

**Effects Of Strategic Leadership Practices On Academic Performance Used By
Principals Of Private Secondary Schools In Mandera County, Kenya**

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**A RESEARCH PROJECT PROPOSAL SUBMITTED TO SCHOOL OF
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DECLARATION AND APPROVAL

Declaration by the Student

This research study is my own original work and has not been presented to any other institution of higher learning for research purposes.

Signature Date

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MBM/02/5278/2023

Approval by the Supervisors

We confirm that the work reported in this research project as done by the candidate under our supervision.

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ABSTRACT

The importance of leadership in school academic performance has been noted by diverse scholars. This is because the leadership is involved in stakeholder management, resources mobilization and deployment, motivation of teachers, maintaining of school discipline levels, elimination of drug abuse menace, and policy formulation. The role of strategic leadership is even more critical within the secondary schools' system in order to achieve and maintain sustainable academic performance. This study investigated the strategic level of management and academic performance in private secondary schools in Mandera County. The study was guided by the following objectives; to examine the effects of level of management on academic performance in secondary school, to determine how stakeholder involvement affects academic performance in private secondary schools, to find out how resource allocation affects academic performance in private secondary and to find out how school laws and regulations affect academic performance in private secondary schools in Mandera County. The study was founded on Path-goal theory, transformational leadership approach, and trait leadership theory. The study utilized a descriptive design and target 540 respondents from private secondary schools in Mandera County. A stratified random sampling method was utilized to choose the respondents. The sample size of was 108 respondents was used in the study. The research carried out pilot study in the neighboring County to test reliability of the instruments. Data was collected through open and closed ended questionnaires and analyzed using descriptive and inferential statistics with the guide of SPSS software. ANOVA and T test were used to test the relationship between the variables. the study found that there was a substantial link between the principal's level of management and academic achievement ($r=0.988$, $p=0.000$, $p<0.05$); revealed that stakeholder participation in Mandera County private secondary schools was a strong predictor of academic achievement ($\beta=.891$, $t=2486458.408$, $p=0.000$, $p<0.05$); and that resource allocation was the second-best predictor of academic achievement in Mandera County's private secondary schools ($\beta=.110$, $t=199394.740$, $p=0.000$, $p<0.05$). The study recommends that there is need to create a favorable climate for teaching and learning, the principal should utilize the most appropriate level of management that enable collective responsibility. Also, capacity building programs should be developed by the school administration to strengthen both the principle and teachers in their leadership abilities and styles. In addition, Teachers and parents of private secondary schools in Mandera County should be involved in problems of academic achievement in schools, such as dealing with student discipline, so that the administrator may focus on the overall management of the school.

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DEDICATION

I am grateful to the Almighty God for his grace and mercies for enabling me undertake this research project writing. I dedicate this research project to my kids and my family for their moral and financial support and patience during the research period. May God bless you all.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter presents the background of the study, statement of the study problem, objectives, hypotheses, scope, significance, assumptions, limitations and delimitations of the study.

1.1 Background to the Study

Education is an inherent liberty for all people, and it is recognized by international human rights legislation. Several global and regional treaties guarantee the right to an education. For example, Article 17 of the African Charter on Human and Peoples' Rights states that every person has an entitlement to a quality education, whereas Article 11 of the African Charter on the Rights and Welfare of the Child states that all children have the right to free and obligatory basic education. The International Convention on Social and Economic Rights (Article 13) and the Convention on the Rights of the Child (Articles 28, 29, and 30) protect children's rights to free and compulsory education.

Additionally, discrimination in education is prohibited under the Jomtein Protocols (1990) and the Accra Accord (2002), which are follow-ups to the Millennium Development Goals. Kenya, like all other states in the world, has signed these documents. This indicates that individuals can hold the state accountable for children aged 4 to 17 who are not in school or obtaining a decent education (Robert, 2021). Education leaders play a crucial role in achieving the Millennium Development Goals (MDGs) and Vision 2030, particularly in Kenya, by improving teaching and learning effectiveness and providing high-quality education.

All over the world, it has been discovered that effective leaders create school atmospheres and cultures that help motivate learners as well as educators, resulting in better teaching and learning environments that are more conducive to higher levels of student achievement (Ross & Grey, 2016; Mulford, 2023). Cotton (2023) argues that a principal's actions have a major influence on student achievement.

Furthermore, Houston (2022) observes that the quality of a school in any particular country is influenced by how its internal procedures operate to continuously enhance its academic achievement. One of the processes is leadership, in which the principal serves as the central school figure, continually communicating the school's goal and vision to the staff and community. The principal's actions are contingent upon three leadership practices: democratic, autocratic, and laissez-faire. (Rosse, 2015) School principals and aspiring administrators must become acquainted with leadership as a discipline to practice, learn their own strengths and weaknesses, immerse themselves in best practices so that they can provide leadership that is best suited to their circumstances, and work tirelessly to perfect and implement the behaviors that will enable deep and endured improvement in schools.

In addition, Academic accomplishment is vital for individuals, families, organizations (e.g., schools), and the nation. According to Narad and Abdullah (2016), academic performance is the information learned that is evaluated by a teacher using marks and/or educational goals set by students and instructors to be reached over a particular period of time. Successful leadership is required for a school to succeed in both academics and extracurricular activities (Cole, 2014; Orodho, 2023). In educational institutions, leadership involves both individual responsibility for group duties and actively seeking cooperation and dedication from all members to achieve collective goals (Cox, 2024).

Kenya is not falling behind in its pursuit of the aims and objectives of Vision 2030 and Education for All (EFA) (World Competitiveness Report, 2009). The performance of

academic institutions in accomplishing the aims and objectives of education in Kenya is greatly influenced by the sort of leadership that exists inside the institutions. Many schools continue to perform badly due to weak leadership, as well as limited funding and infrastructure (Nyongesa, 2018). In this regard, the study seeks to investigate the impact of principals' leadership practices on students' KCSE performance in among private secondary schools in Mandera County, Kenya.

Recently, education stakeholders have voiced worry over pupils' low performance in the school certificate test (Oluremi, 2013; Osangie & Okafor, 2013; Orodho, 2018). Part of the blame for poor performance has been attributed to school administrators (principals) and instructors, while another portion has been placed squarely on the shoulders of students and parents (Sawamuran & Sifuna, 2008)

Academic achievement is critical at all levels, from the standpoint of a person, a family, an organization (such as a school), and the country as a whole. Successful leadership is required for a school to succeed in both academics and extracurricular activities (Cole, 2024). In educational institutions, leadership involves both individual responsibility for group duties and active cooperation to achieve collective goals in a specific setting.

Strategic leadership involves anticipating, preparing for, and positioning for the future (Serfontien & Hough, 2014). It also involves creating a vision, empowering others, and exercising flexibility to ensure the organization's future success (Kleijnen et al., 2019). Strategic leaders set goals and strategies for their organizations. They accomplish this by creating structures and procedures that have an influence on the organization's current and future performance (Boal, 2021).

They are experienced, skilled senior leaders who can build a vision, implement strategies, and make critical judgements in a changing setting (Guillot, 2013). These strategic leaders have direct effect on leadership today and are worried about the organization's future.

According to the Ministry of Education report (2023), private secondary schools in Mandera County have a dismal positive rating, with performance indexes on the decline. This indicates a need for significant improvement.

1.2 Statement of the Problem

Diverse researchers have recognized the importance of leadership in school academic achievement. This is because leadership is engaged in stakeholder management, resource mobilization and deployment, teacher motivation, maintaining school discipline levels, eradicating the drug misuse problem, and developing policies. Strategic leadership is crucial for sustained academic excellence in secondary schools. The influence of strategic leadership on academic success is seen in several schools across the country.

Kiplagat (2015) stated that leadership is critical in academic success and reducing instances of school indiscipline. Njuguna (2021) evaluated the impact of the headteacher's leadership style on work satisfaction among public secondary school teachers. Nyongesa (2022) investigated the effect of a head teacher's leadership style on academic achievement in Kenyan secondary schools. Nyamboga et al. (2023) investigated the effect of leadership practices on public secondary school performance in a nationwide test in Tana River County, Kenya. However, no research has been conducted to investigate the association between strategic leadership practices alignment and academic success in private secondary schools in Mandera County, Kenya.

Most academic performance difficulties in schools can be attributed to a lack of leadership. For example, a number of High Schools in Kenya performs poorly however, immediately

there is change of leadership, phenomenal success is experienced. (MOE, 2023). Similarly, many public schools in Mandera County have experienced performance issues as a result of the departure of long-serving principals and a change in leadership. The influence of strategic leadership on academic success is demonstrated by public schools across the country.

Leadership is engaged in stakeholder management, resource mobilization and deployment, teacher motivation, maintaining school discipline levels, eradicating the drug misuse problem, and formulating policies. Strategic leadership is crucial for achieving and maintaining sustained academic excellence in secondary schools (Nyongesa, 2022). This study aims to look into the strategic leadership practices and academic performance of private secondary schools, Mandera County, Kenya.

1.3 General Objective

To assess the effects of strategic leadership practices on academic performance of private secondary schools in Mandera County, Kenya.

1.4 Specific Objectives

- i. To examine the effect of the level of management on academic performance of principals in private secondary schools in Mandera County, Kenya.
- ii. To determine the effect of stakeholder involvement on academic performance of principals in private secondary schools in Mandera County, Kenya.
- iii. To assess the effect of resource allocation on academic performance of principals in private secondary schools in Mandera County, Kenya.
- iv. To evaluate the effect of school regulations on academic performance of principals in private secondary schools in Mandera County, Kenya.

1.5 Research Questions

- 1) To what extent does level of management affect academic performance of principals in private secondary schools in Mandera County, Kenya?
- 2) How does stakeholder involvement in schools affect academic performance of principals in private secondary schools in Mandera County, Kenya?
- 3) What is the effect of resource allocation on academic performance of principals in private secondary schools in Mandera County, Kenya?
- 4) How do school rules and regulations affect academic performance of principals in private secondary schools in Mandera County, Kenya?

1.6 Significance of the Study

The findings of this study will assist the MoE by allowing it to specify what authority should be assigned to the BoM in schools to deal with performance-related issues. The study will also assist instructors in developing guidelines for improving and maintaining high performance.

