The aim of this study is to examine “effects of teachers’ adversity quotient on secondary school student’s academic performance in KCSE. Schools in Kenya are facing many adversities today (in the 21st century) unlike decades ago, such as drug addictions, early pregnancy, rape, parental problems, bullying, educational reforms and discipline cases that seem to affect the quality of academic performance in secondary schools across the country. In addition to the fore mentioned adversities are advances and changes in technology, ethnic clashes, and terrorism all which forms complicated adversities in education today. All this challenges seem to weigh heavily on secondary school teachers who are charged with the mandate of implanting the curriculum and caring for the students under them. Many secondary schools are now finding themselves under increasing pressure from all the stakeholders to improve/maintain high scores/mean grades in KCSE amidst these challenges facing schools today; the teacher’s role now in school today goes beyond the subject content. This has resulted into a conflict between the educators and the stakeholders who are focused more on academic test scores specially KCSE results. Studies have shown that adversity quotient is an inner ability that enables an individual to turn their adverse situations into life changing advantage. The way a teacher responds to adversity in their lives in general is most likely to affect his/her students’ way of responding to adversity and hence have some effects on the students’ academic performance. This study will be examining the effects of teachers’ adversity quotient (which is the measure of resilience to adversity) on students’ academic performance in KCSE. The locale of the study is Kiambu and Nairobi Counties in Kenya. The two counties border each other and interact frequently with each other hence they experience spillover effects from one another. The target population of this study is secondary school teachers in the two counties. Stratified and random sampling techniques will be used to select 85 schools from which a sample of 447 teachers will be drawn through simple random sampling to ensure that all subjects that make up the population under study stand equal chance of taking part in the study. The tools for data collection will be adversity response profile questionnaire; a self administered questionnaire for teachers and an interview schedule is designed to be administered to some 8 principals one from each school category. KCSE results for the schools in the study for the last two years will be used as the standardized measure for students’ performance which will be correlated with the teachers AQ. Descriptive-comparative survey design will be used in this study and data analysis will be both qualitative and quantitative. Descriptive statistics of frequencies and percentages will be presented in tables, pie charts or graphs. Inferential statistics of Pearson correlation moment will be used to test correlations of AQ of principals and teachers, while ANOVA and t-test will be used to test for significant differences between schools and between students’ performance in KCSE and teachers AQ respectively. The results of this research will be important to teachers’ curriculum developers, teacher training colleges and universities as well as the principals and their teachers in understanding how adversity quotient can be used to increase students’ academic performance. Adversity quotient can be learned and therefore may become an important tool of increasing students’ performance in schools.