the sample size as shown below.

$$n = \frac{Z^2 pq}{d^2}$$

Where n = the required sample size, when the target population is more than 10,000

Z = is standard normal deviate at the required confidence level, 0.05, which gives 1.96

p = is the proportion of the target population estimated to have the characteristics being measured when one is not sure, so one takes middle ground (0.5)

$$q = 1-p (1 - 0.5 = 0.5)$$

d is the level of statistical significance, which is a standard set at 0.05

$$\text{Therefore } n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2} = 384$$

Out of the total number of 384 respondents, principals and teachers were equally drawn from the 167 public secondary schools in the county. A random number of 50 students were purposively selected from the schools.

Maxwell (1996) defined purposive sampling as a type of sampling in which, ‘‘particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices’’.

According to Kothari (2004) the process of sampling involves the selection of a smaller number of events, objects or individuals in order to draw inference concerning the entire population. The merit of stratified sampling is that through selection of a portion of the targeted population conclusive conclusion can be derived from the entire population. This method of sampling is time saving and economical both simple random and stratified random sampling was employed in this study. To assure respondents representation strata were derived using stratified sampling. Categorically, individual study participants were stratified through stratified random sampling. The technique of stratified random sampling was used in all the school level in Nyandarua County, whereby the different sampling school categories of Boys day (30), Boys Boarding (30), Mixed Boarding (30), Mixed Day (27), Girls Boarding (30) and Girls Day (20) formed the six strata of the sample.

3.5 Research Instruments

The study used primary data which was largely quantitative in nature, collected by use of questionnaire with structured questions.

3.5.1 Primary Data

The primary data was collected by use of questionnaires that were administered to principals, teachers and students. To measure the effect of school based instructional supervision, the study adopted school based instructional supervision scales developed by

Blasé and Blasé (2003); Appleton and Kindt (1999); and Sheppard (1996). Teacher professional development was measured by adopting the recommendations of Krull (1999) in his study of some features of development in teacher professional thinking. Planning for transition was measured by the transition matrix as developed by Weinstein et al. (2009) in their study of Principal Turnover and Academic Achievement at New High Schools in New York City. To measure transformational leadership, the study adopted the Multifactor Leadership Questionnaire. Except for the desktop review of students' KCSE examinations results, the above instruments were measured on a 5 point Likert Scale ranging from Strongly agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). As shown in appendix (II and III).

3.6 Pre-testing of Instruments

Pre-testing of the data collection instruments was performed to assist data validity as well as reliability. Pre-test of data gathering tools helps the researcher assess the efficiency and the instrument clarity (Mugenda & Mugenda, 2005). This method allows errors to be identified and acts as a research team training predicting actual data collective (Sekaran, 2003). Ten pilot testing questionnaires were administered to ten selected respondent. The selected respondents were asked to scan through the draft questionnaires as the actual respondents. Their vision was sought by the researcher to establish whether the responses were consistent with the study objective. Their responses assisted in adjusting the formal questionnaire draft. The pretest enabled the researcher in the identification of section of the questionnaire that required rectification.

3.6.1 Validity of Research Instruments

According to Copper and Schindler (2003) the respondents' differences measurement represents instruments validity. Instrument validity is the determination as to whether the study measures what it ought to measure. Validity is therefore measured by consistency of conceptual or theoretical concepts. Validity can be measured by the extent the data obtained accurately reflects the theoretical or conceptual concepts; that is if the measurements gotten are consistent with the expectations.

Tichapondwa (2013) recommends that supervisors scrutinize items formulated to check if they match the requested criteria (clarity, intelligibility, neutrality among others). This is in line with suggestions by Cohen and Manion (1994) who argued that supervisors can be used to give objective opinions on contents of research instruments to ensure content and construct validity. Validity implies the extent to which theory and evidence support test scores interpretation in the tests that have been proposed. Instruments validity was checked by supervisors. In the present study, sampling and item validity was ascertained preceding actual study. The degree to which the test measured events as per objectives and research questions is the essence of content validity. Item validity is the relevance of items used in measurement of content. Sampling validity ensured that the items sampled the total content area chosen for measurement. Validity answers the question am I measuring what I intended to measure?

The content validity of the instrument was realized by seeking the expert opinion of the assigned University supervisor on the content of the questionnaires. The experts therefore

peer reviewed the items and suggested ways of improving the items so that more accurate and meaningful data is obtained (Matula et al., 2018).

3.6.2 Reliability of Research Instruments

The researcher conducted a pilot test across five schools, one school in each sub county (Ndaragua, Olkalau, Kinangop, Oljororok, and Mirangine) in Nyandarua County. The scores from both tests were correlated to indicate the reliability of the instruments. The results obtained in pretesting were calculated using Pearson's Product Moment Correlation Co-Efficient Formula. The reliability co-efficient (r) should fall within the recommended range of 0.7 and above to be deemed reliable. Cronbach alpha, which is a measure of internal consistency, was used to test the internal reliability of the measurement instrument

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}} \dots\dots\dots \text{Equation (Cronbach, 1951).}$$

Where α = Cronbach alpha (which is a measure of internal consistency, was used to test the internal reliability of the measurement instrument).

N = the number of items.

\bar{c} (C-bar) = average of all co-variances (inter-item covariance) between the components.

V-bar = the average variance.

The higher the score, the more reliability of the instrument, according to Nunnaly (1978) 0.7 score is an acceptable reliability thus it was considered adequate for this study. Based

on the feedback from the pilot test, the questionnaire was modified and a final one developed.

Table 2: Reliability Analysis

Determinant	No of items	Cronbach's	Verdict
Teachers professional Development	6	.734	Reliable
Planning for Transition	7	.976	Reliable
Instructional Supervision	5	.893	Reliable
Motivational Strategies	7	.925	Reliable
Academic Performance	5	.781	Reliable

Source: Researcher (2021)

3.7 Data Collection Procedures

Data collection involved the application of questionnaires to school principals, teachers and students. The questionnaires were administered on drop and pick basis. To cover the extensive study area, and for appropriate timing owing to the busy schedules (Sekaran, 2003) that is characteristic of secondary schools, the researcher trained research assistants to assist in data collection. The researcher first obtained consent from the school administration and liaised on how to purposively select participants.

3.8 Data Analysis

After data collection, the filled-in and returned questionnaires were analysed by coding and entries made into Statistical package for social sciences (SPSS version 23). With data

entry, the data collected was captured and stored. Descriptive analysis involved use of frequencies in their absolute and percentage forms. Mean and standard deviation were used to measure central tendency and dispersion respectively.

3.9 Ethical Consideration

Ethics is acceptable elements that should be adhered to by researchers when handling respondent during the research process (Bruce & Howard, 2014). The welfare of the study participants takes precedence over the scientific interest. Respondents will be treated with respect and courtesy, they will be requested to participate in the study voluntarily (Monique, Hutler & Bailey, 2011).

Research ethics is integral when research topic is related to research questions, design, data collection and analysis (Saunders et al, 2007). In this study, a research permit was obtained from the National Commission for Science, Technology and Innovation. Given that the researcher was working with principals, teachers, and students as subjects, an understanding and cooperation from education administrators who included the County Director of Education (CDE) and the Sub County Education Officer was mandatory hence the researcher got their informed consent first, following the appropriate chain of command.

According to (Kothari, 2012) research ethics defines the acceptable and unacceptable behavior in the process of conducting a research. In this regard the respondents identity and names were not concealed to the participants were referred to as respondents or by gender to ensure anonymity.

The study was therefore guided by the voluntary consent principle whereby only respondents who are willing participated in the study. Informed consent principle was guided by the information that concerns this study (Appendix 1). Prior to the commencement of this study the researcher communicated with the participants. To mitigate plagiarism, acknowledgement of other scholars work took precedence.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

The general objective of this study was to analyze perceptions of selected education stakeholders on principals' strategic leadership practices on performance in KCSE public secondary schools in Nyandarua County, in Kenya. The specific objectives of this study which guided the analysis of results were to: establish how selected education stakeholders perceive the influence of instructional supervision on academic performance of public secondary schools in Nyandarua County in Kenya; examine how selected education stakeholders perceive the influence of teacher professional development strategies as employed by principals on academic performance in KCSE in Nyandarua County in Kenya; assess perceptions of selected education stakeholders on the influence of planning for leadership transition on academic performance of public secondary schools in Nyandarua County in Kenya and determine the perceptions of selected education stakeholders on the influence of motivational strategies employed by principals on academic performance of public secondary schools in Nyandarua County, Kenya. Qualitative and Quantitative analysis of principals' strategic leadership practices and their impact on students' academic performance are presented in this chapter. The chapter includes analysis of principals' strategic leadership practices and responses to research questions. The questionnaires were analyzed and findings presented using figures such as circle graphs, bar graphs; line graphs frequency distribution tables SPSS version 23 aided in data analysis.

4.2 Perceptions of Selected Education Stakeholders on Principals' School Based Instructional Supervision

The study sought to establish selected education stakeholders' perceptions on the influence of instructional supervision as employed by principals on academic performance of public secondary schools in Nyandarua County in Kenya. Specifically, the study sought to establish the frequency of various strategies instructional supervisors employed in conducting supervision in school. The views of the principals were sought regarding administration, training, group effort, examination and illustrations.

4.2.1 Frequency of Principals' Mobilizing Teachers Towards Accomplishing Common Goals

The study sought to find out frequency of principals' participation in mobilizes teachers towards accomplishing common goals. Principals were asked to comment on the same and the data recorded in Figure 2.

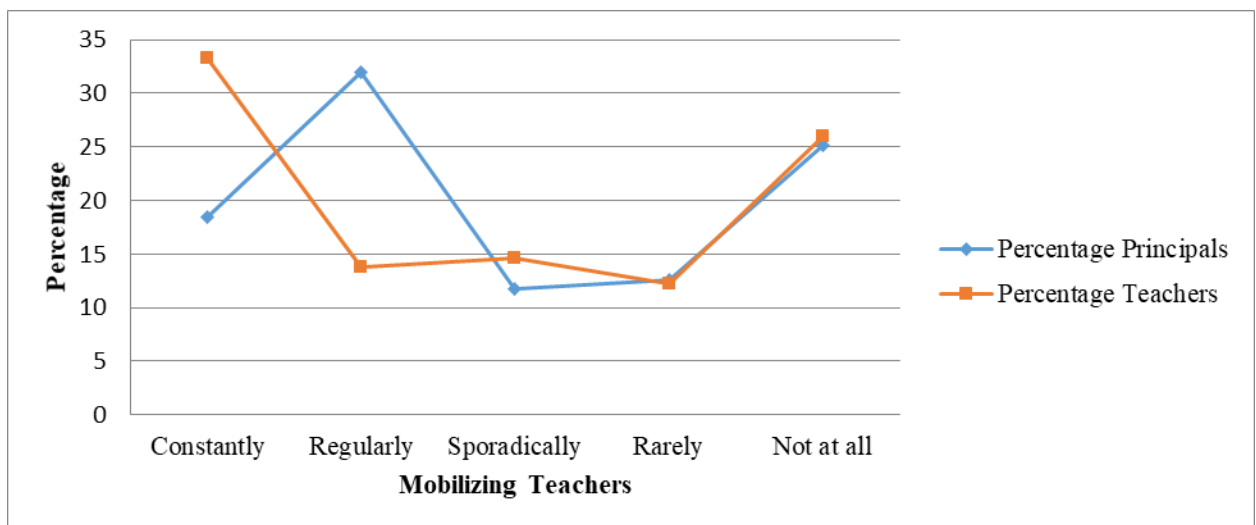


Figure 2: *Principals' response on mobilizing teachers towards accomplishing common goals*

The result of the study established that majority of the principals participated regularly in mobilizing teachers towards accomplishing common goals by 40 (32.0 percent) principals, followed by 23 (18.4 percent), principals participated constantly mobilized teachers towards accomplishing common goals. Moreover, 14 (11.7per cent) participated sporadically in mobilizing teachers towards accomplishing common goals while 16 (12.6per cent) rarely participated in mobilizing teachers towards accomplishing common goals. The findings reveal that principals fairly mobilized teachers towards accomplishing common goals since up to one quarter do not participate in administrative supervision. This has a significant bearing on performance since achievement by schools is considered a collective responsibility of principals, teachers and students. The role of the school head involves monitoring whether proper schooling occurs within the institution remains a concern in trying to enhance the practice of schooling and as a result productive instructional leadership remains the solution to better schooling where instructional leaders maintain a tradition of education within their institutions always (Kruger, 2003). Productive heads create a promising setting in institutions with a greater attention on student learning (McDonough, 2007).

When teachers were asked their opinion regarding principals mobilization of teachers in achieving common goals the result of the study established that majority of the principals participated regularly in mobilizing teachers towards accomplishing common goals by 21 (13.8 percent) principals, followed by 50 (33.3 percent), principals participated constantly in mobilizing teachers towards accomplishing common goals. Moreover, 22 (14.6 per cent) participated sporadically in mobilizing teachers towards accomplishing common goals while 18 (12.2 per cent) rarely participated in mobilizing teachers towards

accomplishing common goals, while 39 (26.0 percent) posit that principals do not mobilize teachers towards achieving common goals. There was a slightly contrary opinion of teachers as to whether principals constantly mobilized teachers, in addition to more teachers than principals agreed that principals do not mobilize teachers towards achieving common goals. The role of principals in mobilizing teachers towards achieving common goals is thus significant. According to UNESCO (IIEP) as cited in Masera, et al., (2012) prevailing reviews indicate a strong nexus between the effectiveness of the leadership by principals and the ability of institutions to boost educational activities.

4.2.2 Frequency of Principals’ Imparting Knowledge, Skills, and Aptitude Relating to the Teaching Profession

The researcher wanted to find out Frequency of Principals’ participation in imparting knowledge, skills, and aptitude relating to the teaching profession through vocational training. Principals were asked to comment on the same and the data recorded in Table 3 below.

Table 3:

Principals’ response on imparting knowledge, skills, and aptitude

Imparting knowledge	Frequency	Percentage
Regularly	69	55.3%
Not at all	29	23.3%
Constantly	13	10.7%
Sporadically	7	5.8
Rarely	6	4.9%
Total	124	100

The results of the study established that majority of the principals participated regularly in imparting knowledge, skills, and aptitude relating to the teaching profession through vocational training at 69 (55.3 percent). 13 (10.7 percent) of the principals participated constantly in imparting knowledge, skills, and aptitude relating to the teaching profession through vocational training. Furthermore, 7 (5.8per cent) participated sporadically in impart knowledge, skills, and aptitude relating to the teaching profession through vocational training while 6 (4.9per cent) rarely impart knowledge, skills, and aptitude relating to the teaching profession through vocational training. However, 29 (23.3 percent) of the principals reported that they do not at all participate in imparting knowledge, skills, and aptitude relating to the teaching profession through vocational training. The findings suggest that principals could be lacking requisite resources to constantly convey insights, capabilities key to teaching roles through vocational training. The heads affirm the place of professional development (the front burner or the back burner). The former denotes it will not happen. Heads therefore must be advocates. Consenting is not sufficient. They should offer ample environment for training, secure it from being cross-scheduled, and also take part to match their teachers (Berube et al., 2010).

Regular training is essential to keeping the profession aware of new developments and stir innovation. The other reason is to support teachers who are new in an institution, or those starting fresh responsibilities or an advanced field of work within the teaching profession. The last reason for in-service education is to reduce gaps in the background preparation of teaching staff and other professional workers in education sector

Teacher's opinions regarding principal's role in imparting knowledge, skills, and aptitude relating to the teaching profession through vocational training were also sought. Data regarding this opinion reveal that principals regularly imparts knowledge, skills, and aptitude relating to the teaching profession through vocational training by 8 (5.7 percent) principals, constantly followed by 44 (29.5 percent), principals participated constantly impart knowledge, skills, and aptitude relating to the teaching profession through vocational training. Furthermore, 22 (14.7per cent) participated sporadically in imparting knowledge, skills, and aptitude relating to the teaching profession through vocational training while 29 (19.3per cent) rarely impart knowledge, skills, and aptitude relating to the teaching profession through vocational training. However, 46 (30.8 percent) reported that they do not at all participate in imparting knowledge, skills, and aptitude relating to the teaching profession through vocational training. It is therefore important to note that overall, majority of principals participate in imparting knowledge, skills and aptitude, and this has a bearing on performance in KCSE in Nyandarua County, Kenya. Finch and McGough (2009) sum up that the success of any staff development program is in many respects, a function of leader's involvement in its design, development and execution. To manage a professional staff development effectively, the head teacher must take an active role in its operation. This implies that it requires more than just resources for principals to be able to organize vocational trainings for teachers.

4.2.3 Frequency of Principals' Participation in Encouraging Teamwork

The study wanted to find out frequency of Principals' participation in encouraging teamwork towards achieving the common interest, academic excellence and professional growth. Principals were asked to comment on the same and the data recorded in Table 4.

Table 4:

Principals 'response on participation in encouraging teamwork

Encouraging teamwork	Frequency	Percentage
Constantly	65	52.4
Regularly	19	15.5
Rarely	11	8.7
Sporadically	11	8.7
Not at all	18	14.6
Total	124	100

The study findings reveal that majority of the principals constantly by participate in encouraging teamwork towards achieving the common interest, academic excellence and professional growth 65 (52.4 percent), followed by 19(15.5 percent), principals participate regularly in encouraging teamwork towards achieving the common interest, academic excellence. Moreover, 11 (8.7per cent) rarely participate in encouraging teamwork towards achieving the common interest, academic excellence same as 11 (8.7per cent) who sporadically in encouraging teamwork towards achieving the common interest, academic excellence. However, 18 (14.6 percent) do not at all participate in encouraging teamwork. Most recent studies have shown that the establishment and maintenance of satisfactory human relations among staff members is necessary and that group's productivity is affected by the quality of its human relations and supervisor must work constant for the improvement of the groups' cohesiveness. School management ensures proper organization and coordination of the various subunits and activities within

the school for the achievement of its overall aims and goals. It has been observed that most problems, including poor performance of students in examinations do not require as many financial solutions as prudent managerial solutions through teamwork.