The findings will also be useful to public authorities and strategy developers in administrative sections in determining how best to construct arrangements supervising public in schools and establishing processes to ensure enhanced performance by private secondary schools. The MoE will also utilize the data to emphasize parents' critical role in implementing appropriate suggestions that improve school performance. The findings may also be useful to researchers and academics in terms of making recommendations for future research on strategic leadership techniques and academic success.

1.7 Scope of the Study

This study examined private secondary schools in Mandera County, Kenya. The study focused on leadership practices, stakeholder involvement, resource allocation and school rules and regulations as the major variables. The study was founded on Path-goal theory, transformational leadership approach, and trait leadership theory. The study targeted the Principals, heads of departments, and class teachers from selected private schools in Mandera County, Kenya. The time scope for the study was five months between June to September 2024. The geographical scope was limited to private secondary schools in Mandera County, Kenya.

1.8 Limitations of the Study

Some of the Principals, heads of departments, and class teachers were unwilling to provide the required data and information because of fear that they may be victimized within their schools.

1.9 Delimitations of the Study

This limitation was be solved through reassuring the would-be respondents that the research study is primarily for academic purposes only.

1.10 Assumptions of the Study

This study expects to be of benefit to Principals, heads of departments, and class teachers aiming to achieve sustained academic performance of students in private secondary schools hence produce desired outcomes.

1.11 Operational Definitions of Key Terms

Academic performance: The degree to which students, instructors, or the organization accomplish their purpose adequately and effectively with accessible assets.

Resource allocation This is a plan that you develop with the aim of making the most of the available resources at your disposal in a project.

School rules and regulations Refers to guidelines governing the school activities.

Stakeholder involvement Refers to the systematic identification, analysis, planning and implementation of actions designed to influence stakeholders

Strategic Direction An extended plan set by the organization.

Strategic Leadership Practices Pioneers' practices improve the association's upper hand over other contenders.

Strategies Are plans of activities or arrangements designed to accomplish significantly or by and significant points of optional public schools.

Strategy Vision An explanation that coordinates the pioneer about the ideal alluring and optimal future

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section presents the literature review for this study. It outlines the theoretical review of the study, empirical review in relation to the objectives, summary of knowledge gaps and conceptual framework.

2.2 Theoretical Review

This section incorporated theoretical thoughts and findings related to academic performance (Sinclair, 2007). This will make a justification separating, comprehension, and creating arrangements on techniques for inspecting associations inside well-disposed structures. The theoretical perspectives of assessing strategic leadership practices and academic performance included path-goal leadership, transformational leadership theory, and trait theory.

2.2.1 Path-Goal Theory

The Path-Goal theory was developed by Robert House (1974) which is the most effective contingency approach to leadership. This theory indicates that the leader main objective is to provide guidance, support, and help necessary for subordinates to achieve their own goals effectively besides the organization goals (Robbins, 2005).

The theory includes two situational contingencies; the first one is group member's personal characteristics, and the second is the environment of work.

Four different types of leadership practices are suggested by this theory namely, participative, supportive, directive, and achievement-oriented leadership practices. A

good leader should know which style to practice and when (Yarmohammadian, 2006).

Directive leader explains to the subordinates what is expected from them, provide guidance, and ensure procedures and rules implementation. The supportive leader pays high attention to the subordinates' needs and wellbeing. On the contrary the participative leader encourages the subordinate's participation in the process of decision making whereas achievement-oriented leader attempts to enhance the performance, defines the standards, and ensures achievement of these standards by the subordinates.

In relation to the study, the adoption of appropriate behavior depends on the change in situational factors like institutional culture, task uncertainty, and subordinates' characteristics. This suggests that educational leaders can adopt any of path-goal leadership approaches to motivate subordinates to fill learning gap and improve their academic performance. The assumption of path-goal leadership theory by educational leaders allows influencing subordinates' attitudes through clarifying the path, removing obstacles, and allowing the goal of improvement to be achieved in the educational institution. The adoption of appropriate approaches aided subordinates to satisfy their needs, and accomplished stated goals hence improve academic performance.

2.2.2 Transformational Leadership Approach

Odumeru and Ogbonna (2013) stated that this theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group. The concept was introduced by James Macgregor Burns in 1978 with further modifications by B.M Bass and J.B Avalio.

The central concept is change and the role of leadership in envisioning and implementing the transformation of institution performance.

When it comes to performance of an organization (school), teamwork has to be embraced and this is in relation to quality assurance that needs involvement of all stakeholders in an institution. Haris (2013) argued that the achievement of quality assurance demand unity of all members; this involves head of family to all students, governments having a role of encouraging the implementation by setting models of good practices, providing funding, and advice. While the universities going through their own process of soul searching to come up with the best system possible.

In connection to the study, this approach to leadership plays a major role in a school setting as it enhances the motivation, morale, and performance of everyone in the school through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers (Odumeru & Ogbonna, 2013; Bolden et al., 2003; Yun & Yazdanifard, 2013)

2.2.3 Trait Leadership Theory

Trait theory can be traced to Francis Galton's infamous work, *Hereditary Genius*, published in 1869. Galton hypothesized two important notions with regards to leadership: That it's a unique ability, possessed by certain extraordinary individuals, and their opinions and decisions can bring about radical changes. These unique attributes are part of their genetic makeup; therefore, leadership is hereditary.

Galton suggested that some people were “natural born leaders”, inheriting the talents required to lead groups of individuals. The general acceptance of trait-based leadership theory remained virtually unchallenged for around a hundred years when in the mid-20th century more modern ways of researching leadership started uncovered inconsistencies in the trait-based ideas.

Successful leaders have interests, abilities, and personality traits that are different from those of the less effective leaders. Through many researchers conducted in the last three decades of the 20th century, a set of core traits of successful leaders have been identified. These traits are not responsible solely to identify whether a person will be a successful leader or not, but they are essentially seen as preconditions that endow people with leadership potential.

The trait theory gives constructive information about leadership. In relation to the study school leaders can utilize the information from the theory to evaluate their position in the school and to assess how their position can be made stronger in the school. They can get an in-depth understanding of their identity and the way they will affect others in the school. This theory makes the school leaders aware of their strengths and weaknesses and thus they get an understanding of how they can develop their leadership qualities.

2.2.4 Theoretical Framework

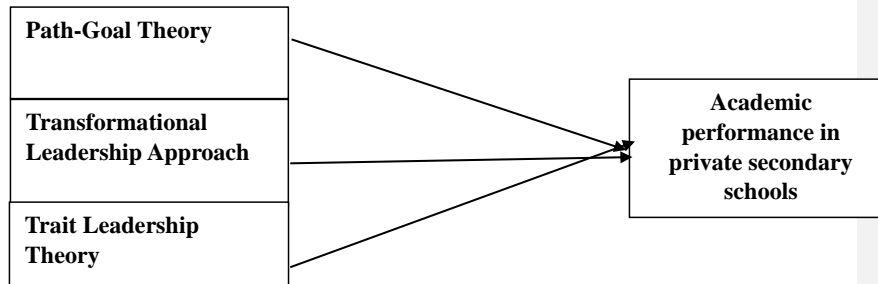


Figure 2: The Theoretical Framework

Source: Researcher, (2024)

2.3 Empirical Review

2.3.1 Level of management on academic performance

Ohio State University (2005) conducted a series of studies on leadership to find out the most important behaviors of successful leaders. They developed Leader Behaviour Description Questionnaire (LBDQ) to analyse leadership behaviour in numerous types of groups and situations. The LBDQ was administered, and the answers were subjected to factor analysis. Two leader behaviours emerged consistently as being the most important, consideration (recognition of Individual needs and relationships) and initiating structure (task or goal orientation).

Asunda (2013) studied leadership behavior and practices of secondary school headteachers in Nairobi. The study was carried out to establish leadership behaviour and practices, and to find out whether such factors as size of the school, qualifications of heads and teachers, and category of the school in the terms of sex of pupils, influenced the leadership style. The study involved 21 headteachers and 176 teachers from the then aided and assisted schools now referred to as public schools.

The study concluded that the teacher's perceptions of the head teacher's leadership behavior and style were influenced by factors such as sex, qualifications of the respondents and the size of their schools. Despite the study focusing on leadership practices the study did not look at it in relation to academic performance hence this study intended to investigate the effect of leadership style on academic performance.

A study by Rautiola (2019) on effects of leadership practices and secondary schools found that, in America, schools focus much on the effectiveness of the classroom and of the school at large. Majority of school heads in America employ participatory leadership style which involves stakeholders including teachers, principals, and parents to play roles in an organizational structure, curriculum, and instruction process. This study was carried out in America and study leadership practices while this study intends to relate leadership style and academic performance which was not done and also focus Mandera County.

According to Ozuruoke, Ordu, & Abdulkarim (2011) contended that in Nigeria, certain aims, and objectives to facilitate educational development were being set by the National Policy of Education in the country. In these objectives, heads of school had important roles to perform to make sure that there was success in realization of visions and missions. Among other roles, Principals were to give effective leadership in secondary schools to ensure that teachers are implemented their performance requirements and set targets. It seems however that many such principals have not considered their practices of administration as the determinant of students' academic performance in the state.

Isundwa (2015) looked at the influence of leadership practices on students' academic performances in secondary schools in Morogoro municipality, Tanzania. The study

found that there is a very negative influence of laissez-faire leadership style on students' achievement. Also, laissez-faire leader does not bother to tell subordinates their wrongs or weaknesses as they leave all tasks to them done independently leading to poor students' academic achievement. Wu & Shiu (2019) observes that laissez-faire is not a good leadership style to be used by school heads because complete delegation without follow-up creates performance problems. Wu & Shiu added that teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas combined with the performance monitoring done by school heads is a healthy way of enhancing discipline and better students' academic achievement of a school organization

Njuguna (2018) studied headteachers' leadership practices and students' KCSE performance in public secondary schools in Nairobi. The investigation centered on the balance between initiating structure and consideration dimension in leadership behaviour of headteachers, the demographic variables that affect the balance and students' KCSE performance. The study involved 320 teachers and 45 Principals. There was no significant relationship between leadership style and students' performance although the performance was negatively correlated to initiating structure, positively to consideration dimension.

Another assessment done by Sang, et al. (2019) shows that expecting to procure capability with the relationship between the techniques of initiative and understudy of optional institutions in Kenya had the clarification of the appraisal that the basic's association approach affected the scholastic execution concerning whether it included or avoided instructor's responsibility in it. Mutia (2015) inspected utilizing an illustrative correlational appraisal on essential authority style and church

progression in Kenya. The assessment consolidated a model size that contained 95 ministers and 387 pastorates. The outcomes showed a fundamental relationship between essential initiative practices and the social event's headway, studied by various things. Okode (2013) investigated the association between the essential authority practices of optional schools and the scholastic exhibition of public in Rachuonyo North District. The results suggest that there is a strong link between vital initiative types and academic execution.

2.3.2 Stakeholder's Involvement and Academic Performance

Knell (2016) carried out a study on relationship between teachers' involvement in school governance and pupils' academic performance in Nigeria. This correlation study indicated that those Principals who held the most favourable attitudes towards stakeholders' involvement perceived the stated organizational conditions as barriers to participation and those Principals who held less favourable attitudes towards participation did not perceive these conditions as barriers to involvement.

In addition, Misoloh (2011) carried out a study in South Africa and established that leadership is a very strong predictor of school performance and teachers, and students play a significant role in enhancing the academic success of a school. The study recommended that principals of secondary schools should be encouraged to use democratic leadership style since the style is positively related to students' academic performance excellence. In addition, teachers should actively be involved in the day – day activities of the school. The assessed few stakeholders but not general, this study intended to investigate the role of stakeholders on academic performance.

Du Plessis (2018) facilitated an examination on the effect of teacher experience on school violence in South Africa. The assessment showed that presumably the alarming limitation for instructors is dealing with savage public in the homeroom. Even though confrontations were not recorded step by step in each homeroom, most discretionary school teachers were obliged to deal with an understudy acting argumentative and standing up in their examination lobby. When an instructor fails to cater to the learning patterns of specific public, an appalling look might result (Lochan, 2010). When an activity isn't captivating, public are probably going to be depleted, which achieves unsettling influences, for instance, talking with one another during practices without assent, similarly as wrongdoing.

An assessment done in Zimbabwe by Tull and Hawking (2016) examined how emanation acknowledges a basic part in expecting conduct among public school shows that the information on how public see initiative procedures and their ability to change them, it may be determined whether they improve understudy execution. Tuli and Hawkings correspondingly express those outlooks cause public to respond to articles, conditions, or thoughts in a way that is considered either sure or badly designed. This can comparably be an environment masterminded by a person towards another individual, article, subject, or even natural factors. This assessment was done in Zimbabwe, an uncommon country from Kenya; like this, there is a need to study the adequacy of vital authority rehearses in driving scholastic execution inside Mandera County domain, Kenya.

Kibaara and Ndirangu (2014) conducted a study to investigate the effects of parents' involvement in their children's academic achievement in twenty-one public schools in Kieni West Sub-County in Nyeri County. The findings of the study indicated that

most of the parents interviewed participated in school events and activities and monitored their children's homework. The parents believed that their involvement is beneficial to the teachers in aiding in their children's education progress. In addition, most parents felt that organized parental involvement programmes can improve their relationship with their children. Major recommendations included identifying the type of parental involvement in place, parent's awareness programmes through seminars and workshops and holding teacher parents' conferences. Despite the study focusing on parents as the stakeholder the study did not look at in relation to academic performance.

2.3.3 Resource Allocation and Academic Performance

Kimberly, (2014) carried out a study on teacher perceptions of the effect of resource allocation on student academic achievement and student self-perceptions of success among Caucasian students (California). Through descriptive design the results indicated that there is a difference in the variety of resources students receive based on the school they attend. The main factor was the support from the parents and community. Those at a high wealth school donated much more than those at the low wealth school.

In Canada, a study conducted by (Wei, Clifton & Roberts, 2011) on physical resources and academic achievements among students, considers human and physical resources amongst the most important resources that shape the educational experience, and which ultimately determine the academic achievement of students.

The study notes that the Canadian government increased its national expenditure per student by almost 30% from the year 1998 to 2005.

In Nepal, a study conducted by Bijaya and Maharjan (2015) to investigate the effect of physical facilities on the learning outcomes of students established that due to the lack of physical facilities, the performance of students in community schools in Nepal was lower due to the lack of physical facilities. The study used a descriptive research design to collect cross sectional data concerning the status of the availability of physical facilities in institutional and community schools. Multi stage sampling technique was used to collect data, in three stages i.e. according to development regions in the first stage, rural and urban areas in each development region in the second stage and finally, the respondents were categorized into institutional and community schools in the third stage. The findings of the research revealed that most community schools faced problems of lack of physical facilities and as a result most of the students kept migrating from community to institutional schools.

Owoyeye and Olatunde Yarah (2011) examined school workplaces and academic accomplishment in optional school developing science in Ekiti State, Nigeria. They say that learning assets inside learning affiliations are vital for understudy scholarly execution. The assessment showed that accessibility of library assets, and labs in like way pick practical scholastic execution. In this specific condition, the evaluation displayed showing five-star graduate results, in vital initiative activities, goliath refreshes in learning and instructing are necessary measures.

Orodho and Bizimana (2014) conducted a study to assess the availability of learning resources in secondary schools in Huye District in Rwanda. The study used a sample of 619 respondents consisting of school administrators, teachers, and students. The results showed that the teaching and learning resources in the area of study were insufficient. In a study to determine the adequacy of resources provided by the Free Primary Education program, in Nyandarua County, Muthima and Mutinda (2015)

noted that resource centers in the locale of the study were inadequate. The study also revealed that the distribution of resources under the FSE program was not uniform. The disparity in the distribution of resources was associated to the differences noted in academic performance across different schools.

Akiri (2013) conducted a study in Ndaragwa District to investigate the influence of teaching and learning resources on academic performance of students. The study found that schools that had adequate resources registered quality grades in national examinations while those with inadequate resources experienced poor performance. These studies however focused on resources with other variables while the current study was concerned with the relationship of resource allocation with academic performance and focused Mandera County.

2.3.4 School Rules and Regulations and Academic Performance

Thornberg (2019) investigated the hidden curriculum of school rules delimited to the moral construction of “the good pupil” embedded in the system of school rules in two primary schools in Malaysia. He found that, the rule system mediated two moral constructions of the good pupil, including: benevolent fellow buddy and the well-behaved pupil. Thornberg suggested that schools need to construct rules and regulations that inculcate critical thinking and the possibility of questioning, critically discussing. He further suggested that rules and regulations that cannot be enforce critical thinking should be abolished.

Mukharjee (2015), who carried out a study on the standard of discipline in secondary schools in Mexico noted that during growth and development of students in secondary schools, they tend to misbehave by faulting school rules and regulations. So, some studies show that students, like the state, have positive opinion on school

rules and regulations while others have negative opinion. One of the objectives of having rules and regulations is to have children brought up to become good citizens. This implies that school rules and regulations help prepare students for life as adults who are better prepared to follow laws.

Docking (2010) carried out a study on application of punishments in schools in the United Kingdom and observed that, some punishments are appropriate and constructive while others are not desirable, baseless, and instead intended for instilling fear. He argues that some punishment such as corporal punishment should not be used because no evidence suggests they have produced better results academically, morally, or that to improve school discipline. Furthermore, he adds instead it may provoke students' resistance and resentment and lead to pro-violent behavior. Students turn to lying about their behavior to escape punishment.

Kigudu (2019) conducted research on what general overseen school norms entail for public' academic presentation in selected private assistant schools in Busiro County, Wakiso District, Uganda. The survey research approach employed in the evaluation was a cross-sectional examination plan. Exams, record audits, and meeting guidelines were also employed as data rule instruments. Four private schools in Busiro County, Wakiso District, were chosen at random to participate in the assessment. The standard disclosures were that the entirety of the schools have rules and rules, in any case, some are not in actuality known, some need a kind of alteration, and some need consistency in how they were done this way instigating ghastly execution since public make to be oblivious on such norms. The previous evaluation was carried out in Uganda, whereas the current assessment will be carried out in Kenya. A cross-sectional examination plan was also employed in the

evaluation. Information accumulated from a cross-sectional layout was not conscious for reviewing the characteristics in the particular income space. The cadenced development study utilized an expressive examination research plan zeroing in on get-together systematic data from a particular region.

Kiggundu Herbert (2019) conducted a study on the influence of Discipline Management on student academic performance in Private secondary schools in Kenya and the findings of the study revealed that all schools have written rules and regulations, but some require modifications, and others lack consistence in their implementation, which raises students' anger leading to violence, strikes and aggression. These studies have commented on the consequences of breaking school rules and regulations. This study focused on effects of school rules and regulations on academic performance in Mandera County.

2.4 Conceptual Framework

The conceptual is from a quantitative method of theorization that joins ideas that give an extensive understanding of wonder or marvels. Leadership practices, stakeholder involvement, resource allocation, and school rules and regulation (strategic leadership practices) are the independent variables. Academic performance is the dependent variable. (Figure 2.1).