Data derived from teachers' response concerning encouragement of teamwork by principals reveal that teachers are of contrary opinion that principals conclusively encourage teamwork. This is supported by the following findings, principals constantly encourage teamwork towards achieving the common interest, academic excellence and professional growth 72 (48.8 percent), followed by 18 (12.2 percent), principals participate regularly in encouraging teamwork towards achieving the common interest, academic excellence. Moreover, 13 (8.7per cent) rarely participate in encouraging teamwork towards achieving the common interest, academic excellence same as 17 (11.4 per cent) who sporadically in encouraging teamwork towards achieving the common interest, academic excellence. However, 25 (17.1 percent) do not at all participate in encouraging teamwork.

Establishing an effective group is key to an institution success, cutting across the leadership structure in the school. For many Principals team-bonding is useful in creating positive relations and is a critical effort towards attaining the agenda and academic goals in institutions. Its more than employing requisite staff but also nurturing positive working relations within the school and the immediate community (Tinuke, 2013) which is based on the values the school head wants to enforce. Reviews indicate that heads in high achieving institution strengthen collaboration in institutions by gathering to celebrate and appraise academic results, enabling frequent meetings, regular assembly, dialogue,

motivating others, taking part in decision making processes. They also promote peer teaching and mentoring.

According to Smith and Andrews, Lineburg (2010) Teachers' view heads to be firm instructional leaders as they channel institution goals by: enabling consultations on academic performance, availability to debate instructional issues, enabling risk taking in current instructional strategies and clarity in communicating vision for the institution- this was revealed to positively impact the type of instruction teachers pass (Blasé & Roderts, and Sheppard as cited in Lineburg, 2010).

Strategic leadership involves teamwork, involvement and participation of students, teachers and principals in achieving peak academic performance. The students were therefore asked whether the school administration involves teachers, parents and students when making key decisions on performance, 25(67 percent) of the students agreed that principals involves teachers, parents and students when making key decisions on performance while 13(33 per cent) were of the contrary opinion. This implies that even though principals teachers, parents and students in decision making there are gaps to this effect since there are still dissenting voices in this regard.

Institution leadership is crucial in the productivity of the institution; effective leadership by school principals including an environment of stability, establishing a setting of strong motto for teachers and learners, reassuring cooperative working relation and creating dedication within students and staff to the school goals. According to Estey, Amedale and Edjah (2004) academic results in private schools outshined public schools due to increased supervision. Sisungu (1988) found out that supervision led to improvement in

scheming and lesson planning. It leads to teachers being keener on their work, and mistakes corrected as soon as they are detected.

4.2.4 Frequency of Principals' Participation in Conducting Formal Test of a Teacher's Proficiency

The study sought to find out frequency of principals' participation in conducting formal test of a teacher's knowledge or proficiency in a particular subject or skill. Principals were asked to comment on the same and the data recorded in Table 5 on the next page.

Table 5:

Principals' response on participation in conducting formal test

Conducting formal test	Frequency	Percentage
Constantly	16	12.6
Regularly	13	10.7
Sporadically	25	20.4
Rarely	25	20.4
Not at all	45	35.9
Total	124	100

Research data established that minority of the principals constantly participate in conducting formal test of a teacher's knowledge or proficiency in a particular subject or skill by 16 (12.6 percent), followed by 13 (10.7 percent), principals participate regularly in conducting formal test of a teacher's knowledge or proficiency in a particular subject or skill. Furthermore, 25 (20.4per cent) participated sporadically in conducting formal test

of a teacher's proficiency same as 25(20.4per cent) rarely conduct formal test of a teacher's knowledge or proficiency. Moreover, 45 (35.9 percent) do not at all participate conducting formal test of a teacher's proficiency. Inconsistency of conducting formal test of a teacher's knowledge or proficiency in a particular subject or skill could be explained by principals ever busy schedule that can enable performing proficiency tests. In addition to, additional resources may be required to manage proficiency test administration of which are not in the principals' jurisdiction. The reported poor performance in KCSE in Nyandarua County, Kenya can be attributed to the general lack of or poor participation of principals in conducting formal tests of teacher's proficiency.

The study further sought teacher's opinion concerning principals' participation in conducting formal test to teachers to depict teacher's knowledge or proficiency in a particular subject or skill. The findings reveal 15 (9.8 percent), followed by 11 (7.3 percent), principals participate regularly in conducting formal test of a teacher's knowledge or proficiency in a particular subject or skill. Furthermore, 16(10.6per cent) participated sporadically in conducting formal test of a teacher's proficiency same as 57 (38.2per cent) rarely conduct formal test of a teacher's knowledge or proficiency. Moreover, 50 (34.1 percent) do not at all participate conducting formal test of a teacher's proficiency. The findings suggest that teachers are not fully satisfied by the extent to which principals conduct formal tests in assessing their proficiency regarding their skills. This could be attributed to the fact that there are requisite resources needed to achieve this objective.

Ross and Gray (2006) observes that the headteachers effect on academic accomplishment primarily occurs through leadership contributions to teacher perception in terms of

capacities, commitment to professional values and collective teacher efficacy. The extant literature indicates that contingent reward leadership is most strongly related to outcomes, though it has received less attention and in some cases considerable criticism (Judge & Piccolo, 2004; Podsakoff, et al 2006). It is therefore notable that the aforementioned authors do not show contingent reward leadership relate to teacher service delivery.

Transformational leadership involves motivating and inspiring subjects to attain desired results (Robbins and Coulter, 2007). They monitor the concern and growth needs of specific subjects; establish subjects' "enlightenment of topics by aiding them view old problems in a new manner; and they raise spirit and morale of subjects to increase effort on attaining collective goals. Transformational leadership philosophy entails leadership creating desired change in subjects where they support each other's goals and work collectively (Warrilow, 2012).

4.2.5 Frequency of Principals' Conducting a Model Lesson for a Group of Teachers

To find out the frequency of principal's participation in conducting a model lesson for a group of teachers working on a particular instructional practice. Principals were asked to comment on the same and the data recorded in Table 6 on the next page.

Table 6:

Principals' response on conducting a model lesson for a group of teachers

Conducting a model lesson	Frequency	Percentage
Constantly	23	18.4
Regularly	32	26.2
Rarely	17	13.6
Sporadically	25	20.4
Not at all	27	21.4
Total	124	100

The study established that 32(26.2 per cent) conducted model lessons regularly for group of teachers working on a particular instructional practice, while 23 (18.4 per cent) of the principals constantly conducted model lessons regularly for group of teachers working on a particular instructional practice. This was closely followed by 25 (20.4 percent) principals who conducted model lessons sporadically for group of teachers working on a particular instructional practice, while 17 (13.6 percent) rarely conducted model lessons regularly for group of teachers working on a particular instructional practice. Another 27 (21.4 per cent) did not conduct model lessons for group of teachers working on a particular instructional practice. The findings reveal that most of the principals did not conduct model lessons this could be attribute to their busy schedules. Since the ability to conduct model lessons for teachers has been identified as one the strategies of promoting effective teaching thereby improving performance in examinations, the general low

frequency in applying this strategy can be attributed to the general low performance in KCSE in Nyandarua County, Kenya. Heads' illustration involves teaching and learning programs offered by heads that is able and established for the purpose of the demonstration of teaching resources, manners or strategies so as to enhance direction. Eze (2006, discovered that heads as supervisors rarely engage in teaching illustration and offering supervisory roles for instructional growth. A study of perception and actual results of instructional supervision by heads of selected secondary schools in Kaduna State of Nigeria, Effiong (2006) deduced that schools heads had an enhanced and promising perception of instructional supervision although their achievement on instructional supervision poor.

Moreover, Sule (2013) found that heads' illustration plan did not majorly impact teachers' achievement. It is recommended that continuous supervision be developed by the Ministry of Education applying more advanced supervisory plans like classroom visitation and assessment, evaluation of teachers' class notes, conferencing plan, monitoring record keeping and administrative seminar plans.

The researcher posed the same question to the teachers regarding whether principals conduct model lessons. The study established that 31 (21.1 per cent) conducted model lessons regularly for group of teachers working on a particular instructional practice, while 30 (20.3 per cent) of the principals constantly conducted model lessons regularly for group of teachers working on a particular instructional practice. This was closely followed by 28 (18.7 percent) principals who conducted model lessons sporadically for group of teachers working on a particular instructional practice, while 17 (11.4 percent) rarely conducted model lessons regularly for group of teachers working on a particular

instructional practice. Another 42 (28.5 per cent) did not conduct model lessons for group of teachers working on a particular instructional practice. Given the fact that there are many subjects in secondary schools it may not be possible to conduct model lessons for all teachers. We can therefore attribute the low performance in KCSE in Nyandarua County, Kenya, to the fact that it is not possible for individual principals to conduct model lessons for all teachers in all subjects. This finding is in agreement with typical sense that it is not viable for supervisor to be competent enough in all subjects of the school. Schon (2000) recommended that it was the role of the school head to coordinate teaching illustration and no obligation to teaching.

Institution-based teacher supervision is aimed at improving instruction, and hence enables and enhance productive student learning. Institution-based instructional supervision is identified as a role and a plan for regular institution improvement which boost teaching traditions in a way that empower teachers and reinforces learning. It includes machinery advanced to boost better learning and monitoring activities. Dawo (2011) reveals that institution based instructional supervision embrace a setting where staff rely on team work. In Kenyan, public secondary schools, administrators include principals, their deputy, departmental heads and class teachers. For there to be improved secondary school performance their recommendations support the belief that strategic leadership in effective schools has a high priority in the areas of curriculum and instructional supervision (Hallinger & Murphy, 2005).

4.3 Perceptions of Selected Education Stakeholders on Principals' Participation in Teachers' Professional Development

The study sought to find out the perceptions of selected education stakeholders on the influence of teacher professional development on academic performance of public secondary schools in Nyandarua County in Kenya. Specifically, the study sought to establish the influence of the principals' strategic management regarding teacher's professional development. The principals' opinions were therefore sought in relation to strategic plans and goals follow up and control relationship between strategic management and teaching staffs' commitment.

4.3.1 Influence of Principals' Strategic Management on Classroom Supervision

The study sought to find out whether classroom instruction has improved as a result of principal's strategic management. Principals were asked to comment on the same and the data recorded in Figure 7.

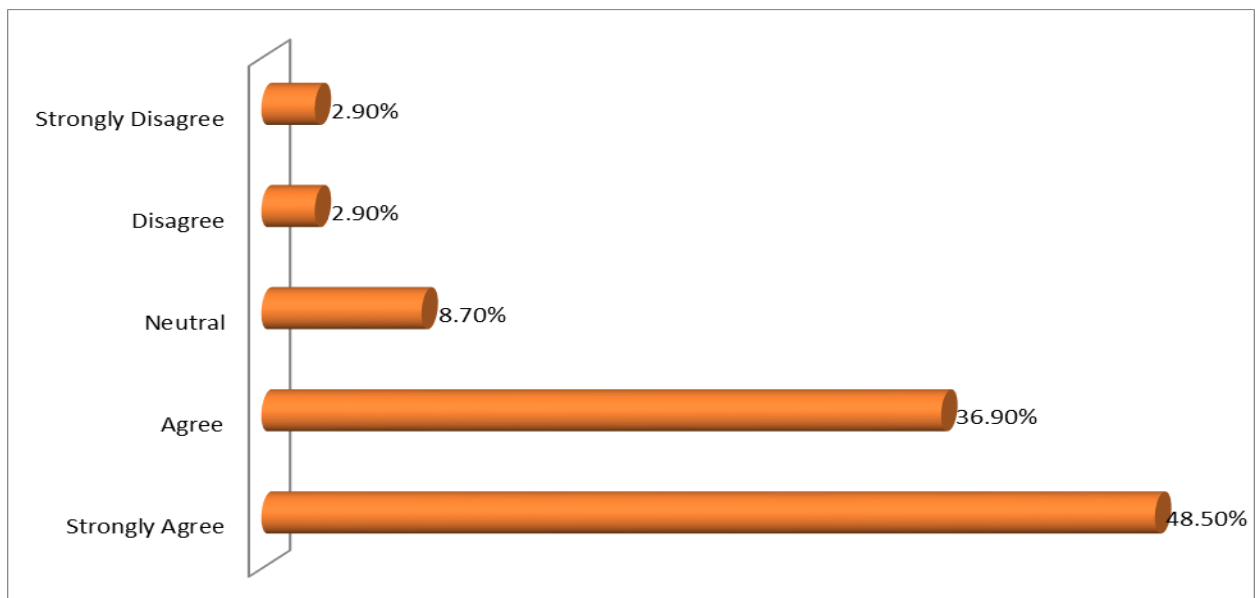


Figure 3: *Principals Response on Influence of strategic management on classroom supervision*

The study established that 60(48.5 per cent) strongly agreed principals' strategic management influence classroom supervision, while 46(36.9 per cent) agreed principals' strategic management influence classroom supervision. This was closely followed by 10 (8.7 percent) principals were neutral of the statement principals' strategic management influence classroom supervision, while 4 (2.9 percent) disagreed principals' strategic management influence class room supervision. Another 4 (2.9 per cent) strongly disagreed principals' strategic management influence classroom supervision. A majority of 106 (85.4 percent) of the principals agreed that classroom supervision is influenced by principals strategic management. Thus it is generally accepted that there is a direct link between performance in examinations and principals' strategic management practices. Hence, school heads should be like a pool of solutions to challenges arising frequently as a result of unavoidable circumstances. Therefore, for management of institutions, any supervision should be conducted by a flexible person who could change leadership style depending on the circumstances. The most productive style of instructional supervision relied on its convenience to the eventuality. This leadership principle dictates that for junior staff results to be fruitful, the head must apply leadership style that inspires it. This philosophy maintained that performance is productive if the leader) adopted a situational leadership. Deductions from this philosophy is that if junior staff performance was endlessly unproductive, no specific leadership style could enhance the performance of the subordinates.

4.3.2 The School's Strategic Plan Provides Chance for Teacher's Development

The researcher sought to find out whether the school's strategic plan provides the chance for teachers development. The study therefore sought the principal's opinions on the same and was data recorded in Table 7 on the next page.

Table 7:

Principals' Responses on Strategic Plan Provides Chance for Teacher's Development

Teacher's Development	Frequency	Percentage
Strongly Agree	70	56.3%
Agree	12	9.7%
Neutral	7	5.8%
Disagree	27	21.4%
Strongly Disagree	8	6.8%
Total	124	100

The study findings reveal that 70 (56.3 per cent) strongly agreed that the school's strategic plan provides the chance for teachers development, while 12 (9.7 per cent) agreed that the school's strategic plan provides the chance for teachers development. This was closely followed by seven (5.8 percent) principals were neutral to the statement that the school's strategic plan provides the chance for teachers development, while 27 (21.4 percent) disagreed principals' that the school's strategic plan provides the chance for teachers development. Another eight (6.8 per cent) strongly disagreed that the school's strategic plan provides the chance for teachers development majority of 82 (66 percent) of the principals agreed that the school's strategic plan provides the chance for teachers development. The implication here is that teacher development and performance in KCSE are partly determined by the effective implementation of the strategic plans.

Robbins and Coulter (2012), indicated two features of the strategic planning key to enhancing results of the country's largest schools. The first being talent. One of strategic planning's major goal is to reveal how the best human resource capabilities can be employed as teachers, heads, and human resource management leaders within the nation's schools. There's need for top brains, from teaching staff to leadership roles in institutions, and offer instructional leadership to every classroom and teaching context. Plan to manage top brains should be the real concern of management strategies (Baryson, 1995). Whereas, the second aspect being the different approaches used by leaders to implement strategic planning in schools.

Wirth and Perkins (2013) stated that as varied as the methods to institution reform may be, all rely for their fruition on the inspirations and skills of community leadership. Hence, the ability of any changes boosting student learning is distant unless school leaders align with its agenda and appreciate the process. Community leaders should also, for example: be able support colleagues understand how the externally-motivated change might be blended into community improvement endeavor, provide critical supports to those whose practices must change and must secure the collaboration and support of parents and within the neighborhood.

The same question was posed to the teacher seeking to establish whether strategic plans contribute to teachers professional development, majority 135 (90.4 per cent) of the teachers suggest that there are no plans on teacher's professional development contrary to principals' majority of 82 (66 percent) of the principals agreed that the school's strategic plan provides the chance for teachers development. This could be attributed to the fact that strategies are available but they are not adequately implemented.

Findings of this study were consistent to the findings of Genivieve (2010) who suggested that the school strategic plan intended to address issues that contribute to poor learner performance, strengthen strategies and innovations and share best practices that improved learner performance. Therefore, leadership and supervision through the provision of immediate feedback were major parts of the school strategic which helped to assess if the school was making tangible progress towards meeting its intended vision, goals and objectives. To that effect, 70% of the teachers indicated that monitoring and supervision was regularly done by head teachers, deputy head teachers, HoDs and external monitors from Ministry of Education teachers indicated that they provided prompt feedback after monitoring teachers and this helped teachers to trace their weaknesses and improve on their strengths. This in turn would have had an impact on pupils' performance.

4.3.3 The School's Strategic Plan Aligns With School Goals and Other Professional-Learning Activities

Aligning strategic plan with professional learning activities is one of the factors that improve learning activities in secondary schools in Nyandarua County. To prove the claim the study sought the opinion of secondary schools principals in Nyandarua County. The findings were tabulated in Table 8.