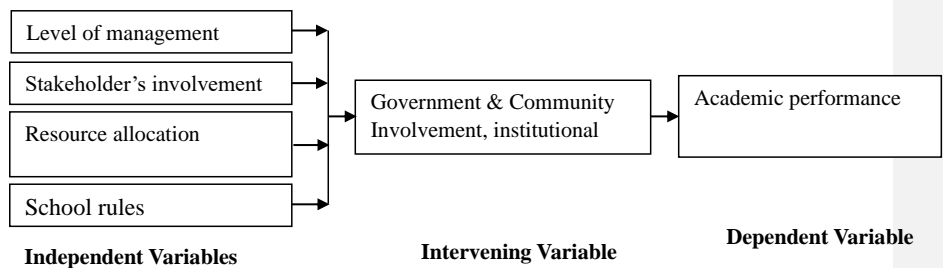


Figure 2.2 Conceptual Framework

Source: Researcher 2024

2.6 Operationalization

Table 1: Operationalization of the Variables

Variables	Dimensions	Measurement	Data Instrument	Method of Analysis
Independent Principals’ strategic leadership practices	• Level of Management	<ul style="list-style-type: none"> • Top level management • Middle level • Lower level of management • Level of leadership type • Decision making procedures • Level of student satisfaction 	<ul style="list-style-type: none"> • Questionnaire • Interview 	• Descriptive and Inferential Statistics
	• Stakeholders’ involvement	<ul style="list-style-type: none"> • Class attendance • Students’ monitoring • Students’ responsiveness 		
	• Resource Allocation	<ul style="list-style-type: none"> • Level of financial resources • Level of human resource 		

	<ul style="list-style-type: none"> • Access to Institutional knowledge • Number of teachers • Level of physical resources 		
<ul style="list-style-type: none"> • School rules and regulations 	<ul style="list-style-type: none"> • Level of Implementation of rules • Frequency of alerts and reminder • Level of Monitoring and evaluation • Level of student responsiveness • Level of Strategic surveillance 	<ul style="list-style-type: none"> • Interview 	<ul style="list-style-type: none"> • Inferential Statistics

Dependent Academic performance

Source: Researcher, (2024)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the researcher's scope of methodological procedures that were employed in the study. These includes research design, target population, sample size and sampling procedure, data collection instruments, validity and reliability of the instrument and data analysis techniques.

3.2 Research Design

The study used a descriptive design to analyze the strategic leadership practices impacting academic success in private secondary schools in Mandera County. Researchers used descriptive overview to acquire information to illustrate viewpoints, attitudes, discernments, and inclinations of examination subjects (Omar, 2015). A descriptive design is necessary because it provides an accurate portrayal or account of the characteristics. Qualitative research on the other hand, involves the interpretation of phenomenon without depending on the numerical measurements or statistical methods. It is mainly concerned with observing, listening, and interpreting phenomenon (Zikmund et al., 2010).

3.3 Target Population

Target population refers to many individuals, components, administrations, gatherings of families, and occasions that are now being researched (Zhao et al., 2013). The target population should exhibit specific distinguishing characteristics that the expert is looking for to draw the investigation's conclusions, Mugenda (2003). The target population for the study were 540 respondents, including

Principals, Heads of Departments, and class teachers from Mandera County's three sub-county.

Table 3.1 Target Population

Sub – county	Number of private secondary schools	Population Category	Population frequency
Mandera East	20	Principals Head of departments Class teachers	40 80 120
Mandera West	15	Principals Head of departments Class teachers	30 60 90
Mandera North	10	Principals Head of departments Class teachers	20 40 60
Total	45		540

Source: Mandera County Ministry of Education 2024

3.4 Sampling Techniques and Sample Size

Taherdoost (2016) refers sampling as a cycle in which the researcher searches for data or information to an entire population and relating the findings to the whole population. Stratified random sampling was used since it helps track down the ideal portrayal of the many respondents in a population. It ensures that every respondent gets equal chances of being addressed (Mugenda and Mugenda. (2003). Kothari (2004) population is stratified based on different features of the population and a random sample is picked from each stratum.

A sample size ought to be at least 10% of the target population for a study to create exact results. According to Mugenda and Mugenda (2003), when the study population is less than 10,000, a sample size of between 10% and 30% is a good representation of the target population. The researcher used 20% sample from the initial target group of 540 respondents, as shown in Table 3.2, using a stratified random sampling method. A total of 108 respondents were included in the study sample. Principals, Head of departments, and Class Teachers were be sampled from the sampled schools.

Table 3.2: Sample Size

Sub – county	Number of private secondary schools	Population Category	Population frequency	Sample Ratio	Sample Size
Mandera East	20	Principals	40	0.2	8
		Head of departments	80	0.2	16
		Class teachers	120	0.2	24
Mandera West	15	Principals	30	0.2	6
		Head of departments	60	0.2	12
		Class teachers	90	0.2	18
Mandera North	10	Principals	20	0.2	4
		Head of departments	40	0.2	8
		Class teachers	60	0.2	12
Total	45		540	100	108

Source: Mandera County Ministry of Education (2024)

3.5 Data Collection Tools

The researcher utilized both closed ended and open-ended questionnaires. More findings were accomplished from close-ended requests to ensure an obvious proposition in encouraging the surveys. Sekaran (2011) asserts that questionnaires are preferred

instruments of data collection in scientific studies because of their chance to capture respondent opinions in a structured manner and in written form for future reference. The questionnaire presented in Likert scale form and had two parts. Part A presented questions on demographic information Part B had questions concerning the objectives. Data collection involves selecting the right tools that are consistent with the design of the study and the techniques that was applied in the data analysis (Igwenagu, 2016). This study dominantly relied on structured research questionnaires in collecting primary research data.

3.6 Reliability and Validity of Data Collection Instruments

A questionnaire was utilized as a research tool to gather information. According to McGuirk and O'Neill (2016), using a questionnaire is the best way to collect data from many people while also ensuring that the respondents' privacy is protected. It is also seen to be more appropriate because respondents can react whenever it is convenient for them. The requests were adjusted to encourage responders to react to related requests that are more depicted.

The examination incorporated two sections. The first section covered demographic factors while the other section applied a 5-point Likert framework. The Likert scale instrument is known to have agreeable degrees of dependability across different settings. The respondents obtained articulations to show their degree of perception with one as the base choice concurred with five as the choice offer concurred.

3.6.1 Pilot Test

During the fundamental review, this testing aids in identifying basic concerns, describing the instrument, and determining its acceptability (Etchegaray & Fischer, 2011). This was done before the data was accumulated to evaluate the appraisal

instrument going before giving it. The evaluation looked at the importance of the examination centers since it overviews how much the appraisal instruments are hearty. Plus, it gave the researcher a thought of the period to complete social event data utilizing this instrument.

The pilot testing was done in three schools that did not participate in the real study. 9 Principals, 18 head of departments, and 27 class teachers of the three sub-counties in Mandera County, undefined from 10% objective individuals was used. Speed (2012) exhibited that 10% of everyone is fitting for pilot testing. Schools utilized were related to the fundamental evaluation.

3.6.2 Validity

The validity of the instrument was determined by the researcher through seeking opinions of experts in the field of study especially the researcher's supervisors and industry strategic management consultants. Validity entails the appropriateness, meaningfulness, and usefulness of inferences a researcher makes based on the data collected (Saunders, Lewis & Thornhill, 2009). An appropriate inference was one that was relevant to the purpose of the study while a meaningful inference will be one which said something about the meaning of the information obtained using the instruments. Content, criterion, and construct related validity were measured using the research instrument.

3.6.3 Reliability

Reliability involves the extent to which a measuring device is consistent in measuring whatever it measures (Saunders, Lewis & Thornhill, 2009). It involves a measure of the degree to which a research instrument yields consistent research or data after repeated trials. Reliability of the instruments is influenced by random error

which is a deviation from a true measurement due to factors that have not effectively been addressed by the researcher. Cooper and Schindler (2006) suggest that the reliability of each construct was examined to ensure the items collectively measured their intended constructs consistently as recommended.

In this study pilot method was used, which is an initial run-through of the procedures to be used in an investigation. The research instruments were distributed to few respondents not participating in the real study. Scores for each subject were computed. The researcher used the computer programs the statistical package for social sciences Windows and compute the Cronbach's alpha which is a measure of internal consistency, that is, how closely related a set of items are as a group. In this study a correlation coefficient of reliability of 0.7 and above was be accepted as a good measure of reliability and considered high enough to judge the instrument reliable for the study.

Table 3.3: Reliability Results

Variables	Cronbach's Alpha	Internal Consistency
Academic Performance	0.922	Excellent
Leadership practices	0.892	Good
Stakeholders'' involvement	0.756	Acceptable
Resource allocation	0.794	Acceptable
School rules and regulations	0.889	Good

Source: Research Data (2024)

3.7 Data Collection Procedure

The researcher obtained a letter from Lukenya University and further permission from National Commission for Science and Technology Institute (NACOSTI) for data collection. Permission to collect data from schools was also sought before data collection. As proposed by Cooper and Schindler (2006), it is ethical to seek permission when conducting scientific studies. Relevant stakeholders that the study affected were informed of the objective of the study and confidentiality of the information given. The questionnaires were self-administered to the respondents. The questionnaires were designed based on the deductive arguments of the theories discussed in the literature review.

3.8 Ethical Considerations

The researcher sought permission to conduct the research from the schools. Responsibility to the respondents included voluntary participation and informed consent prior to participation. To ensure the participants are not prejudiced, simple language and statements were used to describe the aim of the research and its procedures.

Responsibility to the profession were included accuracy in analysis, presentation and reporting of the study findings. Confidentiality and anonymity of the respondents was guaranteed. As noted by Kothari (2004) it is appropriate to seek permission from relevant stakeholder before data collection in any scientific research. For objectivity purposes of scientific research, stakeholders should be informed and the objective of the research explained to enhance willingness and high response rates from the respondents.

3.9 Data Analysis and Presentation

According to Kennedy et al. (2011), data analysis entails examining, clarifying, modifying, and showing information to display crucial information in order to choose end and rebuild dynamic systems. The information gained was checked for dependability, consistency, and fulfillment by assessment and inward consistency. The information in the Likert scale were coded through the usage of qualities relating to the quantity of choices in the examination question at that point reviewed through expressive assessments.

To examine the data, the researcher employed both correlation statistics and description. Tables, percentages, frequencies, and measures of central tendency was generated using SPSS software. The researcher used a correlation test to assess the link between leadership practices, stakeholder participation, resource allocation, and school rules and regulations. The researcher used multiple regression to find a significant predictor of strategic leadership practices on academic success. ANOVA was used to assess the model's goodness of fit. The findings utilized to analyze qualitative data using narrative statements based on the relevant topic areas employing the findings in prose form.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter described the analysis process of the data, presentation of the results and their interpretation from the collected information. The chapter also captured the response rate and the profile data of the respondents.