Table 8:

Principals Response on Whether Strategic plan aligns with school goals and other professional-learning activities

Strategic plan Alignment	Frequency	Percentage
Strongly Agree	62	50.2%
Agree	31	25.2%
Neutral	8	5.8%
Disagree	17	13.6%
Strongly Disagree	6	4.9%
Total	124	100

The study findings reveal that 62(50.2 per cent) strongly agreed that strategic plan aligns with school goals and other professional-learning activities, while 31(25.2 per cent) agreed that strategic plan aligns with school goals and other professional-learning activities. This was closely followed by 8 (5.8 percent) principals were neutral to the statement that strategic plan aligns with school goals and other professional-learning activities, while 17(13.6 percent) disagreed that principals' strategic plan aligns with school goals and other professional-learning activities. Only6 (4.9per cent) strongly disagreed that strategic plan aligns with school goals and other professional-learning activities. A majority of 93 (75.4 percent) of the principals agreed that strategic plan aligns with school goals and other professional-learning activities. The findings imply that strategic plan aligns with school goals and other professional-learning activities in public secondary school in Nyandarua County. Thus the strategic plans have implications on performance in examinations.

These findings conform to Transformational leadership Theory which guided this study as it emphasized on the establishment of formal leadership structures, provision of proper resources and establishment of control mechanism for teachers to increase their efficiency and achieve specific goals. Literature further revealed that school leadership was crucial to the academic performance of learners (Muraina, 2014). It determined the quality of learner performance and a high standard of performance was necessary because the effectiveness of the school leadership was measured by the academic performance from the learners. School leadership shaped the manner in which people went about their tasks in the school. Muraina (2014) stipulated that the head teacher in a school played a major role in setting the tone for the school. He or she was the one who directed and monitored the school activities. Thus, the success of the school depended to a large extent on the effective leadership.

These findings give an interpretation that school leadership might have a bearing on students' academic performance. This was suggested so because the vision of the school begins with the head teacher and it was the obligation of the head teacher to share his or her vision with the other stakeholders so that these could help to achieve the vision. Not only that, when strategies were put in place to help improve pupils' academic performance, it was also the duty of the principal to supervise and monitor the implementation of the strategic plan in the school. Thus, it can be said that school leadership played a pivotal role in improving pupils' academic performance through being supportive and providing the right vision for school improvement.

4.3.4 The School's Strategic Plan Includes Follow-up and Control

A school's strategic plan includes follow-up and control is one of the factors that improve learning activities in secondary schools in Nyandarua County. To prove the claim the study sought the opinion of secondary schools principals in Nyandarua County. The findings were tabulated in Table 9.

Table 9:

Principals' response on the school's strategic plan includes follow-up and control

Follow-up and control	Frequency	Percentage
Strongly Agree	31	25.2%
Agree	73	58.3%
Neutral	6	4.9%
Disagree	12	9.7%
Strongly Disagree	2	1.9%
Total	124	100

The study findings reveal that 31(25.2 per cent) strongly agreed that the school's strategic plan includes follow-up and control, while 73(58.3 per cent) agreed the school's strategic plan includes follow-up and control. This was closely followed by 6 (4.9 percent) principals were neutral to the statement the school's strategic plan includes follow-up and control, while 12(9.7 percent) disagreed principals' that the school's strategic plan includes follow-up and control. Only 2 (1.9 per cent) strongly disagreed that the school's strategic plan includes follow-up and control. A majority of 104 (83.5 per cent) of the principals agreed that the school's strategic plan includes follow-up and control. The findings imply that the school's strategic plan includes follow-up and control in public secondary school in Nyandarua County. However, due to the fact that low performance has been recorded

in Nyandarua county in the four years under study, it is likely that follow-up and control on strategic plans is lacking in the county.

Each institution establishes clear programs of assessing performance which enable it to monitor current and past performance relative to expected standards although methods used to monitor performance are relative to the setting in which the institution operates and the strategic agenda desired. Thus Akinyi (2010) in his study stated that strategic planning was perceived as a tool to determine the mission, vision, values, goals, objectives, roles and responsibilities, timelines and personnel responsible for moving an organization or institution from the current to the desired state in future. Literature further indicated that strategic planning was a step by step process with objectives and end-products that could be evaluated. Hence, performance is the end result, while strategic planning aims to improve the quality of these results.

These strategies are categorized in strategic program areas which include: Leadership, Management and Supervision; Improving teacher preparedness; Strengthening Continuous Assessment; Supporting Learners; Policy development and application and enhancing monitoring in education. A lot of institutions have as a result, established strategic planning practices to attain their objectives. These programs demand that managers, teachers, counselors and other key players work together to identify and enhance positive academic and behavioural support across the syllabus with simplicity and drive (Genevieve, 2010). Hence, professional cooperation is key in strategic planning. Institutions that offer strategic management schemes have common visions and mutual mission statements developed corporately, with independent variables in-built on which the institutions bind shared goals that grow to goals and direct their endeavors.

4.3.5 The Schools' Strategic Plan is Directly Connected to Learning and Application in Daily Practice

The study sought to establish whether there is a connection between strategic plan and learning and application in daily practice. To establish the relationship principals were requested to share their opinion. The findings were tabulated in Table 10.

Table 10:

Principals Response on Strategic plan and Learning

Learning and application	Frequency	Percentage
Strongly Agree	43	35%
Agree	29	23.3%
Neutral	25	20.4%
Disagree	16	12.6%
Strongly Disagree	11	8.7%
Total	124	100

The study established that 43 (35 per cent) strongly agreed that the school's strategic plan is directly connected to learning and application in daily practice, while 29(23.3 per cent) agreed the school's strategic plan is directly connected to learning and application in daily practice. This was closely followed by 25 (20.4 percent) principals were neutral to the statement the school's strategic plan is directly connected to learning and application in daily practice, while 16(12.6 percent) principals' disagreed that the school's strategic plan is directly connected to learning and application in daily practice. Only 11 (8.7 per cent)

strongly disagreed that the school's strategic plan is directly connected to learning and application in daily practice. A majority of 72 (68.3 per cent) of the principals agreed that the school's strategic plan is directly connected to learning and application in daily practice. The findings imply that the school's strategic plan is directly connected to learning and application in daily practice in public secondary school in Nyandarua County.

Results is in tandem with Nsubanga (2009) study. Strategy refers to the plan; strategic leadership involves reasoning and decision making needed to craft and apply the plan. Capabilities required for heading at the strategic level become complex compared to those for direction at the implementation levels. In conclusion, strategic leadership is denoted as the skill of an established, senior head with wisdom and dream to develop and implement plans and undertake impactful decisions in largely unstable strategic environment.

In the institution environment, strategic leadership maintains that every teacher is offered the window to grow his leadership ambitions through delegacy. Being aware that the appointing body (Ministry of Education)through TSC embraces quality performance, character and unmatched integrity. Hence the need to maintain a firm cooperation with the ministry. responsible principals maintain trust expected upon him by the employer and offer excellence as a teacher (Dawo, 2011).

4.3.6 The Schools ‘Teaching Staffs’ Commitment has Improved as a Result of Strategic Management

The study sought to establish whether the schools teaching staffs’ commitment has improved as a result of strategic management. To establish the relationship between strategic management and teaching staff commitment principals were requested to share their opinion. The findings were tabulated in Table 11.

Table 11:

Principals Response on Teaching staffs’ commitment

Staff commitment	Frequency	Percentage
Strongly Agree	43	35%
Agree	45	36.9%
Neutral	16	12.6%
Disagree	10	7.8%
Strongly Disagree	10	7.8%
Total	124	100

The study established that 43 (35 per cent) strongly agreed that the schools teaching staffs’ commitment has improved as a result of strategic management, while 45(36.9 per cent) agreed the schools teaching staffs’ commitment has improved as a result of strategic management. This was closely followed by 16 (12.6 percent) principals were neutral to the schools teaching staffs’ commitment has improved as a result of strategic management, while 10(7.8 percent) principals’ disagreed that the schools teaching staffs’ commitment has improved as a result of strategic management. Only 10 (7.8per cent)

strongly disagreed that the schools teaching staffs' commitment has improved as a result of strategic management. A majority of 88 (71.9 per cent) of the principals agreed that the schools teaching staffs' commitment has improved as a result of strategic management. The findings imply that the schools teaching staffs' commitment has improved as a result of strategic management in public secondary school in Nyandarua County. The findings suggest that principals in secondary schools in Nyandarua County have been able to successfully spearhead teacher's commitment. This could be attributed by the fact that the principals lead from the front by engaging in teaching as well as administration work as well as posting positive results in both aspects.

The study conclusion is in tandem with Rehman et al. (2012) who argues that teacher commitment has been shown to lead to increased job satisfaction, performance, minimal staff turnover, no intention on absconding, reduced effort to search for other opportunities and reduced absenteeism from duty. Reviews on the impact of leadership style towards institutional commitment indicate a positive significant nexus. Severity of influence changes with the type of leadership style together with the object of commitment. Analyses in the educational sector in Pakistan revealed both transformational and transactional leadership promise a positive impact on commitment.

The findings agree with Chirchir et al. (2014) who carried out a study on the level of commitment of teachers given the leadership style of the head teacher while specifically focusing on the transformational and transactional leadership. From their findings, it was revealed that there was a significant and positive relationship between transformational and transactional leadership styles and teacher commitment. This implies that the

perceived transformational leadership style used by head teachers in primary schools impacts directly on normative commitment.

4.4 Perceptions of Selected Education Stakeholders on Principals’ Planning for Leadership Transition

The researcher sought to assess perceptions of selected education stakeholders on the influence of planning for leadership transition on academic performance of public secondary schools in Nyandarua County in Kenya. Specifically, the study sought to establish teacher’s commitment, preparation for leadership transition and how academic performance is influenced. Moreover, the researcher sought to establish whether internal factors influence principals, leadership transition plans.

4.4.1 Planning for Leadership Transition in the Organization Improves Teachers Commitment

The researchers sought to establish whether planning for leadership transition in the organization improves teacher’s commitment. To establish the relationship between planning for leadership transition and teacher’s commitment, principals were requested to share their opinion. The findings were tabulated in Table 12 on the next page.

Table 12:

Principals Response on Whether Planning for leadership transition in the organization improves teachers’ commitment

Leadership transition	Frequency	Percentage
Strongly Agree	63	50.5%
Agree	37	30.1%
Neutral	14	11.7%
Disagree	6	4.9%
Strongly Disagree	4	2.9%
Total	124	100

The study established that 63(50.5 per cent) strongly agreed that principals' planning for leadership transition in the organization improves teachers commitment, while 37(30.1 per cent) agreed that principals' planning for leadership transition in the organization improves teachers commitment. This was closely followed by 14 (11.7 percent) principals were neutral to the statement that principals' planning for leadership transition in the organization improves teachers commitment, while 6 (4.9 percent) principals' disagreed that principals' planning for leadership transition in the organization improves teachers commitment. Only 4 (2.9 per cent) strongly disagreed that the principals' planning for leadership transition in the organization improves teachers commitment. A majority of 100 (80.6 per cent) of the principals agreed that that principals' planning for leadership transition in the organization improves teachers commitment. The findings imply that the principals' planning for leadership transition in the organization improves teacher's commitment in public secondary school in Nyandarua County. However, the noted poor performance in KCSE in Nyandarua County during the four-year period under study indicates that there is no direct relationship between performance in KCSE and planning for transition.

In Kenya, with reference to the Kenya Education Master Plan for Education and Training 1997- 2010. An education master plan must document every detail about the school: Including institution goals which should relate the governments' education agenda, institution mission, illustration of the institution and the neighboring community it serves, institution's needs, action plan and records on the institution (Government of Kenya, 1998). School planning involves: determination of school needs, listing their needs,

creating action plans and establishing and assessing the plans; According to school Management Guide (1999)

The study findings supports Ngware, et al. (2006) finds that principals must create the context in which students can best attain their goals. Regular improvement that stems from students, teachers and other players collaborating together must be nurtured. Teaching should circle on education that offers a leadership model that aid in regular improvement in learning. Therefore, the critical tool in entire quality management, informing that leadership is present and demands the leader to offer a motivating vision, make bold choices understood by all and to develop ethical standards which direct junior staff.

Upon the exact question being posed to solicit the teachers opinion the data reveal that 68(45.5 per cent) strongly agreed that principals' planning for leadership transition in the organization improves teachers commitment, while 63(42.3 per cent) agreed that principals' planning for leadership transition in the organization improves teachers commitment. This was closely followed by 8 (5.7 percent) principals were neutral to the variable that principals' planning for leadership transition in the organization improves teachers commitment, while 6(4.1 percent) disagreed principals' that that principals' planning for leadership transition in the organization improves teachers commitment. Only 4 (2.4 per cent) strongly disagreed that the principals' planning for leadership transition in the organization improves teachers commitment. A majority of 131 (87.8 per cent) of the principals agreed that that principals' planning for leadership transition in the organization improves teachers commitment. The findings imply that the teachers'

planning for leadership transition in the organization improves teacher's commitment in public secondary school in Nyandarua County. This finding could be attributed by the fact that principals are significantly mentoring teachers on leadership skills, this forms the basis of human resources plan that involves preparation for leadership transition for continued performance in KCSE.

With regard to human personnel plan on how to improve quality management, its critical to develop a well-trained and highly focused teaching staff capable of monitoring the needs of students and the syllabus. Principals also must be endowed with managerial skills for productive curriculum application, smooth management and control of institutions. The plan however maintains that principals lacked sufficient training on leadership and control and therefore poor and lacking transparency (Republic of Kenya, 1998). This thus explains the reason the the poor performance in KCSE in Nyandarua County in the four-year period under study. Standards and availability of utilities like physical infrastructure, tools, teaching and learning resources all have a direct effect on results as they impact how smoothly the syllabus is applied. Quality of learning process cannot be attained and maintained if the utilities and infrastructure are absent in ample quality and quantity (Ngware, *et al*, 2006).

4.4.2 Planning for Leadership Transition is Practiced in the Organization

The researchers sought to establish whether planning for leadership transition is practiced in the organization. To establish the results principals were requested to share their opinion. The findings were tabulated in Table 13.

Table 13:

Principals Response on Whether Planning for leadership transition is practiced in the organization

Leadership transition	Frequency	Percentage
Strongly Agree	19	15.5%
Agree	88	70.9%
Neutral	5	3.9%
Disagree	5	3.9%
Strongly Disagree	7	5.8%
Total	124	100

The study established that 19(15.5 per cent) strongly agreed that planning for leadership transition is practiced in the organization, while 88(70.9 per cent) agreed that planning for leadership transition is practiced in the organization. This was closely followed by 5 (3.9 percent) principals were neutral to the statement that planning for leadership transition is practiced in the organization, while 5(3.9 percent) principals' disagreed that planning for leadership transition is practiced in the organization. Only 7 (5.8per cent) strongly disagreed that the planning for leadership transition is practiced in the organization. A majority of 107(86.4 per cent) of the principals agreed that planning for leadership transition is practiced in the organization. The findings imply that planning for leadership transition is practiced in the organization in public secondary school in Nyandarua County. This could be attributed by the fact that principals use managerial principal of delegation by assigning duties to deputy principal as well as teachers. However, the principal is ultimately responsible for the outcomes of the delegated duties.

The study findings agree with Okumbe (1998) argument that creating a vision for the institution that enables staff to work positively, institution management must reinforce cooperation and collaboration that remain key factors delivering quality education. Effective managers must prefer ideals of management that offer regular improvements and in turn direct learners, teaching staff and key players in working together towards attainment of institution's goals. Productive planning endeavors promise many results; firm and clear future, proper direction and organized forums, effective use of resources, attainment of goals and objectives and institution's growth and development.

The very question was posed to the teachers the study established that 7 (4.9 per cent) strongly agreed that planning for leadership transition is practiced in the organization, while 125 (83.7 per cent) agreed that planning for leadership transition is practiced in the organization. This was closely followed by 5 (3.3 percent) principals were neutral to the statement that planning for leadership transition is practiced in the organization, while 5 (3.3 percent) disagreed principals' that planning for leadership transition is practiced in the organization. Only 7 (4.9 per cent) strongly disagreed that the planning for leadership transition is practiced in the organization. A majority of 107 (88.6 per cent) of the teachers agreed that planning for leadership transition is practiced in the organization. The findings imply that planning for leadership transition is practiced in the organization in public secondary school in Nyandarua County. This can be explained by the fact that principals are engaging teachers in every aspect of leadership transition planning.

Research findings agree with Glasspool (2006) advancing that strategizing for expected and unexpected principal turnover together with applying doctrines to aid in pushing for principal retention, help maintain the stability essential for the development of best

traditions. Leadership is nourishment of symmetric performance not only in education sector, but universally prerequisite in management. In this regard this study intends to establish if a relationship exists between longer period of principals' transition, and educational performance.

However, in many public secondary schools, principal shift in rotational policy in which new individual is posted at an institution for reduced years before being promoted to a another school within the district or to a higher placement in administrative roles; this persistent movement derails solid improvements from taking place in individual institutions.

4.4.3 Planning for Leadership Transition is Essential for Continued Good Performance in KCSE

The researchers sought to establish whether Planning for leadership transition is essential for continued good performance in KCSE. To establish the relationship between KCSE performance and leadership transition principals were requested to share their opinion. The findings were tabulated in Table 14.