4.2 Response Rate

This study was carried out at Mandera County's three sub-county, that is Mandera East, Mandera West and Mandera North's 15 private secondary schools. 108 questionnaires were given questionnaires to fill out. Out of the total questionnaires, those successfully returned were from, 15 principals, 32 head of departments, and 50 teachers which indicate 89.8% which is deemed adequate for the study. Bryman & Bell, (2015) asserts that if the response rate is above the 60%, it is recommendable and therefore considered to be ideal for the research.

4.3 Pretesting Results

Table 4.1: Reliability Test

Independent Variables	Cronbach Alpha
Level of management	0.871
Stakeholder's involvement	0.742
Resource allocation	0.754
School rules and regulations	0.788

Source: Research Data

Table 4.2 above shows that Cronbach alpha coefficient for each of the independent variables is well above the lower limit of acceptability of 0.70 (Nassiuma and Mwangi 2004 and Mugenda, 2008). The results indicate that the questionnaire used in this study has a high level of reliability as each of the items relates to the independent variables for this study.

Table 4.2: Response Rate

Response rate	Sample size	Percentage
Returned questionnaires	97	89.8
Unreturned questionnaires	11	10.2
Total	108	100.0

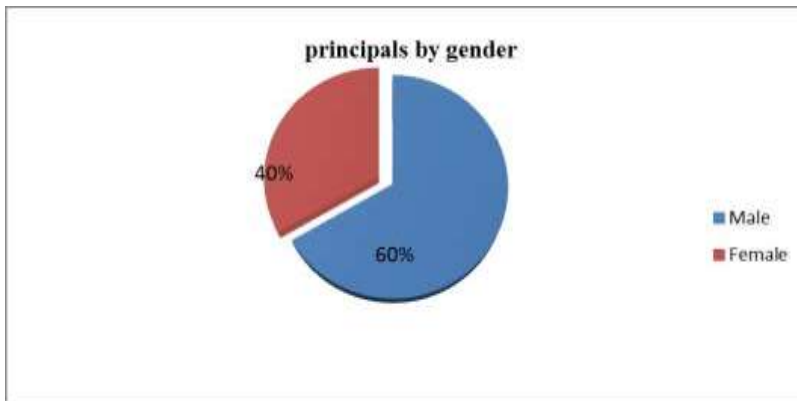
Source: Research Data (2024)

4.4 Demographic Information

This section contains information about the respondents' gender, age, degree of education, and job experience.

4.4.1 Demographic information of the principals

The demographic data for the principals was based on their age, gender, and academic credentials. The principals were asked to identify themselves by gender; the findings are represented in Figure 4.1



Source: Research Data 2024

Figure 4.1: Distribution of principals by gender

Regarding the gender of the principals, the data indicated that the majority 9(60%) were male respondents while 6(40%) were female respondents. The data clearly reveals that most schools are led by male teachers, indicating that there is a gender imbalance in the teacher deployment in this county. This could be as a result of the fact that in most mixed private day schools“ male teachers are still the heads hence making it difficult to sometimes solve issues affecting the girls in such schools.

4.4.1.2 Age of the Principals

The principals were questioned about their ages, which was an important factor in this research. The findings are tabulated in Figure 4.3.

Table 4.3: Age of the Principals

Age	Frequency	%
29 - 40 years	10	67.7
Over 40	5	33.3
Total	15	100

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Source: Research Data (2024)

The data in the above Table 4.3 indicates that majority 10 (67.7%) of the principals in the county are aged between 29 and 40 years while 5 (33.3%) are aged above 40 years. There was no one under the age of 29 indicating that most secondary schools in the county have principals who are middle aged and hence require refresher courses to enhance their administration capabilities and academic skills in handling academic performance. It is therefore evident that, the majority of principals have not been in their current schools for long which may have in one way, or another affected their effectiveness in enhancing academic performance in those schools.

4.4.1.3 Academic Qualification of the Principals

Principals were obliged to list their academic credentials to determine whether they have the necessary abilities and knowledge to improve academic performance in the classroom. The findings are tabulated in Figure 4.4.

Table 4.4: Academic qualifications of the principals

Qualifications	Frequency	%
B. Ed (Sciences)	4	26.7
B. Ed (Arts)	11	73.3
Total	15	100

Source: Research Data 2024

The findings stipulate that largest percentage of the principals 11 (73.3%) hold B. Ed (Arts) degree while 4(26.7%) are B. Ed. (Science) degree holders. As a consequence of the findings, all of the county's principals possess the requisite academic qualification, which is an undergraduate degree in Education.

4.2.1.4 Experience of the principals

The principals were requested to share their knowledge and experiences as the heads of school. The findings are represented in the Figure 4.2 below.

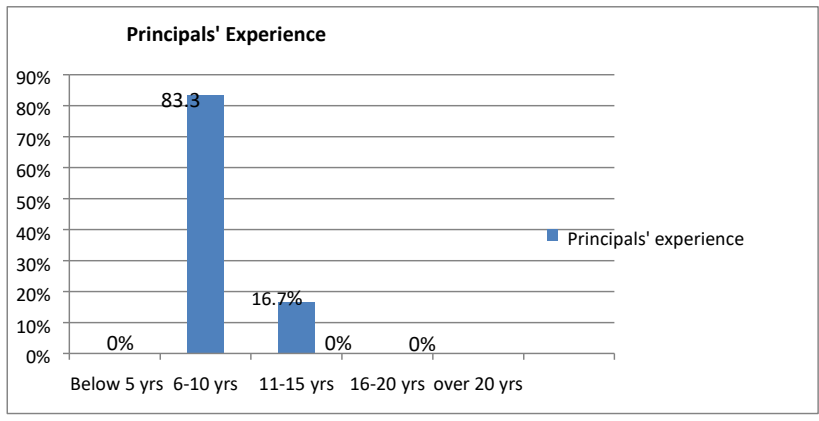


Figure 4.2: Experience of the principals

Source: Research Data 2024

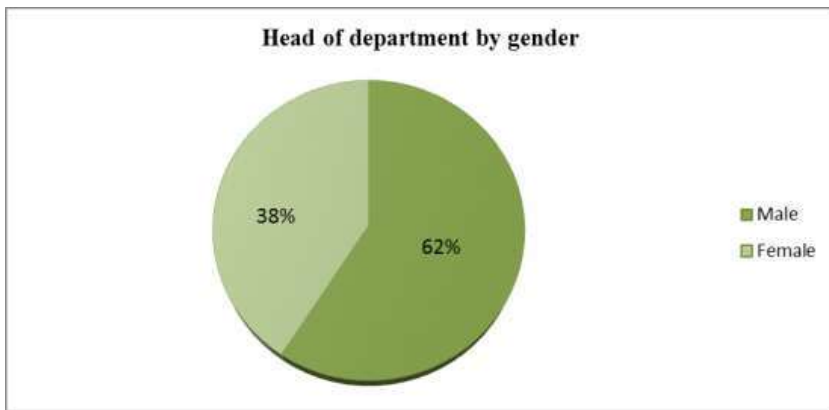
From the findings, majority of the principals 11 (83.3%) have been in the position for duration of 6-10 years, while 4 (16.7%) have served as principals for 11-15 years. The findings revealed that most deputy principals have not been in their roles for very long, with only a handful having more than 10 years of experience. As a result, their lack of expertise may be the explanation for their inability to properly manage the academic performance of their numerous schools As Goodwin (2016) puts it that, “..... experience is the best teacher”. Their lack of adequate experience could have led to them not developing appropriate mechanisms of improving or maintaining high academic performance in their schools.

4.2.2 Head of Departments’ Demographic Information

The demographic data of the H.O.Ds was based on age, gender, and academic qualifications.

4.2.2.1 Distribution of Head of Departments by Gender

The head of departments were required to state their gender to establish if there is equality in the access to education in the area. The findings are presented in Figure 4.6 below



Source: Research Data 2024

Figure 4.3: Head of Departments Distribution by Gender

The data indicates that there are more male head of departments 20 (62%) than female12(38%). The reason for the findings could probably because of the cultural beliefs of the communities living in Mandera East, Mandera West and Mandera North sub-counties which do not put much emphasis on female empowerment.

4.4.3.2 Distribution of Head of Departments by Age

H.O.D's were asked to state their age. The answers are as shown in Table 4.5

Table 4.5: Age of the H.O.D's

Age	Frequency	%
29 - 40 years	28	87.5

Over 40	4	12.5
Total	32	100

Source: Research Data 2024

The data in Table 4.5 clearly shows that the largest percentage of H.O.Ds (87.5%) are between the age of 29-40 years followed by those over 40 years (12.5%). The study results indicate that majority of the H.O.Ds are within the common age bracket for most secondary school H.O.Ds in other counties hence it's influence on academic performance.

4.4.2.3 Academic Qualifications of The H.O.D's

Respondent H.O.Ds were obliged to list their uppermost scholarly credentials. The outcome is listed in Table 4.6.

Table 4.6: Academic qualifications of the H.O.D's

Qualifications	Frequency	%
B. Ed (Sciences)	4	12.5
B. Ed (Arts)	28	87.5
Total	32	100

Source: Research Data 2024

The findings indicate that largest percentage of the H.O.Ds 28 (87.5%) hold B. Ed (Arts) degree while 4(12.5%) are B. Ed. (Science) degree holders. Therefore, the

result indicates that all H.O.Ds in the county meet the required academic qualification which is an undergraduate degree in Education. The major reason for better academic performance in secondary schools depends on the educational qualification. Besides, H.O.Ds who have undergone training and continuous guidance in handling administrative work are able to control and direct the moral values of the students and assist in administrative work.

4.4.3 Demographic Information of the Teachers

The instructors' demographic information was based on their age, gender, and academic qualifications.

4.4.3.1 Teacher Distribution by age

Teachers were asked to indicate their age in order to determine how it might affect their capacity to deal with issues in the classroom. The findings were as tabulated in Table 4.7

Table 4.7: Teacher Distribution by Age

Age	Frequency	%
Below 25 years	3	6
26-35 years	17	34
36-45 years	22	44
46-55 years	8	16
Total	50	100

Source: Research Data 2024

The majority of the teachers, 22 (44 percent), are between the ages of 36 and 45, with the remaining 17 (34 percent) falling between the ages of 26 and 35. The remaining 8

(16%) were between the ages of 46 and 55, with just 3 (6%) under the age of 25.