Table 14: *Principals Response on whether Planning for leadership transition is essential for continued good performance in KCSE*

Good KCSE performance	Frequency	Percentage
Strongly Agree	55	43.7%
Agree	57	45.6%
Neutral	3	2.9%
Disagree	3	2.9%
Strongly Disagree	6	4.9%
Total	124	100

The study established that 55(43.7 per cent) strongly agreed that Planning for leadership transition is essential for continued good performance in KCSE, while 57(45.6 per cent) agreed that Planning for leadership transition is essential for continued good performance in KCSE. This was closely followed by 3 (2.9 percent) principals were neutral to the statement that Planning for leadership transition is essential for continued good performance in KCSE, while 3(2.9 percent) principals disagreed that Planning for leadership transition is essential for continued good performance in KCSE. Only 6 (4.9 per cent) strongly disagreed that Planning for leadership transition is essential for continued good performance in KCSE. A majority of 112 (89.3 per cent) of the principals agreed that Planning for leadership transition is essential for continued good performance in KCSE. The findings imply that Planning for leadership transition is essential for continued good performance in KCSE in public secondary school in Nyandarua County.

Sushila (2004), the Principal remains the head in a school, a key player around which numerous factors of the institution surround, plus the individual responsible for actions of the institution, both academic and administrative. The Principal engages in decisions making on numerous tasks of the institution. It's imperative that the Principal is a manager, reasons and good decision maker. An astute Principal will champion for collaboration as a working plan; create committees and groups of teaching staff to study ideas or programs.

When the study sought the opinion of teachers regarding planning for leadership transition is essential for continued good performance in KCSE it was established that 114 (77.2 per cent) strongly agreed that Planning for leadership transition is essential for continued good performance in KCSE, while 21(13.8 per cent) agreed that Planning for leadership transition is essential for continued good performance in KCSE. This was closely followed by 4 (2.4 percent) principals were neutral to the statement that Planning for leadership transition is essential for continued good performance in KCSE, while 4(2.4 percent) disagreed principals' that Planning for leadership transition is essential for continued good performance in KCSE. Only 6 (4.1 per cent) strongly disagreed that Planning for leadership transition is essential for continued good performance in KCSE. A majority of 135 (91 per cent) of the teachers agreed that Planning for leadership transition is essential for continued good performance in KCSE. The findings imply that Planning for leadership transition is essential for continued good performance in KCSE in public secondary school in Nyandarua County.

Okumbe (1999) recommended that for sake of effectiveness of teaching staff, institution administrators, and curriculum subject, a robust in-service training ought to be availed to them. Leadership styles have indicated to influence group and institutional effectiveness (Lowe, Kroeck & Sivasubramanian, 1996). Of importance is the close link between leadership style and human resource management traditions like job promotions, communicating, intensive training, performance remuneration and rewarding results (Laka-Mathebula, 2004). There exist little reviews linked to the nexus between leadership style and academic achievement in schools.

4.4.4 Planning for Leadership Transition is Practiced to Ensure KCSE Performance Improvement

The researchers sought to establish whether planning for leadership transition is practiced to ensure KCSE performance improved. To establish the relationship between KCSE performance and leadership transition principals were requested to share their opinion. The findings were tabulated in Table 15.

Table 15: *Principals Response on Whether Planning for leadership transition is practiced to ensure KCSE performance improved*

Leadership Transition	Frequency	Percentage
Strongly Agree	36	29.0%
Agree	64	51.6%
Neutral	15	11.7%
Disagree	6	5.8%
Strongly Disagree	3	2.9%
Total	124	100

The study established that 36(29.1 per cent) strongly agreed that planning for leadership transition is practiced to ensure KCSE performance improved, while 64(50.5 per cent) agreed that planning for leadership transition is practiced to ensure KCSE performance improved. This was closely followed by 15 (11.7 percent) principals were neutral to the statement that planning for leadership transition is practiced to ensure KCSE performance improved, while 6(5.8 percent) principals' disagreed that planning for leadership transition is practiced to ensure KCSE performance improved. Only 3 (2.9 per cent) strongly disagreed that planning for leadership transition is practiced to ensure KCSE performance improved. A majority of 100 (80.6 per cent) of the principals agreed that planning for leadership transition is practiced to ensure KCSE performance improved. The findings imply that planning for leadership transition is practiced to ensure KCSE performance improved in public secondary school in Nyandarua County.

The students' result on this examination in relation to the institution, controls the question on the effectiveness of the institution equipping learners for the examinations, it would be therefore be best to deduce that student's results in a particular institution is directly linked to the effectiveness of the school. Most studies on school effectiveness have been documented from seventies, arguably there exists a considerable consensus on the major categories of variables identified as effectiveness improving conditions in the studies, evident when all reviews are considered.

strategically-focused school are denoted by entrenching clear direction, doctrines and schemes to channel the moral and the vision into a process which is enriching, promising and eventually manageable. (Davies & Ellison, 2015). The research to identify the influence of strategic leadership direction on academic results, strategic leadership

direction components‘ including: strategic leadership style, strategic leadership traits and strategy execution form indicators for influence on academic results to identify what component in strategic leadership is key to the academic results of learners.

4.4.5 Planning for Leadership Transition is Affected by Internal Factors

The study sought to establish whether planning for leadership transition is affected by internal factors. To establish the relationship between leadership transition and internal factors principals were requested to share their opinion. The findings were tabulated in Table 16.

Table 16:

Principals Response on Whether Planning for leadership transition is affected by internal factors

Internal Factors	Frequency	Percentage
Strongly Agree	46	37.9%
Agree	52	41.7%
Neutral	10	7.8%
Disagree	11	8.7%
Strongly Disagree	5	3.9%
Total	124	100

The study established that 46 (37.9 per cent) strongly agreed that planning for leadership transition is affected by internal factors, while 52(41.7 per cent) agreed that planning for leadership transition is affected by internal factors. This was closely followed by 10 (7.8 percent) principals were neutral to the statement that planning for leadership transition is

affected by internal factors, while 11(8.7 percent) disagreed planning for leadership transition is affected by internal factors. Only 5 (3.9 per cent) strongly disagreed that planning for leadership transition is affected by internal factors. A majority of 98 (79.6 per cent) of the principals agreed that planning for leadership transition is affected by internal factors. The findings imply that planning for leadership transition is affected by internal factors in public secondary school in Nyandarua County.

Institutions functioning devoid of strategic plans indicating lack of commitment towards effective institution management. Nyambura (2008) study on Barriers of Strategic Planning in Public Secondary Schools in Thika Municipality, Kenya deduced that majority of institutions within the study area do not create strategic plans and not productive for those few schools that created strategic plans since the process of formulation denies many key players opportunity. It also revealed skipping stages of planning and only 58 % of the programs had been established timely; contributing towards low quality services that render poor student performance, reduced use of educational resources and poor infrastructure in institutions.

4.5 Perceptions of Selected Education Stakeholders on Principals' Motivation

Strategies

The researchers sought to determine the perceptions of selected education stakeholders on the influence of motivational strategies employed by principals on academic performance of public secondary schools in Nyandarua County, Kenya.

4.5.1 Best Performing Teachers are Always Rewarded

The study sought to establish whether best performing teachers are always rewarded, principals were requested to share their opinion. The findings were tabulated in Table 17.

Table 17:

Principals Response on Whether Best performing teachers are always rewarded

Teachers Rewarded	Frequency	Percentage
Strongly Agree	58	46.6%
Agree	49	39.8%
Neutral	11	8.7%
Disagree	4	2.9%
Strongly Disagree	2	1.9%
Total	124	100

The study established that 58 (46.6 per cent) strongly agreed that best performing teachers are always rewarded, while 49(39.8 per cent) agreed that best performing teachers are always rewarded. This was closely followed by 11 (8.7 percent) principals were neutral to the statement that best performing teachers are always rewarded, while 4(2.9 percent) disagreed best performing teachers are always rewarded. Only 2 (1.9 per cent) strongly disagreed that best performing teachers are always rewarded. A majority of 107 (86.4 per cent) of the principals agreed that best performing teachers are always rewarded. The findings imply that best performing teachers are always rewarded in public secondary school in Nyandarua County. The study findings suggest that principals in secondary schools in Nyandarua County have successfully put in place reward strategies aligned academic performance.

Motivation levels is at the peak when employees know the roles they have to play for them to be rewarded, the reward therefore has to be reasonable. The basis of the expectations may be hinged on the previous experiences, although employees differ based on the current situations. For example, changes brought by the management on working conditions.

This is also the case with Webb (2007) positing that there existed an optimistic link between contingent rewards and organizational results. Equally, Zopiatis and Constanti (2010) indicated that if heads supplement subjects with rewards, subjects tend to be satisfied with their work and show reduced stress and exhaustion which will in turn enhance their service delivery. From prior literature, the notion is that contingent reward leadership leads to high levels of job satisfaction, performance, and commitment. From the study, contingent reward leadership positively and significantly relates with teacher service delivery.

4.5.2 Teachers' Motivation Reinforces Teachers Performance and Hence Student Performance

The study sought to establish whether best performing teachers are always rewarded, principals were requested to share their opinion. The findings were tabulated in Table 18.

Table 18:

Principals Response on Whether Teachers motivation reinforces teachers performance and hence student performance

Conducting formal test	Frequency	Percentage
Strongly Agree	85	68.9%
Agree	19	15.5%
Neutral	14	10.7%
Disagree	4	2.9%
Strongly Disagree	2	1.9%
Total	124	100

The study established that 85 (68.9 per cent) strongly agreed that teachers motivation reinforces teachers performance and hence student performance, while 19(15.5 per cent) agreed that teachers motivation reinforces teachers performance and hence student performance. This was closely followed by 14 (10.7 percent) principals were neutral to the statement that teachers motivation reinforces teachers performance and hence student performance, while 4(2.9 percent) disagreed planning for leadership transition is affected by internal factors. Only 2 (1.9 per cent) strongly disagreed that teachers motivation reinforces teachers performance and hence student performance. A majority of 104 (84.4 per cent) of the principals agreed that teachers motivation reinforces teachers performance and hence student performance. The findings imply that teacher's motivation reinforces teacher's performance and hence student performance in public secondary school in Nyandarua County.

Work content concerns both intrinsic and extrinsic values that employees consider before taking up a job. Work content entails satisfiers and motivators that make employees to enhance their value proposition that impacts on organization citizenship. For instance, the intrinsic factors like the job itself, pay, supervision and company policies relate well with work content and hence the strength of employee citizenship to an organization. Therefore, the availability of intrinsic and extrinsic motivators will subsequently buttress teachers' performance.

The study findings agree with Kingful and Nusenu (2015) who examined teaching staff motivation in senior high schools in Ghana: A case of Ghana Senior High School. Results indicated work remuneration and performance allowances as requisites for boosting the morale of teaching staff. The investigator advances that effective strategies such increased remuneration and allowances could efficiently be applied by leadership to boost morale of teaching staff at Senior High School-Koforidua, Ghana.

4.5.3 Motivation is Determining Factor on How Dedicated an Employee Works with Your Organization.

The study sought to establish whether best performing teachers are always rewarded, principals were requested to share their opinion. The findings were tabulated in Table 19.

Table 19:

Principals Response on Whether Motivation is determining factor on how dedicated an employee works with your organization

Conducting formal test	Frequency	Percentage
Strongly Agree	22	17.5%
Agree	93	74.8%
Neutral	6	4.9%
Disagree	2	1.9%
Strongly Disagree	1	1.0%
Total	124	100

The study established that 22 (17.5 per cent) strongly agreed that motivation is determining factor on how dedicated an employee works with your organization, while 93(92.3 per cent) agreed that motivation is determining factor on how dedicated an employee works with your organization. This was closely followed by 6 (4.9 percent) principals were neutral to the statement that motivation is determining factor on how dedicated an employee works with your organization, while 2(1.9 percent) disagreed motivation is determining factor on how dedicated an employee works with your organization. Only 1 (1 per cent) strongly disagreed that motivation is determining factor on how dedicated an employee works with your organization. A majority of 98 (79.6 per cent) of the principals agreed that motivation is determining factor on how dedicated an employee works with your organization. The findings imply that motivation is determining factor on how dedicated an employee works with your organization in public secondary school in Nyandarua County.

4.5.4 Employees Should be Involved in Deciding on Motivation Factor

The study sought to establish whether employees should be involved in deciding on motivation factor, principals were requested to share their opinion. The findings were tabulated in Table 20 on the next page.

Table 20:

Principals Response on Whether Employees should be involved in deciding on motivation factor

Conducting formal test	Frequency	Percentage
Strongly Agree	69	55.3%
Agree	20	16.5%
Neutral	13	10.7%
Disagree	12	9.7%
Strongly Disagree	10	7.8%
Total	124	100

The study established that 69 (55.3 per cent) strongly agreed that employees should be involved in deciding on motivation factor, while 20(16.5 per cent) agreed that employees should be involved in deciding on motivation factor. This was closely followed by 13 (10.7 percent) principals were neutral to the statement that employees should be involved in deciding on motivation factor, while 12(9.7 percent) disagreed employees should be involved in deciding on motivation factor. Only 10 (7.8 per cent) strongly disagreed that employees should be involved in deciding on motivation factor. A majority of 89 (71.8 per cent) of the principals agreed that employees should be involved in deciding on

motivation factor. The findings imply that employees should be involved in deciding on motivation factor in public secondary school in Nyandarua County. The findings could be supported by the opinion that principals in secondary schools in Nyandarua County are adequately using motivational strategies to improve academic performance.

The findings is in sharp contrast with Barasa (2015) investigated the influence of teacher motivation strategies on the students’ performance in day secondary schools of Trans – Nzoia west district, Trans Nzoia County, Kenya. The findings of the study were that most teachers lacked motivation in their work and this accounts for the low performance in these schools. Motivation strategies such as recognition, training and development, incentives and career advancement were minimal in the schools. These findings were in line with those of the principals where 67% of the answers indicated lack of motivation.

4.5.5 A Variety of Motivation Methods are Utilised in Our School

The study sought to establish whether a variety of motivation methods are utilised in our school. The findings were tabulated in Table 21.

Table 21:

Principals Response on whether a variety of motivation methods are utilised in our school

Conducting formal test	Frequency	Percentage
Strongly Agree	64	52.4%
Agree	44	35.9%
Neutral	8	5.8%
Disagree	4	2.9%
Strongly Disagree	4	2.9%
Total	124	100

The study established that 64 (52.4 per cent) strongly agreed that a variety of motivation methods are utilised in our school, while 44(35.9 per cent) agreed that a variety of motivation methods are utilised in our school. This was closely followed by 8 (5.8 percent) principals were neutral to the statement that a variety of motivation methods are utilised in our school, while 4 (2.9 percent) disagreed a variety of motivation methods are utilised in our school. Only 4 (2.9 per cent) strongly disagreed that a variety of motivation methods are utilised in our school. A majority of 108 (88.3 per cent) of the principals agreed that a variety of motivation methods are utilised in our school. The findings imply that a variety of motivation methods are utilised in our school in public secondary school in Nyandarua County. Staff pay majorly affects extrinsic and intrinsic motivating elements, frequent cases of absenteeism, learner-student class relations together with dedication to work, as a result leading to poor educational standard and academic results of primary school learners. Due to this, well-motivated, highly skilled and professionally enhanced teaching staff is key to a productive education system in public secondary schools in Nyandarua County.

The findings are supported by Kihara, Kimiti and Muola (2018) examined impact of Teachers' Motivation on Learners' Results in KCSE in Public Secondary Schools in Kinangop Constituency, Nyandarua County, Kenya. Data collection was by Questionnaires and interviewing in this review. Data analysis qualitatively was conducted thematically in narrative forms, while quantitative data was done descriptively using frequencies and percentages, means and standard deviation. The study established that teachers' appreciation through rewards and incentives for good performance enhances work commitment, increases engagement with students consequently leading to improved

academic performance. The study recommended that school administrators' need to create avenues for rewarding good performance and teachers' commitment towards their work.

4.6 Principals Opinion on Academic Performance

The study sought to establish principals' opinion on academic performance. The findings were tabulated in Table 22.

Table 22:

Principals Response on Academic Performance

Performance for head teachers	N	1	2	3	4	5	Mean
Our school mean score has been progressive over the last five years.	124	2 1.9 %	2 1.9%	4 2.9%	59 47.6%	57 45.7%	4.33
There is no negative standard deviation in the school performance in the last five years	124	2 1.9%	1 1%	2 1.9%	100 79.6%	19 15.6%	4.06
Our school is averagely the best performing school in sciences	124	2 1.9%	2 1.9%	4 2.9%	11 8.7%	105 84.6%	4.72
Our school is averagely the best performing school in art based subjects	124	1 1.0%	4 2.9%	5 3.9%	21 17.5%	93 74.7%	4.62
I always review performance with the teaching staff	124	0 0%	0 0%	6 4.9%	24 19.4%	94 75.7%	4.71

The analysis in table 22 shows that the majority who scored the highest mean of 4.72 agreed that our school is averagely the best performing school in sciences. This was

closely followed by those who too agreed that I always review performance with the teaching staff a mean of (4.71). Furthermore respondents agreed our school is averagely the best performing school in art based subjects with a mean of (4.62) . Our school mean score has been progressive over the last five years at a mean of (4.33) and there is no negative standard deviation in the school performance in the last five years at mean (4.06). Data reveals that the principals are in agreement to the fact that performance has been dwindling since “there is no negative standard deviation in the school performance in the last five years” has the lowest mean of (4.06) however the principals have been significantly reviewing teaching staff performance. The dwindling performance could be attributed to the fact that strategic management is a new concept that requires time for implementation as well as control measures put in place to ensure objectives are symmetrically met.

Kirk and Jones (2004) argues that improved academic performance needs conducive instructional leadership to channel the institution’s strategic aim and purpose. By regularly establishing the institution’s purpose, the head develops a common sense of purpose and creates a set of common ethical standards within the teaching environment. Embracing common ethics and a mutual sense of purpose aids in directing teaching staff and prevents colleagues pulling away from the shared vision.

4.6.1 Teachers’ Opinion on Academic Performance

The study sought to establish teachers’ opinion on academic performance. The findings were tabulated in Table 23.

Table 23:*Teachers Response on Academic Performance*

Teachers Opinion	N	1	2	3	4	5	Mean
Our school mean score has been progressive over the last five years.	149	2 1.6 %	2 1.6%	4 2.4%	80 53.7%	61 40.7%	4.30
There is no negative standard deviation in the school performance in the last five years	149	2 1.6%	12 8%	4 1.6%	119 87.8%	12 8.1%	4.00
Our school is averagely the best performing school in sciences	149	2 1.6%	2 1.6%	4 2.4%	4 2.4%	137 91.9%	4.81
Our school is averagely the best performing school in art based subjects	149	1 1%	3 2.2%	5 3.3%	15 9.8%	125 83.7%	4.73
I always review performance with the teaching staff	149	0 0%	0 0%	6 4.1%	17 11.4%	126 84.6%	4.80

The analysis in table 23 shows that the majority who scored the highest mean of 4.81 agreed that our school is averagely the best performing school in sciences. This was closely followed by those who too agreed that I always review performance with the teaching staff a mean of (4.80). Furthermore respondents agreed our school is averagely the best performing school in art based subjects with a mean of (4.73). Our school mean score has been progressive over the last five years at a mean of (4.33) and there is no negative standard deviation in the school performance in the last five years at mean (4.00). Teachers' opinion regarding academic performance imply that there is a steady

performance track however the statement “there is no negative standard deviation in the school performance in the last five years” has a score of the lowest mean of (4.00) implying there has been a negative index in negative standard deviation in the school performance in the last five years. This finding is consistent with the score when the same statement was posed to the principals lowest mean (4.06) as per table 32.

In Kenya, national examinations (KCSE) performance is critical as they applied during learner’s enrollment and placement into higher education after secondary school stage. Pursuing further education has been linked to developing the socio-economic standing of an individual as well the society. Majority of education players normally relate school KCSE examinations results to the principals’ leadership role. Views on poor KCSE results in the district have indicated substandard leadership as the leading factor (Levin, Wasanga & Somerset, 2011).

4.7 Students’ Opinion on Leadership Performance

The study sought to establish students’ opinion on leadership performance. Specifically, the study sought the perception of students concerning how the principal handles students, communication channels, and teamwork in making decisions and student rewards commensurate to academic performance.

4.7.1 Handling of Students and Academic Performance

The study sought to establish students’ opinion on the relationship between how they are handled and their academic performance. The findings were tabulated in Table 24.

Table 24:*Students Response on Handling of Academic Performance*

Academic Performance	Frequency	Percentage
Strongly Agree	22	58.8%
Agree	10	25.0%
Disagree	5	12.5%
Strongly Disagree	1	3.7%
Total	38	100

The study data reveal that 22 (58.8 per cent) strongly agreed that there is relationship between how they are handled and their academic performance, while 10(25.0 per cent) agreed that there is relationship between how they are handled and their academic performance. Moreover, while 5 (12.5 percent) disagreed that there is relationship between how they are handled and their academic performance. Only 1 (3.7 per cent) strongly disagreed that there is relationship between how they are handled and their academic performance. A majority of 32 (73.8 per cent) of the students agreed that there is relationship between how they are handled and their academic performance. The findings imply that a handling of students significantly correlates with their academic performance school in public secondary school in Nyandarua County.

Kathuri (1986) affirms that there is a strong relationship existing between the quality of administration in school and the schools performance. Muchira (1988), in a study of university effectiveness in primary teacher colleges in Kenya found that the principals'

leadership style was significantly related to the principal level of evaluation. Campbell et al. (1986) say that the principal is responsible for a suitable learning and teaching environment. He/she also needs to put in place deliberate interventions to meet the specific and special needs of students' performance in KCSE.

4.7.2 Students Opinion on Principals Approach in Handling Students

The study sought to establish students' opinion on the approach the principals' use in handling of students. The findings were tabulated in Figure 4.

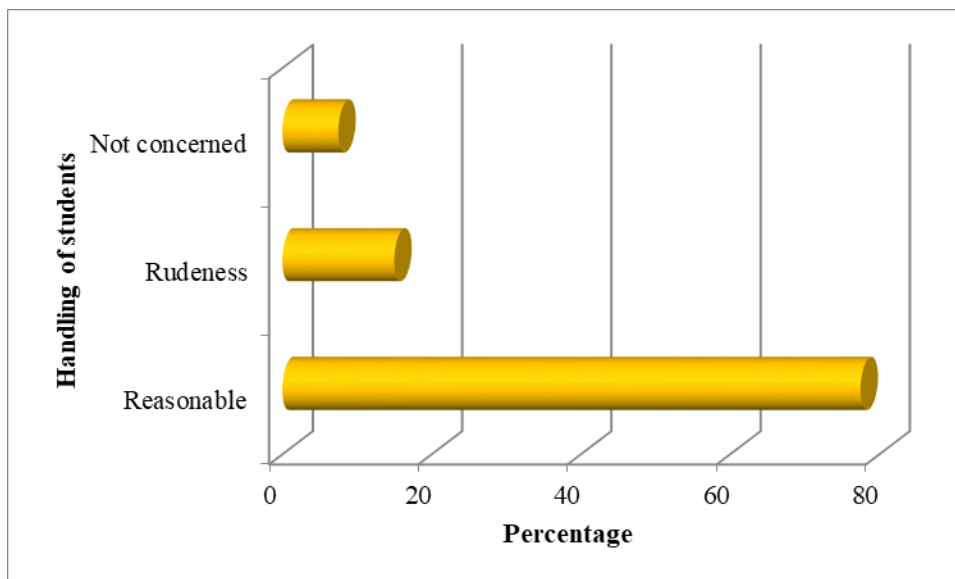


Figure 4: Students Opinion on Principals Approach in Handling Students

The study established that 29(77.5 per cent) assert that the way the principals handle students is reasonable, while 6(15.0 percent) argue that the principals handle students there is an element of rudeness. Moreover, while 3(7.5 percent) the principals are not concerned about students. A majority of 29 (77.5 per cent) of the students the principals handle students is reasonable. The findings imply that principals in public secondary

school in Nyandarua County is reasonable. Continuous straining by governmental agencies pre and post appointment of principals bolsters their capacity to handle students in an amicable manner.

Griffins (1996) argues that school administrators have a direct bearing on the achievement of the learners because they have a major role coordinating, directing and facilitating the process. Lawrence (1993) points out that the school characteristics in general and teachers' characteristics in particular make a significant contribution in the academic performance of students.

4.7.3 Students' Opinion on Communication

The study sought to establish students' opinion on whether the administration communicates to students only when there is a crisis. The findings were tabulated in Table 25.

Table 25:

Students' Opinion on Communication

Communication Channels	Frequency	Percentage
Strongly Agree	18	47.37
Agree	9	23.68
Disagree	10	26.32
Strongly Disagree	1	2.63
Total	38	100

The study data reveal that 18 (47.37 per cent) strongly agreed that the school administration communicates to students only when there is a crisis, while 9(23.68 per cent) agreed that the school admiration communicates to students only when there is a crisis. Furthermore, 10(26.32 percent) disagreed that the school administration communicates to students only when there is a crisis. Only 1 (2.63 per cent) strongly disagreed that the school administration communicates to students only when there is a crisis. A majority of 27 (71.05 per cent) of the students agreed that the school administration communicates to students only when there is a crisis. The findings imply that the school administration communicates to students only when there is a crisis school in public secondary schools in Nyandarua County.

4.7.4 Students Opinion on Rewarding Students

The study sought to establish students' opinion on whether the school administration rewards students based on their academic performance. The findings were tabulated in Table 26.

Table 26:

Students Opinion on Rewarding of Performing Students

Rewarding Students	Frequency	Percentage
Strongly Agree	10	26.32
Agree	11	28.94
Disagree	12	31.58
Strongly Disagree	5	13.16
Total	38	100

The study established that 10(26.32 per cent) strongly agreed that the school administration rewards students based on their academic performance, while 11(28.94 per cent) agreed that the school administration rewards students based on their academic performance. Moreover, while 12 (31.58 percent) disagreed that the school administration rewards students based on their academic performance. Only 5 (13.16 per cent) strongly disagreed that the school administration rewards students based on their academic performance. A majority of 21 (55.26 per cent) of the students agreed that the school administration rewards students based on their academic performance. The findings imply that public secondary schools in Nyandarua County averagely reward best performing students.

Conducive learning occurs strong motivation of student to study by the teaching staff exists, which may be stirred by either extrinsic or intrinsic factors which are both essential in managing the student's attitude towards achievement of the objectives. Learners therefore should be inspired by various ways including direction on career path, developing the right infrastructure like labs and other verbal discourses.

A wide range of students support sharing information and responsibilities (Einsproch, et al. 2001) Research has shown that good everyday teaching practices can do more to counter students' apathy than special efforts to attach motivation directly (Kirk 2011). Many students do poorly because they do not understand what to do or why they should do it. As such the teacher commits much effort describing reasons for teaching their content (Harris, 2010).

With regard to this research, learners showing intrinsic motivation are those who undertake roles for the pleasure of doing them individually; the satisfaction being the role. Consequently, they search for activities necessary to task completion. Learners motivated by extrinsic factors undertake roles so as to obtain an external recognition or reward, hence they do not engage events themselves, but engage only for recognition or secure a reward. External motivating tools are elements given to learners like marks, confectionery, and free time, among others.

Teaching staff need enhancement on how best to teach learners so that they develop intrinsic motivation, eliminating the excitement of external recognition. Key among them is to establish an independent class setting, and to teach learners to view themselves as able decision makers. Teaching staff equally ought to develop control on teaching content, manner of teaching, and establish learners control of the content. These plans frequently don't appear in reading methods texts, or math books, even as they remain key in enhancing the achievement of every learner.

4.7.5 Students Opinion on Teachers, Parents and Students Teamwork in Decision Making

The study researcher sought to establish whether there is teamwork among teachers, parents and students regarding decision making. The findings were tabulated in Table 26.

Table 27:

Students Response on Teachers, Parents and Students Teamwork in Decision Making

Teamwork	Frequency	Percentage
Strongly Agree	10	26.32
Agree	4	10.53
Disagree	11	28.94
Strongly Disagree	13	34.21
Total	38	100

The study established that 10(26.32 per cent) strongly agreed that there is teamwork among teachers, parents and students regarding decision making, while 4(10.53 per cent) agreed that there is teamwork among teachers, parents and students regarding decision making. Furthermore, while 11(28.94 percent) disagreed that there is teamwork among teachers, parents and students regarding decision making. Majority, 13(34.21 per cent) strongly disagreed that there is teamwork among teachers, parents and students regarding decision making. A majority of 24 (63.15 per cent) of the students disagreed that there is teamwork among teachers, parents and students regarding decision making. The findings imply that public secondary schools in Nyandarua County do not work as a team in making decisions. This could be attributed to lapses experienced in the art of strategic management especially when stringent measures have not been put in place to evaluate strategy implementation and subsequent control measures

School management ensures proper organization and coordination of the various sub-units and activities within the school for the achievement of its overall aims and goals. It

has been observed that most problems, including poor performance of students in examinations do not require as many financial solutions as prudent managerial solutions. Institution management plays a critical role in the success of an institution; conducive leadership by heads among them an environment of order, building a sense of high results from teachers and learners, enhancing cooperation and positive relations and developing commitment within learners and teachers to the institution goals. According to Estey, Amedale and Edjah (2004) results were better in private institutions as a result of better supervision. Sisungu (1988) found out that supervision led to improvement in scheming and lesson planning. It leads to teachers being keener on their work, and mistakes corrected as soon as they are detected.

4.7.6 Students Opinion on School Administration and Academic Matters

The study researcher sought to establish whether the school administration bothers about academic matters. The findings were tabulated in Table 27.

Table 28:

Students' Response on Influence of school administration on academic performance

School Administration	Frequency	Percentage
Strongly Agree	9	23.68
Agree	15	39.47
Disagree	10	26.32
Strongly Disagree	4	10.53
Total	38	100

The findings established that 9 (23.68 per cent) strongly the school administration bothers about academic matters, while 15(39.47 per cent) agreed that the school administration bothers about academic matters. Moreover, while 10(26.32 percent) disagreed that the school administration bothers about academic matters. Only 4 (10.53 per cent) strongly disagreed that the school administration bothers about academic matters. A majority of 24 (63.15per cent) of the students agreed that the school administration bothers about academic matters. The findings imply that public secondary schools in Nyandarua County averagely bothers about academic matters. Academic performance is a priority matter in any learning institution hence findings are in support of the students opinion.

Eshiwani (1983) noted that school administrator have an impact on pupils performance. He further argues that those schools with a consistent high performance tend to have sound and efficient administrators. He adds that the leadership style adopted by the head teacher would either have a positive or negative impact on the teachers who are the main channels of imparting knowledge to students. UNESCO (2005) agrees that good school administration and management practices has direct impact on teaching and learning which in turn leads to the attainment of good results.

4.7.7 Influence Students Barazas on Academic Performance

The study researcher sought to establish whether the school administration holds student barazas to discuss the matters affecting students' performance. The findings were tabulated in Figure 5.

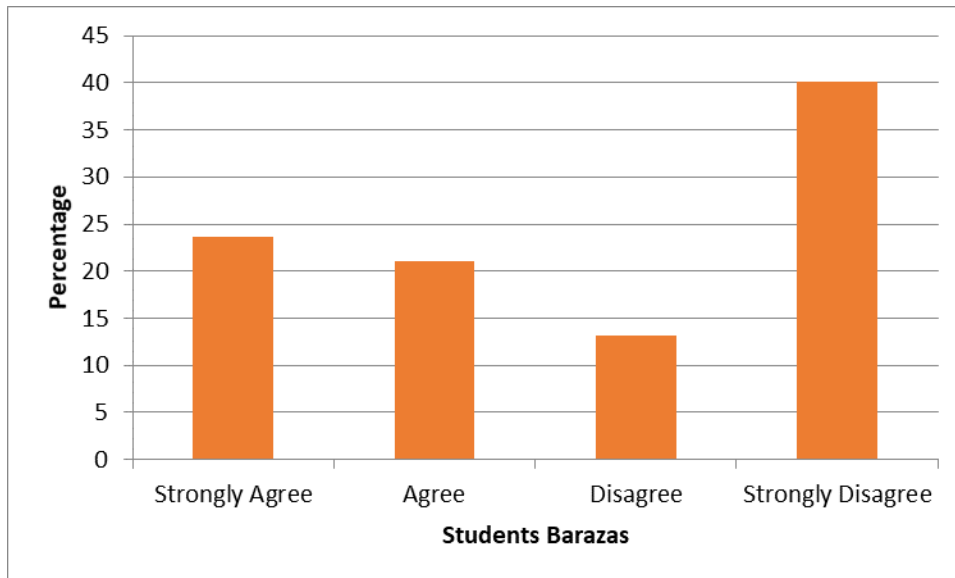


Figure 5: Students Barazas on Academic Performance

The study established that 9(23.68 per cent) strongly agreed that the school administration holds student barazas to discuss the matters affecting students' performance, while 8(21.05per cent) agreed that the school administration holds student barazas to discuss the matters affecting students' performance. Moreover, while 5(13.17 percent) disagreed that the school administration holds student barazas to discuss the matters affecting students' performance. Majority,16 (40.10per cent) strongly disagreed that the school administration rewards students based on their academic performance. A majority of 21 (53.27 per cent) of the students agreed that the school administration holds student barazas to discuss the matters affecting students' performance. The findings imply that public secondary schools in Nyandarua County do not adequately hold student barazas to discuss the matters affecting students' performance. Students' participation enables the leadership skills and talents of the student to be nurtured. Involvement of these students in the school management activities, will improve the student-teacher relationship, encourage positive academic activities and enhance effective achievement of

the goals of the school. The tradition of togetherness and teacher cooperation is the fundamental principle that all students show varying skills and obstacles that can gain from individualized instructional traditions.

Students' participation in school management empowers the students to take responsibility of the school activities and their own welfare. Through students' participation, the experience enables them to find solutions in a tough setting that demands leading by example, being visionary, embracing need for change, creating collaborative relations and faith, and pushing members to achieve better goals. Critical to them is to stepping up and being the best learner they can be (Kouzer & Posner, 2013).

In a study done by Nyamwamu (2007) on students' involvement in enhancing public secondary school discipline, she stated that school indiscipline problems are caused due to absence of dialogue between the students and the school administration. With this regard, head teachers must instill a free and associative environment within the institution by engaging in the students' participation as well as fronting for meetings where teaching staff and learners are air their opinions and seek answers (MOEST, 2001).

In the same vein, studies done by Jeruto and Kiprop (2011), showed that advocacy for students' involvement in decision-making organs within the institution resulted to t the Ministry of Education establishing channels for inclusion. AN example was the establishment of the Kenya Secondary School Student Council (KSSSC) in 2009: aimed at making secondary school institutions management more inclusive. This setting advocates for students participation in the school management, so that their aspirations are captured in the management of the secondary schools.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary findings of the study, and further presents conclusions, recommendations and suggestions for further research. The purpose of this study was to analyze perceptions of selected education stakeholders on principals' strategic leadership practices on performance in KCSE public secondary schools in Nyandarua County, in Kenya. The specific objectives of this study which guided the analysis of results were to: establish how selected education stakeholders perceive the influence of instructional supervision on academic performance of public secondary schools in Nyandarua County in Kenya; examine how selected education stakeholders perceive the influence of teacher professional development strategies as employed by principals on academic performance in KCSE in Nyandarua County in Kenya; assess perceptions of selected education stakeholders on the influence of planning for leadership transition on academic performance of public secondary schools in Nyandarua County in Kenya and determine the perceptions of selected education stakeholders on the influence of motivational strategies employed by principals on academic performance of public secondary schools in Nyandarua County, Kenya.