According to the data, the bulk of Mandera East, Mandera West and Mandera North Sub-Counties teachers are middle aged, and a younger generation of teachers has been incorporated into the teaching profession either through TSC recruiting or through school boards. However, the findings show that the majority of practicing instructors are between the ages of 36 and 45. This demonstrates that, because most instructors are new to their career, they may have difficulties in improving academic performance, particularly in the classroom.

4.4.3.2 Distribution of Teachers by Gender

To determine the character of the teaching personnel, respondents were asked to fill in their gender. The findings are presented in the Figure 4.4 below

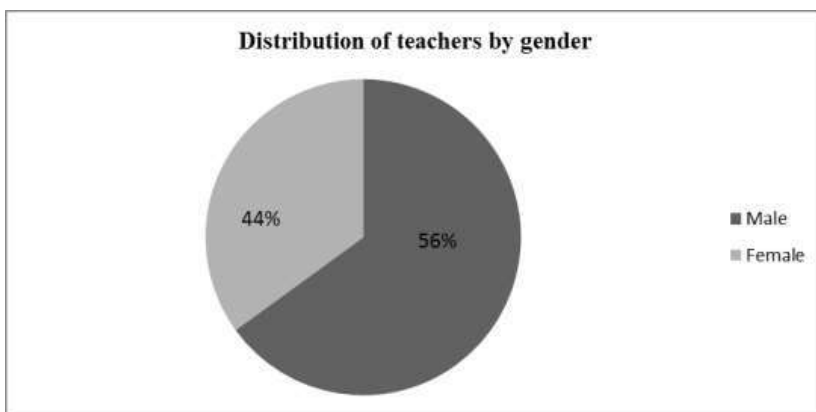


Figure 4.4: Distribution of Teachers by gender

Source: Research Data 2024

From the findings on the gender of teachers in figure 4.4 above, majority of them 28 (56%) were males while a few 22 (44%) were females. The findings indicate that there are notable changes in gender balance in terms of employment in the county with an increment of the female employment between 2013 and 2020. With the

improvement in gender balance in Mandera East, Mandera West and Mandera North Sub-Counties, students and staff are handled equally. For instance, sensitive issues touching on girls are allocated to female teachers who understands their issues while boys' issue are channeled to male teachers. This can in the long run influence the academic performance of students since they are equally taken care of. On the other hand, male and female teachers appeared to have equal advantage in terms of their physical appearance which can also have an influence on the academic performance.

4.4.3.3 Academic qualification of teachers

The professors were asked to name their most significant academic accomplishments. The outcomes are recorded on the Figure 4.5 below

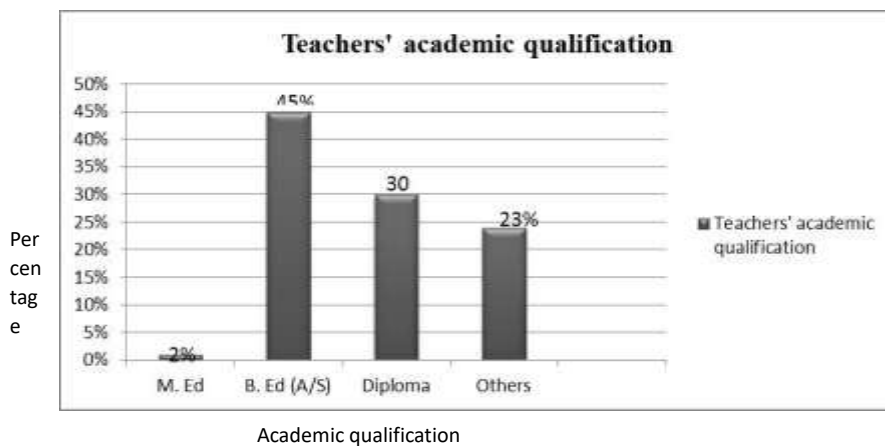


Figure 4.5 Teacher Distributions by Academic Qualifications

Source: Research Data 2024

From the findings on the academic qualification of teachers in figure 4.5 above, the majority of active teachers (45%) have a bachelor's degree in either science or arts, while just 2% have a master's degree. The rest are untrained instructors, with just

23% having professional credentials such as a diploma or post-graduate diploma. According to the findings of this survey, the majority of secondary school teachers in the County have the necessary professional credentials for their jobs. As a result, one of the strategic leadership strategies that determines academic success in secondary schools in Mandera East, Mandera West and Mandera North Sub-Counties is teacher certification.

4.5 Presentation of Findings

Both descriptive and inferential statistics were used to make inferences and interpret the data. This was done on all the three objectives under study as follows: -

4.5.1 Analysis of Academic Performance

The purpose of the study was to see if there was a link between strategic leadership and academic accomplishment in Mandera East, Mandera West and Mandera North Sub-Counties 's private secondary schools. As a result, this part was required for the study to determine a certain level of academic achievement in private secondary schools. The data was gathered using a 5-point Likert scale to determine how much respondents agreed with the questionnaire's recommended items. One signified severely disagree and five, the highest, indicated strongly agree on a five-point Likert scale.

Respondents were asked to assess the academic performance of private secondary schools in Mandera East, Mandera West and Mandera North Sub-Counties to better understand their academic performance. The responses are as illustrated in table 4.8.

Table 4.8: Aspects of Academic Performance

	Aspects of Academic Performance	Mean	Std. Deviation (SD)
--	---------------------------------	------	---------------------

1	The school's objectives and tactics are defined, quantifiable, and manageable.	4.286	0.978
2	Regular performance reviews are used to assess a student's performance.	4.184	0.972
3	Academic performance evaluations for pupils are linked to the school's strategic and yearly goals.	4.137	0.867
4	In reaction to performance data, quick corrective action is conducted.	4.041	0.999
5	We keep a close eye on students' academic progress and give useful data to a variety of stakeholders.	4.267	0.883

Source: Research Data (2021)

As demonstrated by their overall mean and standard deviation of 4.183 and 0.940, respectively, the majority of respondents agreed with the study findings, as shown in Table 4.8. They strongly agree that academic performance depends on a regular monitoring and provision of information to different stakeholders as shown by mean of 4.267; manageable, measurable, and specific school goals and strategies M=4.286; a strategic and annual goals tied to students' academic performance M=4.137; regular performance reviews are used to assess a student's performance M=4.184, and reaction to performance data, quick corrective action is conducted as shown by mean of 4.041.

The findings above are in support that academic performance is a crucial predictor on the quality of graduates at the highest level of education. According to Caballero et al. (2007), academic performance involves meeting goals, achievements and objectives set in the program or course that a student attends. These are expressed through grades which are the result of an assessment that involves passing or not certain tests, subjects or courses.

4.5.2 Analysis of level of management and Academic Performance

The study's objective was to determine how academic success is influenced by level of management in Mandera East, Mandera West and Mandera North Sub-Counties 's private secondary schools. Table 4.9 presents a summary of the findings.

Table 4.9: Analysis of Level of management

	Aspects of level of management	Mean (M)	Std. Deviation (SD)
1.	The principle promotes an open-door policy, in which students are welcome to meet with the institution's leader to discuss their concerns.	3.986	0.990
2.	Students are encouraged to bring fresh innovative ideas to the principal's attention.	3.847	0.759
3.	Before making any modifications to the school's food, the principal speaks with pupils.	3.617	1.073
4.	The principal gives pupils a role in setting the school's dress code.	3.440	1.200
5.	The principal set aside a certain day(s) in a week for interaction with students to deliberate on issues related to school's operation.	4.104	0.740

Source: Research Data (2021)

As indicated in Table 4.9, Respondents thought that level of management had a significant impact on academic success in private secondary schools, according to the general average mean of 3.80. The findings clearly demonstrate that the respondents highly agreed that the principal create time for interaction with the students to deliberate subjects related to the school's administration and management (M= 4.104, S.D=0.740).

The respondents also agreed that the head teacher motivates students to come up with creative ideologies (M=3.847, S.D= 0.759); that the head teacher brainstorms

with students before deciding on any adjustment to the school's meals (M=3.986, S.D= 0.990); and that the principal encourages students to bring new creative ideas (M=3.986, S.D= 0.990), as evidenced by their mean and standard deviation of (M= 3.617, S.D= 1.073; M= 3.440; Before making any modifications to the school's food, the principal meets with students, and the principal lets students decide on the school's dress code. These data backup Kiprop's (2012) assertion that school administrators are given strategic planning tools, which include establishing the school's academic performance direction.

4.5.3 Analysis of Stakeholder's Involvement and Academic Performance The research also intended to determine the influence of stakeholder participation on academic achievement in Mandera East, Mandera West and Mandera North Sub-Counties 's private secondary schools.

Table 4.10: Analysis of stakeholder's involvement

	Aspects of stakeholder's involvement	Mean (M)	Std. Deviation (S.D)
1.	Teachers attend workshops and training on classroom management matters	4.005	0.823
2.	Classroom rules are simple, specific, clear, and measurable	4.051	0.738
3.	The principal involves parents, teachers and pupils in maintaining discipline in school .	3.847	0.751
4.	Teachers are in charge of monitoring manuals, doing roll calls, disciplining those who disobey the rules, and making announcements.	3.935	0.961
5.	Teachers provide suggestions about how to improve academic achievement.	3.722	0.833
6.	Until the end of each instructional hour, students participate appropriately in all learning activities.	3.713	0.898
7.	Students are rarely pulled out of class to be disciplined.	3.778	0.913

8.	The principal shares experiences on academic performance management with colleagues	3.859	0.886
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Source: Research Data (2021)

Overall, respondents believed that stakeholder participation particularly that of teachers and parents, had an impact on private secondary school academic achievement, as evidenced by their response rate of 3.713 to 3.935. The findings shows that the respondents agreed that the principal involves parents, teachers and pupils in maintaining discipline in school (M= 3.847); that the teachers supervise the manuals, perform the roll call, discipline those who disobey the rules, and give announcements (M= 3.935); that the teachers suggest possible ways of improving the academic performance (M= 3.722); and that the principal shares experiences on academic performance management with colleagues (M= 3.859); that students engage correctly in all learning activities until the end of each instructional session (M= 3.713); and that class is seldom stopped for student disciplinary (M= 3.778).

These findings correspond to the views of Omar & Kavale (2016) who asserts that a strategic leader has the ability to persuade followers to attain the desired results. The principal and instructors are shown carrying out their responsibilities under their control in order to achieve a set of goals. The outcomes of this study support Taylor's (2007) assertion that a successful teacher is defined by their ability to govern their class. Furthermore, the majority of respondents believed that instructors attend seminars and training on classroom management issues, and that classroom rules are straightforward, explicit, and easy to follow. The response rates of M=4.051, S.D= 0.738 and M= 4.005, S.D= 0.823, respectively, are obvious and quantifiable.

Furthermore, the findings of this study corroborate those of Obiwuru et al. (2011), who suggest that strategic leadership skills (as exemplified by the principal and instructors) help followers (students) contribute successfully to the attainment of the organization's goals and objectives.

4.5.4 Analysis of Resource Allocation and Academic Performance

The goal of the study was to see how resource distribution affected academic achievement in Mandera East, Mandera West and Mandera North Sub-Counties 's private secondary schools. As indicated in Table 4.12, 8 items reflecting on elements of resource distribution and their impact on academic achievement in private secondary schools were provided in a Likert Scale, with respondents indicating their degree of agreement.

Table 4.11: Analysis of Resource Allocation

	Aspects of Resource Allocation	Mean (M)	Std. Deviation (S.D)
1.	Teachers have appropriate training to become curriculum experts.	3.830	0.892
2.	There are a number of criteria in place to encourage students to keep improving academically.	3.914	0.972
3.	The instructional materials are distributed evenly across the many disciplines.	3.898	0.962
4.	The school has a suitable number of instructors.	3.250	1.340
5.	The government's resources are allocated in accordance with the school's objectives.	4.176	0.917
6.	Until the end of each instructional hour, students participate appropriately in all learning activities.	4.041	0.820
7.	There is maximum utilization of resources allocated by the government.	3.725	0.991

Source: Research Data (2021)

Respondents tended to agree on most of the questions on resource allocation and its consequences on academic achievement based on mean response rate scores. As shown on Table 4.11. The findings show that the government's resources are aligned with the school's goals (M= 4.176); ensuring students engage in all learning activities correctly until the end of each instructional hour; and that a range of standards are in place to encourage continual academic growth (M= 3.914). Further, the respondents agreed that teachers have appropriate training to become curriculum experts. (M= 3.830); that the instructional materials are distributed evenly across the many disciplines (M= 3.898); and that there is maximum utilization of resources allocated by the government (M= 3.725).

However, there was a split opinion on whether there are enough instructors in school, as evidenced by a standard deviation of 1.340, even though a substantial majority of respondents agreed, as seen by a mean of 3.250. These findings support Joshua et al. (2017)'s claim that the goal of employee training and teacher development is to improve teachers' knowledge, professional skills acquisition, commitment to their jobs, and ability to deliver content effectively and efficiently to learners in order to entertain them and incorporate the real world into teaching. Furthermore, Muzaffar (2011) found that in-service teacher training increases teacher professionalism and classroom management abilities.

4.5.5 Analysis of School Rules and Regulation and Academic Performance The study also investigated the link between school rules and regulations and academic achievement in Mandera East, Mandera West and Mandera North Sub-Counties 's private secondary schools. The findings are summarized in Table 4.12

Table 4.12: Analysis of School Rules and Regulation

	Aspects of school rules and regulations	Mean (M)	Std. Deviation (S.D)
1.	Students are given a copy of the school laws and guidelines by the head teacher.	4.174	0.722
2.	The deputy principal has a rigorous clothing rule for students.	4.201	0.628
3.	Before leaving the school, the kids get authorization.	4.028	0.711
4.	The rules are clearly stated on the school bulletin board.	3.999	0.582
5.	The principle places a premium on fulfilling deadlines.	3.864	0.736
6.	The head teacher keeps a careful eye on everything to ensure that standards are met.	3.969	0.714
7.	Teachers, parents, and students all have a hand in developing school rules and regulations.	3.694	0.803

Source: Research Data (2021)

There is a favorable and significant link between school rules and regulations and academic achievement, as shown in Table 4.12. This is because, as seen by their mean response rate ranging from 3.864 to 4.201, the majority of respondents strongly agreed that school rules and regulations had an influence on academic success. The deputy principal is strict about students' dress code (M=4.201); the head teacher ensures that students get copies of the school's laws and guidelines (M=4.174); students get permission before leaving the school (M=4.028); laws are precisely placed on the school display board (M=3.990); and students get permission before leaving the school (M=4.028); and students get permission before leaving the school (M=4.028). As seen by their mean responses of 3.969 and 3.864, the principal stresses meeting deadlines and the head teacher actively oversees to ensure standards are fulfilled. The respondents also agreed that teachers, parents, and students are engaged in establishing school rules and regulations, with a modest answer of 3.694. These findings are similar to those of Harris (2003), who discovered that school rules and regulations provide kids with clear expectations by displaying what they should

and should not do. This improves attention in order to achieve greater results. It also agrees with the findings of MOEST (2001), who claims that the rules and regulations outline the anticipated conduct of instructors and pupils.

4.5.6 Correlation Analysis Output

Strategic leadership practices, such as level of management, stakeholder participation, resource allocation, and school rules and regulations, In Mandera East, Mandera West and Mandera North Sub-Counties , Mandera County, Kenya, they were investigated to determine if they were associated to academic success in private secondary schools. The degree, significance, and direction of the relationships among the independent variables (strategic leadership practices) and dependent variables were determined in this study (academic performance). Table 4.13 exhibit the Pearson correlation coefficients retrieved. The coefficients' strength was determined using the following criterion proposed by Sedgwick (2012): +/- .00 to .19 indicates a faint signal, +/- .20 to .39 indicates a weak signal, +/- .40 to .59 indicates a moderate signal, +/- .60 to .79 indicates a strong signal, and +/- .80 to 1.0 indicates a very strong signal. The test was carried out at a significance level of 0.05.

There was a substantial and favorable link between level of management and academic achievement ($r=0.988$, $p=0.000$, $p<0.05$), according to the data. Furthermore, as evidenced by ($r=1.000$, $p=0.000$, $p<0.05$), the data revealed a substantial and favorable link between stakeholder participation and academic achievement. Similarly, in private secondary schools, resource allocation was found to have a substantial and positive association with academic achievement ($r=0.956$, $p=0.000$, $p<0.05$). Furthermore, the data revealed a substantial and favorable link

between school rules and regulations and private secondary school academic achievement ($r=0.974$, $p=0.000$, $p<0.05$).

According to the findings, a change in level of management, stakeholder participation, resource allocation, and school rules and regulations would result in a change in academic performance within a unit. These findings suggest that favorable changes in level of management, stakeholder participation, resource allocation, and school policies are likely to lead to improved academic achievement.

Table 4.13: Correlations

		Academic performance	Level of management	Stakeholders'' involvement	School rules and regulations	Resource allocation
Pearson Correlation	Academic performance	1.000	.988	1.000	.974	.956
	Level of management	.988	1.000	.984	.997	.989
	Stakeholders'' involvement	1.000	.984	1.000	.967	.947
	School rules and regulations	.974	.997	.967	1.000	.998
	Resource allocation	.956	.989	.947	.998	1.000
Sig. (1tailed)	Academic performance	.	<.001	<.001	.003	.006
	Level of management	.001	.	.001	.000	.001
	Stakeholders'' involvement	.000	.001	.	.004	.007

School rules and regulations	.003	.000	.004	.	.000
Resource allocation	.006	.001	.007	.000	.

Source: Research Data 2024

4.6 Regression Analysis Output

The impact of strategic leadership practices like as level of management, stakeholder participation, resource allocation, and school statutes and regulations on academic achievement in Mandera East, Mandera West and Mandera North Sub-Counties private secondary schools was investigated using regression analysis.

4.6.1 Model Summary

According to the data in Table 4.14, strategic leadership practices and academic success in Mandera East, Mandera West and Mandera North Sub-Counties private secondary schools have a significant positive relationship. Variations in the academic performance of private secondary schools in Mandera East, Mandera West and Mandera North Sub-Counties may be explained by level of management, stakeholder involvement, and resource allocation, according to the coefficient of determination (R Square) of 1.000. These findings indicated that level of management, stakeholder participation, and resource allocation were all adequate factors for explaining academic achievement in Mandera County's private secondary schools.

From the findings, it shows that an improvement in strategic leadership practices will results in a positive change in academic performance. These implies that an improvement in level of management, stakeholders' involvement, resource

allocation, and school rules is likely to result into a positive change in academic performance.

Table 4.14: Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Durbin-Watson
1	1.000 ^a	1.000	1.000	.00000	2.144

a. Predictors: (Constant), Resource allocation, Stakeholders' involvement,

Level of management

b. Dependent Variable: Academic performance of private secondary schools in Mandera East, Mandera West and Mandera North Sub-Counties

Source: Research Data 2024

4.6.2 Testing the Model Fitness

The study looked at the validity of the model that was used to show the link between strategic leadership practices and academic achievement in Mandera East, Mandera West and Mandera North Sub-Counties 's private secondary schools. The model used to illustrate the relationship between strategic leadership practices and academic performance in private secondary schools under the research was statistically significant, as shown in table 4.14 ($f(3,4)=.000$, $p=0.000<0.05$). Level of management, stakeholder participation, and resource allocation were shown to be adequate predictors of academic success in Mandera East, Mandera West and Mandera North Sub-Counties private secondary schools.

Table 4.15: Testing the Model Fitness

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5067.200	3	1689.067	.	. ^b

Residual	.000	1	.000		
Total	5067.200	4			

a. Dependent Variable: Academic performance of private secondary schools in

Mandera East, Mandera West and Mandera North Sub-Counties

b. Predictors:(Constant), Resource allocation, Stakeholders' involvement, Leadership style

Source: Research Data 2024

4.6.3 Regression Coefficient

The results of the regression, as shown in Table 4.16, aided the researcher in identifying the impact of strategic leadership techniques on academic achievement. This was accomplished by looking at the coefficient, as well as the related t statistic and p value. Given $2.769E-12$, $t=.000$, $p=.000<.005$, the data revealed that level of management had a substantial beneficial influence on the academic performance of private secondary schools in Mandera East, Mandera West and Mandera North Sub-Counties . The findings indicated that an increase in the level of management applied positively impacts the academic performance of private secondary schools in Mandera East, Mandera West and Mandera North Sub-Counties by $2.769E-12$ units holding all other factors constant.