5.1 Summary of Findings

In this study, Chapter One presented the background of the problem by exploring studies that have been done in various countries of the world pertaining to principals' strategic leadership practices and their impact on students' academic performance in public secondary schools in Nyandarua County in Kenya. The statement of the problem,

objectives, research questions and significance of the study were also presented together with the limitations, delimitations and the assumptions. At the end of the chapter, significant terms used to give a meaning different from their conventional meaning were defined and the chapter ends with description of organization of the study.

In Chapter Two, findings in existing studies on principals' strategic leadership practices and their influence on students' academic performance in public secondary schools were reviewed.

Particularly the study labored to find out influence of principals' strategic leadership practices and their impact on students' academic performance. The study conformed to Reeves' (2004) Theory on Connecting Leader Practices and Classroom Instruction and Transformational Leadership Theory. Reeves' (2004) theory explains the leadership requirements that are effective in principals' strategic leadership. Reeves (2004), notes that leaders themselves must be knowledgeable regarding curriculum, instruction, and assessment. This is an aspect that links with the proposition of transformational leadership. A conceptual framework showing the relationship between the independent, intervening and dependent variable was explained and illustrated.

In Chapter Three the research design, target population, sample size and sampling techniques for the study were explained. The procedures followed in piloting, validation and in establishing the reliability of the data collection instruments; the actual data collection and the analysis techniques were also presented. Chapter Four focused on the analysis of data collected, its interpretation and discussion. The findings on each of the

research objectives were presented and discussed. The chapter concluded with descriptive statistics to test the effect of independent variables on the dependent variable.

The first objective of the study was to establish how selected education stakeholders perceive the influence of instructional supervision on academic performance of public secondary schools in Nyandarua County in Kenya. Specifically, the study sought to establish the frequency of various strategies instructional supervisors employed in conducting supervision in school. The views of the principals' and teachers were sought regarding administration, training, group effort, examination and illustrations. The result of the study established that majority of the principals' participated regularly mobilized teachers towards accomplishing common goals by 32% while 13.8% teachers were of the opinion that the principals regularly mobilized teachers towards accomplishing common goals. The findings suggests that school based instructional supervision has significant influence on academic performance. The findings are in tandem with study Suleiman (2018) established that principal supervision has positive relationship with academic performance in secondary schools.

The second objective of the study was to examine how selected education stakeholders perceive the influence of teacher professional development strategies as employed by principals on academic performance in KCSE in Nyandarua County in Kenya. Specifically, the study sought to establish the influence of the principal's strategic management regarding teacher's professional development. The principals' opinions were therefore sought in relation to strategic plans and goals follow up and control relationship between strategic management and teaching staffs' commitment. The researcher sought to find out whether the school's strategic plan includes teachers'

professional development. A majority of 75.4% of the principals agreed that strategic plan aligns with school goals and other professional-learning activities. The findings imply that strategic plan aligns with school goals and other professional-learning activities in public secondary school in Nyandarua County, hence positively impacts positively on academic performance. The findings agree with Chebet (2013) who found a positive relationship between teacher empowerment and performance of private secondary schools in Bomet County.

The third objective of the study was to assess perceptions of selected education stakeholders on the influence of planning for leadership transition on academic performance of public secondary schools in Nyandarua County in Kenya. Specifically the study sought to establish teacher's commitment, preparation for leadership transition and how academic performance is influenced. Moreover, the researcher sought to establish whether internal factors influence principals, leadership transition plans. In response to, planning for leadership transition in the organization improves teachers commitment a majority of 100(80.6 per cent) of the principals agreed that that principals' planning for leadership transition in the organization improves teachers commitment. Ngware, et al. (2006) maintains that principals ought to create the setting that students easily attain their goals. Gradual progress comes from all key players working in harmony. The finding is supported by Ring (2015) assessed nurturing firm school heads during transition with aligning heads skill growth with institutional demand in North Carolina, USA. The study established that its crucial leadership growth or incoming heads to aligned with the

institutional demand. by acquiring new skills, incoming heads encounter seamless transition of power as well a more productive effort in academic performance.

The fourth objective of the study was to determine the perceptions of selected education stakeholders on the influence of motivational strategies employed by principals on academic performance of public secondary schools in Nyandarua County, Kenya. Specifically the study sought to establish teacher's teachers' motivation and rewards and their impact on academic performance. The study therefore sought to find out whether teachers motivation reinforces teachers performance and hence student performance. A majority of 84.4% of the principals agreed that teachers motivation reinforces teachers performance and hence student performance. The study findings agree with Kingful and Nusenu (2015) examined staff motivation in secondary schools within Ghana: Study on Ghana Senior School. Results indicated work enrichment together with merit remuneration as key pillars towards boosting motivation among the teachers. Further, it established that motivation of teachers significantly improve academic performance. The study is further supported by Barasa (2015) who that most teachers lacked motivation in their work with this accounting for the poor performance within these institutions. Motivation ideas including; awards, training and development, incentives and career development were reduced in these institutions.

The study sought to establish principals' and teachers opinion on academic performance. Teachers' opinion regarding academic performnce imply that there is a steady performance track however the statement "there is no negative standard deviation in the

school performance in the last five years” has a score of the lowest mean of (4.00) implying there has been a negative index in negative standard deviation in the school performance in the last five years. This finding is consistent with the score when the same statement was posed to the principals lowest mean (4.06). Majority of educational sector players normally relate national examinations KCSE performance to the principals’ managerial ability. Views on poor results in KCSE have related to unconvincing leadership as the leading factor (Levin, Wasanga & Somerset, 2011). Endless reinforcement of the institution mission and goal, school heads establish a mutual commitment and develop a working covenant among the teaching staff (Kirk and Jones, 2004).

The study sought to establish students’ opinion on leadership performance. Specifically, the study sought the perception of students concerning how the principal handles students, communication channels, and teamwork in making decisions and student rewards commensurate to academic performance. The study researcher sought to establish whether there is teamwork among teachers, parents and students regarding decision making. A majority of 24(63.15 per cent) of the students disagreed that there is teamwork among teachers, parents and students regarding decision making. The findings imply that public secondary schools in Nyandarua County do not work as a team in making decisions.

The strengths and weaknesses of every teacher were recognized by majority of the principals who provided frequent recognition of hard work and accomplishment. Teachers on the other hand expressed their views on the principals’ support of staff professional development. Majority of the teachers stated that their principals often

sponsored teaching staff for in-service syllabus and ensured that in-service programs procured by teaching staff align with the school goals. They often motivate teacher to seek for advanced learning, to expand knowledge and ensure professional growth in education. However, less than a half of the teachers responded that they were pursued in organizing for key staff development programs.

5.2 Conclusions

The conclusions for this study were guided by the following specific objectives: establish how selected education stakeholders perceive the influence of instructional supervision on academic performance of public secondary schools in Nyandarua County in Kenya; examine how selected education stakeholders perceive the influence of teacher professional development strategies as employed by principals on academic performance in KCSE in Nyandarua County in Kenya; assess perceptions of selected education stakeholders on the influence of planning for leadership transition on academic performance of public secondary schools in Nyandarua County in Kenya and determine the perceptions of selected education stakeholders on the influence of motivational strategies employed by principals on academic performance of public secondary schools in Nyandarua County, Kenya.

From the findings and the foregoing discussions, the study concludes as follows:

Majority of principals for secondary schools in the County of Nyandarua apply strategic leadership practices to influence positive performance in KCSE in their schools. However, performance in national examinations depends on many other factors and the principals' leadership styles alone cannot be relied on to make general observations. Instructional leadership and minimal schools performance are as a result of other factors.

This study also noted mutual relation between the institution's performance and the heads' instructional leadership traditions.

The principals' leadership role on supervision and motivating staff show great impact on growth of learners' academic results. It indicated constant supervision by school heads on learners and teaching staff resulted to learners being encouraged on the benefits of working hard in their studies upon admission in secondary school.

School principals apply varied methods in supervision and that some approaches remain; increased class visits, scrutinizing (schemes of work, class notes, work sheets), checking on syllabus coverage and also delegating to their deputies. Traditions like student leaders monitoring teaching staff are also preferred by certain heads.

That principals "support of staff professional development and students" academic achievements are correlated. This therefore means that school principals should embrace ways of improving professional learning for educators as this is critical in improving students' academic achievement. Professional development that majors on developing teachers' skill on handling certain tutelage and how to handle different topics to students is relative to their theoretical understanding since academic skills improve students' achievement.

The study found that majority of heads make decisions about the institution's crucial functions with the aid of their able deputies and entire staff. Additionally all school heads in the County of Nyandarua encountered varied obstacles on school fees payment, scarce educational utilities, indiscipline, understaffing, poor syllabus coverage among others. These obstacles determine the performance of schools academically.

The study found out that secondary school principals' leadership role of guiding and counseling has great significance in development of students' non- academic talents. This was revealed through guiding and counseling policies found in schools and several meetings held with co-curricular stake holders. Due to guiding and counseling, meetings and students' democratic elections, the study established that 68 percent of students are likely to develop good leadership skills. However the study also noted that feed back after meetings with stakeholders are quite essential as they enhance cohesion and encourage team work.

5.3 Recommendations

Based on the findings and conclusions of the study, the researcher would like to make the following recommendations:

The relevant organs of the ministry of education such as the Directorate of Quality Assurance should encourage principals to effectively institutionalize instructional supervision as a way of improving academic performance in public secondary schools in Kenya. The Kenya Educational Management Institute (KEMI) should organize periodical in-service refresher courses for school principals on instructional supervision. School principals to enhance individual instructional supervision capabilities by securing leadership courses offered by KEMI along with other workshops and seminars. This should help in maintaining and/or improving performance in national examinations.

School principals should encourage teachers under their supervision to attend professional development courses, trainings and seminars whenever opportunities for such become available. Principals should ensure professional development of teaching staff by appointing and seconding teachers to attend professional development programs

common with the schools' academic goals, checking that tutorial knowledge gained by teaching staff in in-service training is shared across. Information indicated principals enforce vision by assessing classroom traditions to align them towards the schools instructional goals.

There should be deliberate, organized and goal-oriented strategies on management of leadership transitions. The school management should be structured in such a way that the deputy principals and senior teachers are given hands-on experience on management of schools as they understudy the principal. Principals should embrace delegation of duties so as to complement each other as well as providing mechanism for leadership transition preparation. The school administrators and teachers should share common goals guided by the school vision and mission statement in most of the forums they have gatherings with pupils for them to take ownership of the school improvement. This could positively influence pupils' academic performance.

Varied motivational strategies should be employed by school principals on both teachers and pupils so as to achieve the desired goals, that is, improvement of performance in national examinations. Principals need to ensure that the rewards offered to staff capture their attention so that it can provide effective motivation in effective service delivery. More importantly, it is utmost necessary for the head teachers to recognize teachers' achievements and reward staff members commensurately.

5.4 Suggestions for Further Research

- i. This study was conducted in Nyandarua County; similar studies could be carried out in other Counties in Kenya to find out the challenges faced by principals in secondary schools in promoting students' academic performance.

- ii. Further research should be conducted to identify the major contributing factors to KCSE performance in public secondary schools in Nyandarua County
- iii. A study on the constraints faced by secondary school principals in instructional supervision can be done in public secondary schools in Nyandarua County.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear Participant,

RE: QUESTIONNAIRE FILLING

My name is David N. Watene, currently a PhD student at Maasai Mara University. I am conducting a research on PERCEPTIONS OF SELECTED EDUCATION STAKEHOLDERS ON THE INFLUENCE OF PRINCIPALS' STRATEGIC LEADERSHIP PRACTICES ON PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION EXAMINATIONS IN PUBLIC SECONDARY SCHOOLS IN NYANDARUA COUNTY, KENYA. The findings of this study will be used purely for academic purposes. Please note that responses given will be treated with confidentiality and strictly for the purposes of this study. Kindly, respond to these questions as honestly and as precisely as possible.

Thank you for your time

David N. Watene

APPENDIX II: PRINCIPAL QUESTIONNAIRE

Instructions

When responding to the survey, please be honest and relate the questions to your own supervisory experiences. All your responses will be treated with confidentiality.

Indicate your response by ticking (√) within the check boxes provided.

Section 1: General information

1. Designation.....

2. Gender Male []

 Female []

3. Years of service/working period (Please include current year)

Less than 1 year [] 6-10 years []

1-5 years [] Over 10 years []

Section 2: School Based Instructional Supervision

This section is meant to provide information to establish the frequency of various strategies instructional supervisors employed in conducting supervision in school. Please mark the circle that indicates the frequency of supervisory strategies.

Constantly (CO)	Regularly (RE)	Sporadically (SP)	Rarely (RA)	Not at all (N)
c	d	e	f	g

Actual indicates the regularity with which these approaches **in fact** occurred in your teaching experience; **Model** indicates the regularity with which you think these approaches **ought to** occur.

STRATEGY USED IN SUPERVISION	ACTUAL	MODEL
	CORES RAN	CORES RAN
1. <i>Administration</i>	<i>c d e f g</i>	<i>c d e f g</i>
a process employed by instructional supervisors aimed at enhancing teachers professional growth, in which the supervisor mobilizes teachers towards		
2. <i>Training</i>	<i>c d e f g</i>	<i>c d e f g</i>
A process in which the supervisor imparts knowledge, skills, and aptitude relating to the teaching profession through some form of vocational training sessions		
3. <i>Group effort</i>	<i>c d e f g</i>	<i>c d e f g</i>
A process whereby the supervisor works in collaboration with the teachers as a team, guiding them towards achieving the common interest, academic excellence and professional growth		
4. <i>Examination</i>	<i>c d e f g</i>	<i>c d e f g</i>
A process whereby the supervisor conducts a formal test of a teacher's knowledge or proficiency in a particular subject or skill		
5. <i>Illustration</i>	<i>c d e f g</i>	<i>c d e f g</i>
A process whereby an instructional facilitator conducts a model lesson for a group of teachers working on a particular instructional practice		

Section 3: Teachers' Professional Development

This section is meant to provide information to establish the extent teachers' professional development is promoted in your school. Please tick (√) indicates the level of your agreement.

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
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Statement	SD	D	N	A	SA
The school's strategic plan aligns with school goals and other professional-learning activities					
The school's strategic plan focuses on core content and modeling of teaching strategies for the content					
The school's strategic plan includes opportunities for active participation					
The school's strategic plan provides the chance for teachers					
The school's strategic plan includes follow-up and control					
My classroom instruction has improved as a result of strategic management.					
The school's strategic plan is grounded in day-to-day teaching practice, and is designed to enhance teachers' instructional.					
The school's strategic plan is integrated into the workday, and part of a continuous					

improvement cycle.					
The school's strategic plan is directly connected to learning and application in daily practice					
The schools teaching staffs' commitment has improve as a result of strategic management					

Section 4: Planning for leadership transition

Rate the extent to which each of the statements in the matrix represented below on planning for leadership transition in your organization. Tick accordingly (√)

Statement	SD	D	N	A	SA
Planning for leadership transition in the organization improves teachers commitment					
Planning for leadership transition is practiced in the organization					
Planning for leadership transition is essential for continued good performance in KCSE					
Planning for leadership transition is not practiced in your organization					

Planning for leadership transition is a policy practiced by Teacher Service Commission.					
Planning for leadership transition is supported by stakeholders of your organization					
Planning for leadership transition is not supported by stakeholders of your organization					
Planning for leadership transition is supported by Board of management					
Planning for leadership transition is practiced to ensure KCSE performance improves.					
Planning for leadership transition is affected by internal factors					

Section 4: Motivation Strategies

Rate the extent to which each of the statements in the matrix represented below on motivation strategies in your organization. Tick accordingly (√)

Statement	SD	D	N	A	SA
A variety of motivation methods are utilised in our school					
Best performing teachers are always rewarded					
Teachers motivation reinforces teachers performance and hence student performance					
Motivation strategies are well defined in the strategic plan.					
You always feel motivated					
Motivation styles should be reviewed					
Motivation is determining factor on how dedicated an employee works with your organization.					
Motivation is a real challenge in your organization					

Employees should be involved in deciding on motivation factor					
Shorter working hours is a motivation factor					

Section 5: Academic Performance

Rate the extent to which each of the statements in the matrix represented below on academic performance in your organization. Tick accordingly (√)

Statement	SD	D	N	A	SA
Our school mean score has been progressive over the last five years					
There is no negative standard deviation in the school performance in the last five years					
Our school is averagely the best performing school in sciences					
Our school is averagely the best performing school in art based subjects					
I always review performance with the teaching staff					

Section 6: Principals' Strategic Leadership Practices and Academic Performance

Kindly indicate the mean score and standard deviation in your school for the years (2014-2017) indicated in the table below.

Year	Mean Score	Deviation
2017		
2016		
2015		
2014		

APPENDIX III: TEACHER QUESTIONNAIRE

Instructions

When responding to the survey, please be honest and relate the questions to your own supervisory experiences. All your responses will be treated with confidentiality.

Indicate your response by ticking (√) within the check boxes provided.

Section 1: General information

1. Designation.....

2. Gender Male []

 Female []

3. Years of service/working period (Please include current year)

 Less than 1 year [] 6-10 years []

 1-5 years [] Over 10 years []

4. How do you rate this performance?

Poor [] Below average [] Average [] Above average [] Good []

5. What would you attribute this performance to? Tick all that apply.

Principal's effort [] students' effort [] Teachers' effort [] Parent's responsibility []

Team work [] Other specifics.....

6. What do you think can be done to improve this performance? Explain

briefly.....