Furthermore, as indicated by $r=.891$, $t=2486458.408$, $p=0.000$, $p<0.05$, the data suggest that stakeholders' participation significantly influenced academic performance in private secondary schools in Mandera East, Mandera West and Mandera North Sub-Counties . The findings suggested that, if all other conditions remained constant, more stakeholder participation would result in improved academic performance in Mandera East, Mandera West and Mandera North Sub-Counties 's private secondary schools. Furthermore, the data revealed a favorable relationship between resource allocation and academic performance in Mandera

East, Mandera West and Mandera North Sub-Counties private secondary schools, as evidenced by $\beta = .110$, $t = 199394.740$, $p = 0.000$, $p < 0.05$. These findings suggested that a one-unit increase in resource allocation would result in a 0.110-unit improvement in academic achievement, assuming all other variables remained constant.

In conclusion, the findings indicate that stakeholders' involvement contributes the most to the model for determining academic performance as shown by $\beta = 0.915$ (91.5%). The stakeholders' involvement included teachers' course organization and preparedness, students' class attendance, students' monitoring by the teacher, and students' responsiveness. Also, the findings indicated that resource allocation was the second highest contributor with $\beta = 0.090$ (9%). The resource allocation included human, physical, and financial resources. As demonstrated by $\beta = 0.00$, level of management and school rules and regulations had the least impact on the model for predicting academic achievement.

Table 4.16: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-9.280E13	.000		.000	1.000		
Leadership style	2.769E-12	.000	.000	.000	1.000	.000	5818.800
Stakeholders' involvement	.891	.000	.915	248645.8408	<.001	.001	1219.178
Resource allocation	.110	.000	.090	199394.740	<.001	.001	1817.927
School rules and regulations ^b		.000	.000	.000	.000	.000	.000

a. Dependent Variable: Academic performance of private secondary schools in Mandera East, Mandera West and Mandera North Sub-Counties. **Source:** Research Data 2024

4.7 Discussion of Results

Teachers were found to be motivated by the head teacher's ability to transfer authority to them, treat all teachers equally, and include them in decision-making. The results of this study revealed that stakeholder participation in Mandera County private secondary schools was a strong predictor of academic achievement ($\beta=.891$, $t=2486458.408$, $p=0.000$, $p<0.05$). To increase academic success in private secondary schools, teachers must be active in the monitoring of students' behavior.

The study found that resource allocation was the second-best predictor of academic achievement in Mandera County's private secondary schools ($\beta=.110$, $t=199394.740$, $p=0.000$, $p<0.05$). The findings revealed that the government is on track with the school's goals; ensure students engage actively in all educational activities through till end of each class period. Lastly, that that the principal makes sure that each student has a copy of the school's legislation and requirements; that children receive permission to leave the school before departing; and that laws precisely placed on school display board; that the administrator sets a high priority on meeting deadlines, and that the head teacher closely monitors standards to ensure they are met.

Commented [U4]: Wrongly done! I gave you the demo to follow. What happened?

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents the summary of the findings, conclusions, recommendations, and suggestions for further studies. It also identifies research gaps that need to be filled by other researchers. The study's objectives guided the summary, conclusion, and recommendations. The study's major goal was to determine the link between strategic leadership practices/styles and academic achievement in private secondary schools in Mandera County's three sub-county, that is Mandera East, Mandera West and Mandera North.

5.2 Summary of Findings

The data was collected using a descriptive research approach. Principals, heads of departments, and instructors from several private secondary schools in Mandera County, Kenya, made up the target population of 540 people. Out of the sample size of 108 issued questionnaires to the selected respondents, 97 were fully completed and returned, resulting in an 89.8% response rate, which was an adequate sample size to ensure the findings were reliable. Cronbach's alpha was used to assess the study instruments' validity and reliability. All the necessary authorities granted permission to undertake research.

The study found out that there was a substantial link between the principal's level of management and academic achievement ($r=0.988$, $p=0.000$, $p<0.05$). More experienced heads of schools have better skills and can apply viable styles towards better academic performance in school. Teachers were found to be motivated by the head teacher's ability to transfer authority to them, treat all teachers equally, and

include them in decision-making. It was also revealed that the head teacher closely supervises the teachers to ensure that standards are upheld, even though some instructors preferred minimal monitoring so that they could do their jobs without being harassed by the head teacher.

Secondly, the findings revealed that stakeholder participation in Mandera County private secondary schools was a strong predictor of academic achievement ($\beta=.891$, $t=2486458.408$, $p=0.000$, $p<0.05$). To increase academic success in private secondary schools, teachers must be active in the monitoring of students' behavior. The presence of instructors among kids promotes a good attitude and discipline by instilling proper life values and morals. Teachers possess the ability to influence students' behavior positively since they can easily exercise authority and control over the students through constant monitoring. The study also revealed that teachers act as role models to the students and as well offer guidance and counseling. Furthermore, students have someone to whom they can forward their individual challenges and grievances which if left unaddressed can lead to poor performance. Furthermore, the survey discovered that some teachers credited and praised students for good performance, which encouraged pupils to work harder.

Thirdly, the findings revealed that the government is on track with the school's goals; ensure students engage actively in all educational activities through till end of each class period; and that a range of criteria are in place to encourage students continued academic progress; that teachers have appropriate training to become curriculum experts; that teaching materials are distributed equally throughout departments; and those the government's resources be used to their full potential. The research further showed that there was a mixed reaction about whether there is a sufficient number of

teachers; that teacher development is critical in improving teachers' knowledge, professional skills, and devotion to their jobs, resulting in the capacity to deliver information effectively and efficiently, resulting in improved academic achievement.

Lastly the findings demonstrate that school rules and regulations have a favorable and substantial association with academic achievement ($r=0.974$, $p=0.000$, $p<0.05$). The majority of respondents agreed that school rules and regulations affect academic performance; that the deputy principal is strict about students' dress code; that the principal makes sure that each student has a copy of the school's legislation and requirements; that children receive permission to leave the school before departing; and that laws precisely placed on school display board; that the administrator sets a high priority on meeting deadlines, and that the head teacher closely monitors standards to ensure they are met. Additionally, the data indicated that instructors and students interact to establish school rules and regulations, Professors are crucial in implementing school rules and regulations on pupil, resulting in enhanced academic performance.

5.3 Conclusions

The study concluded that level of management applied by the principal are seen to make tremendous contributions in enhancing academic performance in school. Those who took part in the study agreed that long experience for the principals is a primary prerequisite for enhanced academic performance. The study found that, while principals and teachers discussed school issues such as academic performance, the number of encounters they had wasn't enough, given the necessity for ongoing meetings for planning and monitoring students' academic development.

According to stakeholder participation the study concluded that there is a substantial influence on academic performance. In addition, the study promoted teacher participation in improving academic achievement. It thus advises against the presence of supervisory gaps. Proper supervision ensures students problems are addressed thoroughly and on time hence offering effective ways improving and maintain excellent performance throughout the years.

The study also concluded that resource distribution has a major influence on academic performance. According to the results of the study, there is need to boost the guidance and counseling department and make it more equipped with the necessary tools to help improve performance of its duties. This study therefore concludes that there is a dire need to establish continuous training and bench marking to enhance better academic performance.

Finally, the study concluded that school rules and regulations have an impact on academic achievement. Teachers, parents, and students must all be involved in establishing school regulations. Besides, there should be a regular reminder of the school rules and regulations provided to remind students of what is required of them therefore avoiding indiscipline cases that may trigger poor performance. There also need to involve parents and teachers in the administrative work and regular meetings to enhance the academic performance. Furthermore, administrators should motivate and encourage teachers to participate freely and joyfully in their responsibilities.

5.4 Recommendations

This research provides the following suggestions based on its results;

To establish a favorable climate for teaching and learning, the principal should utilize the most appropriate level of management that enable collective responsibility. Also,

capacity building programs should be developed by the school administration to strengthen both the principle and teachers in their leadership abilities and styles.

Teachers and parents of private secondary schools in Mandera County should be involved in problems of academic achievement in schools, such as dealing with student discipline, so that the administrator may focus on the overall management of the school. To guarantee that academic performance in the region is improved, the principal must collaborate closely with school boards of management and the ministry of education.

The need for keen management of private secondary schools in Mandera County which involve establishing strong administrative structures that include having departments run by qualified heads. The necessary policies and powers should then be given to these departments to improve school efficiency. The recruitment of principals and teachers at private secondary schools in Mandera County should be taken as a serious practice by the teacher's service Commission in order to ensure the deployment of the most qualified and experienced principals and teachers.

5.5 Suggestions for Further Study

This research is mostly quantitative and conceptual in nature. Qualitative research aimed at providing insight into strategic leadership techniques should be supplemented. An depth research is required to examine the tools and approaches that can help implement strategic leadership practices.

Besides, another study with the same variables should be conducted in other schools in different counties in Kenya to investigate whether similar results will be obtained to enable generalization of the findings. In addition, a comparison study will be

conducted in Mandera County between private secondary schools and public secondary schools to see whether similar results will be reached.

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APPENDICES

Appendix I: Interview Schedule for Principals

This study investigates effects of strategic management practices on academic performance in private secondary schools in Mandera County, Kenya. You are requested to provide answers to these questions based on the last three years. Your feedback to these questions will be handled with strict confidence.

- (1) What is the effect of management levels on academic performance in public secondary schools?

- (2) What is the relationship between stakeholder participation and academic performance in public secondary schools?

- (3) What is the influence of performance evaluation on academic performance in public secondary schools?

- (4) What is the contribution of resource allocation on academic performance in secondary schools?

- (5) In your own opinion, which are the strategies for improving academic performance in secondary schools?