Section 2: School Based Instructional Supervision

This section is meant to provide information to establish the frequency of various strategies instructional supervisors employed in conducting supervision in school. Please mark the circle that indicates the frequency of supervisory strategies.

Constantly (CO)	Regularly (RE)	Sporadically (SP)	Rarely (RA)	Not at all (N)
c	d	e	f	g

Actual indicates the regularity with which these approaches **in fact** occurred in your teaching experience; **Model** indicates the regularity with which you think these approaches **ought to** occur.

STRATEGY USED	ACTUAL	MODEL
	CORES RAN	CORES RAN
1. Administration	c d e f g	c d e f g
a process employed by instructional supervisors aimed at enhancing teachers professional growth, in which the supervisor mobilizes teachers towards		
2. Training	c d e f g	c d e f g
A process in which the supervisor imparts knowledge, skills, and aptitude relating to the teaching profession through some form of vocational training sessions		
3. Group effort	c d e f g	c d e f g
A process whereby the supervisor works in collaboration with the teachers as a team, guiding them towards achieving the common interest, academic excellence and professional growth		
4. Examination	c d e f g	c d e f g
A process whereby the supervisor conducts a formal test of a teacher's knowledge or proficiency in a particular subject or skill		

5. Illustration	c d e f g	c d e f g
A process whereby an instructional facilitator conducts a model lesson for a group of teachers working on a particular instructional practice		

Section 3: Teachers' Professional Development

This section is meant to provide information to establish the extent to which teachers' professional development is promoted in your school. Please tick(✓) that indicates the level of your agreement.

Strongly Disagree (SD) **Disagree (D)** **Neutral (N)** **Agree (A)** **Strongly Agree (SA)**

Statement	SD	D	N	A	SA
There are no plans on teachers professional development					
The school's strategic plan focuses on core content and modeling of teaching strategies for the content					
The school's strategic plan includes opportunities for active teachers.					
The principal has equal opportunity for all teachers to grow professionally.					
The school's strategic plan includes follow-up and control					
Teachers professional development contributes to school performance					

Section 4: Planning for leadership transition

Rate the extent to which each of the statements in the matrix represented below on planning for leadership transition in your organization. Tick accordingly (√)

Statement	SD	D	N	A	SA
The principal guides rather than control teacher in their work					
Principal assigns staff to particular duties					
The Principal consults with other staff towards improving standards and education in the school					
Teachers are given opportunity to any member to make a decision					
The principal suppresses new ideas from staff members					
The members of staff are treated equally					
The principal encourages staff to initiate now and create ideas to benefit the school community					

Section 4: Motivation Strategies

Rate the extent to which each of the statements in the matrix represented below on motivation strategies in your organization. Tick accordingly (√)

Statement	SD	D	N	A	SA
Express confidence in staff even when they disagree on some issues					
Friendly and easy to approach and talk to					
Accept they can make errors just like anybody else					
There is a variety of motivation approaches used in the school					
Teachers appreciate motivation efforts used by the principal					
Motivation contributes to the teachers performance level as well as school performance					
There is need to motivate teachers more.					

Section 5: Academic Performance

Rate the extent to which each of the statements in the matrix represented below on

Statement	SD	D	N	A	SA
Our school mean score has been progressive over the last five years.					
There is no negative standard deviation in the school performance in the last five years					
Our school is averagely the best performing school in sciences					
Our school is averagely the best performing school in art based subjects					
I always review performance with the teaching staff					

academic performance in your organization. Tick accordingly (√)

APPENDIX IV: STUDENT QUESTIONNAIRE

Instructions

When responding to the survey, please be honest and relate the questions to your own supervisory experiences. All your responses will be treated with confidentiality.

Indicate your response by ticking (√) within the check boxes provided.

Section 1: General information

1. What is your gender?

Male () Female ()

2. In which class are you?

3. Did you join this school in Form one? Yes () No ()

Section 2: General performance issues in the school

4. Have you ever been sent home from school due to performance?

Yes () No ()

5. If yes, why? (Please tick all that applies)

i) Poor performance () ii) Lack of fees () iii) Indiscipline ()

iv) Others _____

6. (a) Does your school experience students' performance problems?

Yes []

No []

(b) How would you rate the performance of students in your school?

Very good [] Good [] Average [] Poor []

Section C: Leadership styles and student performance

7. (a) To what extent do you agree that the way a school principal handles or treat students issues influences their performance

(Tick appropriately)

Strongly agree [] Agree [] Disagree [] strongly disagree []

(b) How would you rate your principals' approach to handling students' issues? (Please tick√ where applicable)

Rudeness/harsh [] Reasonable [] Not concerned []

8.To what extent do you agree with the following statements about the relationship between the principal, teachers and students in your school?

Use this key 1. Strongly Agree, 2. Agree 3. Disagree 4. Strongly Disagree

a. Your school believes in open and honest communication.

1[] 2[] 3[] 4[]

b. There is adequate and quick communication of results in your school

1[] 2[] 3[] 4[]

c. The school administration communicates to us only when there is a problem

1[] 2[] 3[] 4[]

Students are allowed to conduct their own group discussions

1[] 2[] 3[] 4[]

e. We frequently hold students barazas with the school administration to discuss issues affecting students' performance

1[] 2[] 3[] 4[]

f. The school administration involves teachers, parents and students when making key decisions

on performance

1[] 2[] 3[] 4[]

g. The administration only rewards those students it considers bright

1[] 2[] 3[] 4[]

h. The school administration is not bothered with students' academic issues

1[] 2[] 3[] 4[]

9. In order to promote students' performance in schools what suggestions would you give to enhance a principals' leadership skills?

.....

Thank you for your co-operation

**APPENDIX V: LIST OF SECONDARY SCHOOLS STUDIED IN NYANDARUA
COUNTY**

1. ABADARE SECONDARY SCHOOL – Mixed Day
2. BAARI SECONDARY SCHOOL – Mixed Day
3. BRIDGE HILL SECONDARY SCHOOL – Mixed Day
4. BONGO MIXED SECONDARY SCHOOL – Mixed Day
5. BONGO GIRLS SECONDARY SCHOOL – Girls Boarding
6. GATARWA SECONDARY SCHOOL – Mixed Day
7. GATHANJI SECONDARY SCHOOL – Mixed Day
8. GATHARA SECONDARY SCHOOL – Mixed Boarding
9. GATONDO SECONDARY SCHOOL – Mixed Boarding
10. GATIMU SECONDARY SCHOOL – Mixed Day
11. GATIMU MIXED SECONDARY SCHOOL – Mixed Day
12. GETA SECONDARY SCHOOL – Mixed Day & Boarding
13. GICHUNGO SECONDARY SCHOOL – Mixed Day
14. GIKINGI SECONDARY SCHOOL – Mixed Day
15. GITHIMA SECONDARY SCHOOL – Mixed Day
16. GITHINJI SECONDARY SCHOOL – Mixed Day
17. GITHUNGURI SECONDARY SCHOOL – Mixed Day
18. GITHUNGUCHU SEC SCHOOL. – Mixed Day & Boarding
19. GITUAMBA SEC SCHOOL. – Mixed Day & Boarding
20. HENI SECONDARY SCHOOL – Mixed Day & Boarding
21. HOSPITAL HILL SECONDARY SCHOOL – Mixed Day
22. HUHIRIO SECONDARY SCHOOL – Mixed Day
23. HURUMA SECONDARY SCHOOL – Mixed Day
24. IRIGITHATHI SECONDARY SCHOOL – Mixed Day & Boarding
25. IGWAMITI SECONDARY SCHOOL – Mixed Day
26. JURA SECONDARY SCHOOL – Mixed Day
27. KAGERAINI SECONDARY SCHOOL – Mixed Day
28. KARAGOINI SECONDARY SCHOOL – Mixed Day

29. KARATI SECONDARY SCHOOL – Mixed Day
30. KARANDI SECONDARY SCHOOL – Mixed Day
31. KAGONDO SECONDARY SCHOOL – Mixed Day
32. KAGONGO SECONDARY SCHOOL – Mixed Day
33. KAGERA-INI SECONDARY SCHOOL – Mixed Day
34. KAHEHO DAY MIXED SECONDARY SCHOOL – Mixed Day
35. KAHURU DAY MIXED SECONDARY SCHOOL – Mixed Day
36. KAHUHO SECONDARY SCHOOL – Mixed Day
37. KANGUU SECONDARY SCHOOL – Mixed Day
38. KALOU SECONDARY SCHOOL – Mixed Day & Boarding
39. KAMBAA TECHNICAL SECONDARY SCHOOL – Mixed Day & Boarding
40. KAMBARIKI SECONDARY SCHOOL – Mixed Day & Boarding
41. KAMBATA SECONDARY SCHOOL – Mixed Day & Boarding
42. KABATI SECONDARY SCHOOL – Boys Boarding
43. KAMUNYAKA SECONDARY SCHOOL – Boys Boarding
44. KANGUI SECONDARY SCHOOL – Boys Boarding
45. KANJUIRI SECONDARY SCHOOL – Mixed Day
46. KARAGO – INI SECONDARY SCHOOL – Mixed Day
47. KARATI SECONDARY SCHOOL – Mixed Day & Boarding
48. KENTON SECONDARY SCHOOL – Mixed Day
49. KIAMBOGO SECONDARY SCHOOL – Mixed Day
50. KIENI SECONDARY SCHOOL – Mixed Day
51. KIGANJO SECONDARY SCHOOL – Mixed Day
52. KIYO SECONDARY SCHOOL – Mixed Day
53. KINANGOP GATEWAY SECONDARY SCHOOL – Mixed Day
54. KIHARA SECONDARY SCHOOL – Mixed Day
55. KIHUMBU SECONDARY SCHOOL – Mixed Day
56. KAHUHO SECONDARY SCHOOL – Mixed Day
57. KABATI SECONDARY SCHOOL – Mixed Day
58. KIPIPIRI SECONDARY SCHOOL – Mixed Day
59. KIMURI SECONDARY SCHOOL – Mixed Boarding

60. KINJA SECONDARY SCHOOL – Mixed Boarding
61. KIRIMA SECONDARY SCHOOL – Mixed Day
62. KARIMA SECONDARY SCHOOL – Mixed Day
63. KIANJOGU SECONDARY SCHOOL – Mixed Day
64. KIHOTO SECONDARY SCHOOL – Mixed Day
65. KIHEO SECONDARY SCHOOL – Mixed Day
66. KIRIOGO SECONDARY SCHOOL – Mixed Day
67. KIRERA SECONDARY SCHOOL – Mixed Day
68. KIRARWA SECONDARY SCHOOL – Mixed Day
69. KAHIA SECONDARY SCHOOL – Mixed Day
70. KITOGO SECONDARY – Mixed Boarding
71. KAGONDO SECONDARY – Mixed Boarding
72. KOINANGE SECONDARY – Mixed Boarding
73. LAKE OLBOLLOSAT SECONDARY SCHOOL – Mixed Day
74. LERESHA SECONDARY SCHOOL – Mixed Day
75. LESHOU BOYS SECONDARY SCHOOL – Boys Boarding
76. LOL BOLOSSAT BOYS SECONDARY SCHOOL – Boys Boarding
77. MAGOMANO SECONDARY SCHOOL – Girls Boarding
78. MAGUMU HIGH SCHOOL – Mixed Boarding
79. MANUNGA SECONDARY SCHOOL – Mixed Day
80. MAHINDU SECONDARY SCHOOL – Mixed Day
81. MALEWA SECONDARY SCHOOL – Mixed Day
82. MATURA SECONDARY SCHOOL – Mixed Day
83. MARIMU SECONDARY SCHOOL – Mixed Day
84. MANYATTA SECONDARY SCHOOL – Mixed Day
85. MATHINGIRA GIRLS SECONDARY SCHOOL – Girls Day & Boarding
86. MATINDIRI SECONDARY SCHOOL – Mixed Day
87. MATURA SECONDARY SCHOOL – Mixed Day & Boarding
88. MAWINGO SECONDARY SCHOOL – Mixed Day & Boarding
89. MEKARO SECONDARY SCHOOL – Mixed Boarding
90. MIHARATI SECONDARY SCHOOL – Mixed Day & Boarding

91. MIHUTI SECONDARY SCHOOL – Mixed Day
92. MIKEU SECONDARY SCHOOL – Mixed Day
93. MIRANGINE SECONDARY SCHOOL – Mixed Day
94. MITHINGIRA SECONDARY SCHOOL – Mixed Day
95. MKUNGI SECONDARY SCHOOL – Mixed Boarding
96. MT KINANGOP GIRLS SECONDARY SCHOOL – Girls Boarding
97. MUKOE SECONDARY SCHOOL – Mixed Day
98. MIKEU SECONDARY SCHOOL – Mixed Day
99. MICHORE SECONDARY SCHOOL – Mixed Day & Boarding
100. MUMUI SECONDARY SCHOOL – Mixed Day & Boarding
101. MUNG'ETHO SECONDARY SCHOOL – Mixed Day
102. MUNYAKA SECONDARY SCHOOL – Mixed Day & Boarding
103. MUNYEKI SECONDARY SCHOOL – Mixed Day
104. MURICHU SECONDARY SCHOOL – Mixed Day & Boarding
105. MURUAKI SECONDARY SCHOOL – Mixed Boarding
106. MURUNGARU SECONDARY SCHOOL – Mixed Boarding
107. MUTAMAIYU SECONDARY – Mixed Boarding
108. MWIHOTI SECONDARY – Mixed Boarding
109. MWITEITHIA SECONDARY – Mixed Boarding
110. MWIHANGIA SECONDARY – Mixed Boarding
111. MUTI-INI SECONDARY – Mixed Boarding
112. MUTHOMI SECONDARY SCHOOL – Mixed Day
113. MWENDA-ANDU SECONDARY SCHOOL – Mixed Boarding
114. MT.KINANGOP SECONDARY SCHOOL – Mixed Boarding
115. NANDARASI SECONDARY SCHOOL – Mixed Boarding
116. NDARAGWA GIRLS – Girls Boarding
117. NDAAGWA GIRLS – Boys Boarding
118. NDEMI SECONDARY SCHOOL – Mixed Day
119. NDIVAI SECONDARY SCHOOL – Mixed Day
120. NDOTHUA SECONDARY SCHOOL – Mixed Day
121. NDUNYU NJERU SECONDARY – Mixed Boarding

122. NGAINDEITHIA SECONDARY SCHOOL – Mixed Day &Boarding
123. NGATHA SECONDARY SCHOOL – Mixed Day &Boarding
124. NGANO SECONDARY SCHOOL – Mixed Day
125. NGORIKA SECONDARY – Mixed Day & Boarding
126. NJABINI BOYS HIGH SCHOOL – Boys Boarding
127. NYAHURURU HIGH SCHOOL – Boys Boarding
128. NYAKIAMBI GIRLS SECONDARY – Girls Boarding
129. NYAKIO SECONDARY SCHOOL– Girls Boarding
130. NYANDARUA HIGH SCHOOL – Mixed Boarding
131. NYAITUNGA SECONDARY SCHOOL – Mixed Day
132. OL JORO OROK SECONDARY SCHOOL – Mixed Day
133. OSPITAL/HILL SECONDARY SCHOOL – Mixed Day
134. PASSENGA SECONDARY SCHOOL – Mixed Day & Boarding
135. PONDO SECONDARY SCHOOL – Mixed Day
136. RAGIA SECONDARY SCHOOL – Mixed Day
137. RAITHA SECONDARY SCHOOL – Mixed Day
138. RAICHIRI SECONDARY SCHOOL – Mixed Day
139. RUGONGO MIXED DAY SECONDARY SCHOOL – Mixed Boarding
140. RUIRU SECONDARY SCHOOL – Mixed Day
141. RURII SECONDARY SCHOOL – Mixed Day
142. RUTARA SECONDARY SCHOOL – Mixed Day
143. RWANYAMBO SECONDARY SCHOOL – Mixed Day
144. SABUGO SECONDARY SCHOOL – Mixed Day
145. SALIENT HIGH SCHOOL – Mixed Day & Boarding
146. SASUMUA SECONDARY SCHOOL – Mixed Day
147. SATIMA SECONDARY SCHOOL – Mixed Day
148. SHAMATA GIRLS SECONDARY SCHOOL – Girls Boarding
149. SILANGA SECONDARY SCHOOL – Mixed Day & Boarding
150. SILIBWET SECONDARY SCHOOL – Mixed Day
151. SIMBARA SECONDARY SCHOOL – Mixed Day
152. ST. CHRISTOPHERS SECONDARY SCHOOL – Mixed Day

153. ST. MARYS SECONDARY SCHOOL – Mixed Day
154. ST. PETERS MAWINGO SECONDARY SCHOOL – Mixed Day
155. TULAGA SECONDARY SCHOOL – Mixed Day & Boarding
156. TUMAINI SEC SCHOOL – Mixed Day
157. THINDI SECONDARY SCHOOL – Mixed Day
158. TURASHA SECONDARY SCHOOL – Mixed Day & Boarding
159. UHURU SECONDARY SCHOOL – Mixed Day
160. URUKU SECONDARY SCHOOL – Mixed Day
161. WANGUI MIXED SECONDARY SCHOOL – Mixed Day
162. WANJERI MIXED SECONDARY SCHOOL – Mixed Day
163. WANJURA MIXED SECONDARY SCHOOL – Mixed Day
164. WANJOHI MIXED SECONDARY SCHOOL – Mixed Day
165. WANJOHI SECONDARY SCHOOL – Girls Boarding
166. WERU SECONDARY SCHOOL – Mixed Day
167. YAANG’A SECONDARY SCHOOL – Mixed Day

APPENDIX VI: RESEARCH AUTHORIZATION



THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION
OF NATIONAL GOVERNMENT

Telegrams:
Fax No. 020-2196509
E-mail. countynyandarua@yahoo.com
When replying please quote

COUNTY COMMISSIONER
NYANDARUA COUNTY
P.O. BOX 3
OL KALOU

REF NO. CTY/CORR.3/3 VOL.II/13

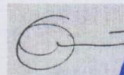

6th June, 2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION- DAVID NGANGA WATENE

This is to certify that the above named who is a student at Masai Mara University, has been authorized to carry out research on *“Principal’s strategic leadership practices and their impact on students’ performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Nyandarua County .”* For the period ending **4th June, 2020.**

Kindly accord him all the necessary assistance he may require from you /your institution.



ANNE K. M. MEMA
FOR/COUNTY COMMISSIONER
NYANDARUA COUNTY

Copy to:

The Director General/CEO
NACOSTI
P. O. Box 30623 – 00100
NAIROBI (Your letter of Authority Ref. No.NACOSTI/P/19/31367/30574 of 4th June, 2019)

APPENDIX VII: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/31367/30574**

Date: **4th June, 2019.**

David Nganga Watene
Maasai Mara University
P.O. Box 861
NAROK

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Principals’ strategic leadership practices and their impact on students’ performance in Kenya Certificate of Secondary Education in Public Secondary Schools in Nyandarua County in Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Nyandarua County** for the period ending **4th June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Nyandarua County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Nyandarua County.

The County Director of Education
Nyandarua County.

APPENDIX VIII: RESEARCH AUTHORIZATION

**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION**

Email: cdenyandcounty@yahoo.com
cdenyandcounty@gmail.com
Cellphone: 0718798460
When replying please quote



COUNTY DIRECTOR OF EDUCATION,
NYANDARUA COUNTY,
P.O. BOX 197, -20303
OL KALOU.

REPUBLIC OF KENYA

OUR REF:CDE/NYA/GEN/ 19/VOL 1/ 128

7th June, 2019

David Ng'ang'a Watene
Maasai Mara University
P O Box 861
NAROK

RE: RESEARCH AUTHORIZATION

Following your request to carry out research on "*Principal's strategic leadership practices and their impact on students performance in Kenya certificate of Secondary Education in Public Secondary Schools in Nyandarua County in Kenya.*" I am pleased to inform you that you are hereby granted permission to carry out your research for the period ending **4th June, 2020.**

You are advised to report to the respective Sub-County Directors of Education before commencing on the research project.

After completion of your project, you will be required to remit a copy of your finding to this office.

We wish you all the best.


COUNTY DIRECTOR OF EDUCATION
NYANDARUA
P. O. Box 197 - 20303,
OL-KALOU

F SIFUNA N. M
COUNTY DIRECTOR OF EDUCATION
NYANDARUA COUNTY

APPENDIX IX: RESEARCH AUTHORIZATION

THIS IS TO CERTIFY THAT:
MR. DAVID NGANGA WATENE
of MASAII MARA UNIVERSITY, 9583-200
NAIROBI, has been permitted to conduct
research in Nyandarua County
on the topic: 'PRINCIPALS' STRATEGIC
LEADERSHIP PRACTICES AND THEIR
IMPACT ON STUDENTS' PERFORMANCE
IN KENYA CERTIFICATE OF SECONDARY
EDUCATION IN PUBLIC SECONDARY
SCHOOLS IN NYANDARUA COUNTY IN
KENYA
for the period ending:
4th June, 2020

Permit No : NACOSTI/P/19/31367/30574
Date Of Issue : 4th June, 2019
Fee Recieved :Ksh 2000



Applicant's Signature

Director General
National Commission for Science, Technology & Innovation


THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the license including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA

NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 25127

CONDITIONS: see back page

APPENDIX X: NYANDARUA COUNTY MAPS

**LOCATIONS OF COUNTIES IN KENYA- NYANDARUA COUNTY IS
MARKED IN GREEN**



APPENDIX XI:

KCSE PERFORMANCE TREND IN NYANDARUA

NYANDARUA COUNTY 2017 KCSE ANALYSIS

10 TOP SCHOOLS IN THE COUNTY

POS	SCHOOL	SUB-COUNTY	CATEGORY	BOY	GIRLS	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	2017 MEAN GRADE	2016 MEAN GRADE	2015 MEAN GRADE	DEV
1	KISIMA	NYAND WEST	PRIVATE	19	20	39	0	9	9	12	7	2	0	0	0	0	0		9.410	9.944		-0.534
2	KARIMA	NYAND SOUTH	NATIONAL	0	361	361	2	8	37	78	72	47	62	35	18	2	0	0	7.518	9.811	10.714	-2.293
3	NYANDARUA HIGH	NYAND CENTRAL	NATIONAL	125	49	174	0	3	18	19	32	37	34	22	7	1	1	0	7.161	7.947	9.159	-0.786
4	ST ANUARITE	KINANGOP	PRIVATE	0	78	78	0	0	0	9	13	23	19	7	6	0	0	0	6.679	7.463	7.661	-0.784
5	NYABINI BOYS	KINANGOP	EXTRA-CNTY	174	0	174	0	1	9	21	29	28	30	34	16	6	0	0	6.620	8.463	8.720	-1.843
6	HEINI	KINANGOP	SUB-CNTY	55	36	91	0	2	9	6	13	12	13	17	16	3	0	0	6.484	6.000	7.486	0.484
7	NYAHURURU ELITE	NYAND WEST	PRIVATE	55	0	55	0	1	1	8	6	6	11	15	5	2	0	0	6.364	7.500		-1.136
8	KIPPIRI	KIPPIRI	COUNTY	63	0	63	0	0	2	2	10	9	14	11	10	4	1	0	5.937	6.881	5.878	-0.944
9	NYAHURURU HIGH	NYAND WEST	EXTRA-CNTY	185	0	185	0	0	4	13	25	22	33	34	33	18	3	0	5.789	7.034		-1.245
10	MAGOMANO	NYAND SOUTH	COUNTY	0	190	190	0	0	2	11	16	23	41	48	34	15	0	0	5.658	6.876	8.120	-1.218

10 BOTTOM SCHOOLS IN THE COUNTY

1	KAMANDE SEC	NYAND CENTRAL	SUB-CNTY	18	22	40	0	0	0	0	0	0	0	0	1	5	18	16	1	1.775	N/A	N/A	NEW
2	MUTHOMI	KINANGOP	SUB-CNTY	15	18	33	0	0	0	0	0	0	0	0	0	4	17	12	0	1.757	2.064	2.500	-0.307
3	NYABINI GLAMOUR	KINANGOP	PRIVATE	8	12	20	0	0	0	0	0	0	0	0	2	11	7	2	1.750	1.952	2.583	-0.202	
4	MARIKO	KINANGOP	PRIVATE	26	13	39	0	0	0	0	0	0	0	0	1	4	17	17	0	1.717	NEW	NEW	NEW
5	ST DOMING	KINANGOP	PRIVATE	11	8	19	0	0	0	0	0	0	0	0	1	11	7	0	1.684	2.200	3.263	-0.516	
6	Mt Zion	NYAND NORTH	PRIVATE	20	10	30	0	0	0	0	0	0	0	0	1	17	12	0	1.633	2.040	2.7429	-0.407	
7	KURUNGU	MIRANGINE	SUB-CNTY	22	19	41	0	0	0	0	0	0	0	0	0	24	17	0	1.585	1.700	2.410	-0.115	
8	SISTER IRENE	NYAND NORTH	PRIVATE	31	14	45	0	0	0	0	0	0	1	0	2	17	25	0	1.560	1.807	NEW	-0.247	
9	KIMURU	KIPPIRI	SUB-CNTY	2	7	9	0	0	0	0	0	0	0	0	0	4	5	0	1.444	NEW		NEW	
10	ST MICHAEL(FARU)	NYAND SOUTH	SUB-CNTY	5	15	20	0	0	0	0	0	0	0	0	1	2	8	9	1.175	1.770	3.060	-0.595	

NYANDARUA COUNTY 2017 KCSE ANALYSIS

CATEGORY
COUNTY SCHOOLS

POS.	SCHOOL	SUB-COUNTY	CATEGORY	BOY	GIRLS	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	2017		2016		
																			MEAN	GRAD	MEAN	GRAD	MEAN
1	KIPIPIRI	KIPIPIRI	COUNTY	63	0	63	0	2	2	10	9	14	11	10	4	1	0	0	0	5.937	6.881	5.878	-0.944
2	MAGOMANO	NYAND SOUTH	COUNTY	0	190	0	0	2	11	16	23	41	48	34	15	0	0	0	0	5.658	6.876	8.120	-1.218
3	LESHAU	NYAND NORTH	COUNTY	138	0	138	0	2	10	13	19	20	24	34	15	1	0	0	0	5.603	6.839	8.548	-1.236
4	NDARAGWA GIRLS	NYAND NORTH	COUNTY	0	136	0	0	2	6	9	16	22	27	28	22	4	0	0	0	5.227	6.461	7.343	-1.234
5	KANGUI	NYAND WEST	COUNTY	110	0	110	0	1	5	8	11	14	32	20	16	3	0	0	0	5.218	5.529		-0.311
6	KALOU SEC	NYAND CENTRAL	COUNTY	50	36	86	0	1	0	5	6	4	14	22	25	9	0	0	0	14.267	4.495	6.663	-0.228
7	SHAMATA	NYAND NORTH	COUNTY	0	125	125	0	1	1	1	4	13	20	35	38	12	0	0	0	4.088	4.964	6.176	-0.876
8	MIHARATI SEC	KIPIPIRI	COUNTY	99	0	99	0	1	2	5	6	4	14	17	26	23	1	0	0	4.010	4.273	4.725	-0.263
9	BONGO GIRLS	KINANGOP	COUNTY	0	128	128	0	1	1	0	1	7	27	45	36	10	0	0	0	14.000	4.358	6.300	-0.358
10	SALIANT SEC	NYAND CENTRAL	COUNTY	77	63	140	0	0	2	5	6	4	17	31	47	28	0	0	0	3.786	4.508	5.911	-0.722
TOTAL				537	678	1215	0	13	40	72	101	143	234	276	244	91	1	2					

EXTRA- COUNTY SCHOOLS

POS.	SCHOOL	SUB-COUNTY	CATEGORY	BOY	GIRLS	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	2017		2016		
																			MEAN	GRAD	MEAN	GRAD	MEAN
1	NUABINI BOYS	KINANGOP	EXTRA -CNT	174	0	174	0	1	9	21	29	30	34	16	6	0	0	0	0	6.620	8.463	8.720	-1.843
2	MT. KINANGOP	KINANGOP	EXTRA -CNT	0	122	122	0	0	4	4	15	17	31	31	20	0	0	1	0	5.023	6.352	7.312	-1.329
3	NYAKIAMBIGI	MIRANGINE	EXTRA -CNT	0	181	181	0	1	2	7	16	18	43	34	54	6	0	0	0	4.580	5.546	7.200	-0.966
4	WANJIKI GIRLS	KIPIPIRI	EXTRA -CNT	0	148	148	0	1	11	16	18	14	43	25	17	3	0	1	0	5.534	6.563	7.054	-1.029
5	NYAHURURU HIGH	NYAND WEST	EXTRA -CNT	185	0	185	0	4	13	25	22	33	34	33	18	3	0	0	0	5.789	7.034		-1.245
6	MAGUMU HIGH	KINANGOP	EXTRA -CNT	137	0	137	0	0	1	5	14	20	25	36	26	10	0	0	0	4.627	5.468	6.919	-0.841
TOTAL				496	451	947	0	1	15	52	86	113	132	210	175	141	22	0	2				

NATIONAL SCHOOLS

38	KIRIMA SEC	KIPIPIRI	SUB-CNTY	31	25	56	0	0	1	0	1	1	1	5	5	18	24	0	0	3,179	3,293	4,878	-0.114	
39	SIMBARA	NYAND NORTH	SUB-CNTY	14	20	34	0	0	0	0	1	0	3	1	4	11	14	0	0	3,177	3,880	3,902	-0.703	
40	KOINANGE	KINANGOP	SUB-CNTY	26	26	52	0	0	0	0	1	2	1	4	8	13	23	0	1	3,173	2,849	2,934	0.324	
41	NDIVAI	NYAND NORTH	SUB-CNTY	28	22	50	0	0	0	0	2	1	2	7	3	9	23	3	0	3,160	3,204	3,926	-0.044	
42	KAHUHO	NYAND NORTH	SUB-CNTY	43	27	70	0	0	0	1	1	1	3	7	4	24	27	2	0	3,157	2,942	4,000	0.215	
43	MUNYENI SEC	NYAND CENTRAL	SUB-CNTY	24	26	50	0	0	0	0	0	3	1	3	6	20	14	3	1	3,140	3,429	4,286	-0.289	
44	MUKOE	NYAND NORTH	SUB-CNTY	46	36	82	0	0	0	0	0	2	3	6	12	21	32	4	0	3,134	3,468	4,491	-0.334	
45	RUTARA	MIRANGINE	SUB-CNTY	21	12	33	0	0	0	0	0	2	1	2	5	10	13	0	1	3,118	3,243	4,228	-0.125	
46	WANJOHI MIXED	KIPIPIRI	SUB-CNTY	89	76	165	0	0	0	1	1	6	7	15	19	31	83	2	3	3,109	3,843	5,435	-0.734	
47	MUNYAKA	KINANGOP	SUB-CNTY	47	34	81	0	0	0	0	1	3	4	14	26	31	1	0	3,086	3,831	5,102	-0.745		
48	RAICHIRI	NYAND NORTH	SUB-CNTY	36	36	72	0	0	0	0	1	2	0	3	7	8	11	39	1	0	3,083	3,860	4,362	-0.777
49	BAARI	NYAND NORTH	SUB-CNTY	50	41	91	0	0	0	0	2	0	6	5	8	30	37	1	2	3,079	3,145	4,771	-0.066	
50	YALANG'A	KINANGOP	SUB-CNTY	53	32	85	0	0	0	0	0	2	3	7	15	33	46	1	1	3,073	3,228	4,655	-0.153	
51	IRIGITHATHI	NYAND NORTH	SUB-CNTY	49	61	110	0	0	0	0	2	0	2	5	2	9	26	40	1	0	3,068	3,124	4,294	-0.798
52	SASUNUA	NYAND SOUTH	SUB-CNTY	36	27	63	0	0	0	0	0	2	4	6	7	17	29	4	0	3,029	3,109	NEW	-0.055	
53	WANGUI	NYAND WEST	SUB-CNTY	22	40	62	0	0	0	0	0	1	0	5	12	19	26	0	0	3,000	3,644	3,900	-0.644	
54	MURUNGARU	KINANGOP	SUB-CNTY	34	24	58	0	0	0	0	1	1	3	5	6	16	26	4	0	3,000	3,000	0.000	0.000	
55	HOSPITAL / HILL	NYAND NORTH	SUB-CNTY	36	47	83	0	0	0	0	1	0	2	5	8	14	27	1	0	2,983	2,953	3,887	0.030	
56	RWANYAMBO	NYAND SOUTH	SUB-CNTY	15	13	28	0	0	0	0	1	5	6	11	17	32	10	2	2,940	3,048	4,046	-0.108		
57	KAGONDO	NYAND WEST	SUB-CNTY	48	33	81	0	0	0	0	1	0	3	5	5	10	4	0	2,928	4,182	4,310	-1.254		
58	MUTHINI	KINANGOP	SUB-CNTY	54	52	106	0	0	0	0	2	1	3	5	15	28	48	0	0	2,926	3,570	0.000	-0.644	
59	GATIMU MIXED	NYAND CENTRAL	SUB-CNTY	32	32	64	0	0	0	0	1	4	3	5	20	30	1	0	2,922	2,901	4,540	0.021		
60	GITHINJI	NYAND CENTRAL	SUB-CNTY	19	30	49	0	0	0	0	2	1	3	9	28	2	1	2,918	2,906	3,038	0.012			
61	MIHUTI SEC	NYAND NORTH	SUB-CNTY	37	45	82	0	0	0	2	1	0	4	1	10	18	44	2	0	2,914	2,667	4,472	0.247	
62	HURUMA SEC	NYAND SOUTH	SUB-CNTY	50	36	86	0	0	0	0	0	4	5	15	20	39	3	0	2,910	3,720	4,070	-0.810		
63	MURICHU	NYAND NORTH	SUB-CNTY	58	39	97	0	0	0	2	4	3	9	9	11	45	13	1	2,906	3,338	4,492	-0.431		
64	KIHUMBU	KIPIPIRI	SUB-CNTY	3	44	47	0	0	0	0	0	0	2	10	16	18	1	0	2,872	3,134	4,379	-0.262		
65	PONDO	NYAND CENTRAL	SUB-CNTY	56	55	111	0	0	0	0	1	4	1	8	4	36	54	3	0	2,856	3,034	4,882	-0.178	
66	MUMAJI SEC	NYAND NORTH	SUB-CNTY	14	10	24	0	0	0	0	1	0	3	1	5	12	2	0	2,833	2,167	NEW	0.666		
67	KIGANJO SEC	NYAND NORTH	SUB-CNTY	0	41	41	0	0	0	0	0	0	3	1	5	10	21	1	0	2,829	3,667	4,038	-0.838	
68	KIRERA	NYAND CENTRAL	SUB-CNTY	34	20	54	0	0	0	0	2	3	2	7	9	23	8	0	2,796	2,462	N/A	0.334		
69	MATHINGIRA	NYAND CENTRAL	SUB-CNTY	14	9	23	0	0	0	0	1	0	1	2	6	13	0	0	2,783	3,206	4,000	-0.423		
70	MWIHOTI SEC																							
71	GICHUNGO SEC																							