

**STRATEGIC MANAGEMENT PRACTICES AND ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BELGUT SUB-
COUNTY, KERICHO COUNTY, KENYA**

KORIR ERICK KIPKEMOI

D53/CE/NKU/26577/2013

**RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS,
ECONOMICS AND TOURISM IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF BUSINESS ADMINISTRATION (STRATEGIC MANAGEMENT
OPTION) OF KENYATTA UNIVERSITY**

NOVEMBER, 2022

DECLARATION

The research project is my own work and has not been submitted to this University or other educational institution for any examination. No part of the project may be reproduced without the authority and/or permission of Kenyatta University.

Signature 

Date: 24.11.2022

Korir Erick Kipkemoi

REG: NO. D53/CE/NKU/26577/2013

I confirm that the work reported in this research project was carried out by the candidate with my approval as the appointed University Supervisor..

Signature: 

Date: 26/11/22

Dr. Kipkorir Sitienei Chris Simon

Department of Business Administration

School of Business, Economics And Tourism

Kenyatta University

DEDICATION

This research project is dedicated to Florence, my wife, and our three children, Adrian, Abigail, and Barack. I was able to complete the course mostly due to their unwavering support morally and physically as well as their cooperation understanding, and incessant prayers.

ACKNOWLEDGEMENTS

I appreciate God for directing my life and granting me success in my academics. Special appreciation go to Kenyatta University for seamlessly enabling me to study this course and I will be eternally thankful to my Supervisor, Dr. Kipkorir Sitienei Chris Simon and fellow faculty members in the Department of Business Administration, School of Business, Kenyatta University, for making it possible for me to accomplish the course successfully. I recognize to my friend Ohando Mariega and my classmates for their input and valuable comments and thoughts at various stages of my studies, not to forget Simon Kirui for his invaluable assistance with typesetting and binding services. Their innumerable efforts provided me with a better grasp of how to improve and develop this project work from the onset to its conclusion. I furthermore graciously salute my colleagues and employees at my two stations, Kiptere Boys and Ngariet Boys Secondary Schools, for their time and moral support.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
OPERATIONAL DEFINITION OF TERMS.....	x
ABBREVIATIONS AND ACRONYMS.....	xii
ABSTRACT.....	xiii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the study	1
1.1.1 Academic performance	3
1.1.2 Public Secondary School in Belgut Sub-County.	4
1.1.3 Strategic Management Practices	5
1.2 Statement of the Problem.....	9
1.3 Objectives of the Study	11
1.3.1 General Objective	11
1.3.2 Specific Objectives	11
1.4 Null Hypotheses.....	12
1.5 Significance of the Study	12
1.6 Scope of the Study	14
1.7 Limitations of the Study.....	14
1.8 Organization of the Study	15
CHAPTER TWO: LITERATURE REVIEW.....	17
2.1 Introduction.....	17
2.2 Theoretical Literature Review	17
2.2.1 Achievement Goal Theory	17
2.2.2 Social Cognitive Theory	20
2.3 Empirical Literature Review	23
2.3.1 Leadership Training and Academic Performance.....	23
2.3.2 Stakeholder Participation and Academic Performance.....	25
2.3.3 Performance Evaluation and Academic Performance	27
2.3.4 Resource Allocation and Academic Performance	30

2.4	Summary of Reviewed Literature and Research Gaps	32
2.4.1	Summary of Research Gaps.....	35
2.5	Conceptual Framework.....	38
CHAPTER THREE: RESEARCH METHODOLOGY		40
3.1	Introduction.....	40
3.2	Research Design.....	40
3.3	Target Population.....	40
3.4	Sampling Design.....	41
3.5	Data collection	42
3.6	Validity and Reliability of the Research Instruments	43
3.6.1	Validity of the Research Instrument	43
3.6.2	Reliability of the Instrument	44
3.7	Data Analysis and Presentation	46
3.7.1	Operationalization and Measurement of Variables.....	47
3.8	Ethical Considerations	48
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND INTERPRETATION		49
4.1	Introduction.....	49
4.2	Response Rate.....	49
4.3	Demographic Information of School Principals and HODs	50
4.4	Descriptive Analysis	53
4.4.1	Leadership Training and Academic Performance.....	54
4.4.2	Stakeholder Participation and academic performance.....	57
4.4.3	Performance Evaluation and Academic Performance	61
4.4.4	Resource Allocation and Academic Performance	64
4.5	Hypothesis Testing.....	67
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND		
RECOMMENDATIONS.....		71
5.1	Introduction.....	71
5.2	Summary	71
5.3	Conclusions.....	72
5.4	Recommendations of the Study	73
5.4.1	Suggestion for further studies	74
REFERENCES.....		75

APPENDICES	85
Appendix 1: Informed Consent Form	85
Appendix 2: Questionnaire for Heads of Departments (HODs)	86
Appendix 3: Questionnaire for School Principals	89
Appendix 4: Interview Schedule for BOM Chairpersons.....	92
Appendix 5: Distribution of HODS per Strata.....	93
Appendix 6: Distribution of the Respondents on the Sampling Frame	94
Appendix 7: List of Public Secondary Schools in Belgut Sub County.....	95
Appendix 8: The Distribution of Respondents per Public Secondary School	96
Appendix 9: Kenyatta University Research Authorization Letter	97
Appendix 10: NACOSTI Research Permit	98

LIST OF TABLES

Table 1.1: Belgut Sub County Average Performance in KCSE (2011 to 2015).....	5
Table 3.1: Cronbach’s Alpha Reliability Results	45
Table 4.1: Distribution of the Response Rate	49
Table 4.2: Distribution of Demographic Information on the Respondents	50
Table 4.3: Leadership Training Programmes and Academic Performance	55
Table 4.4: Stakeholder Participation in Management of Physical and Material Resources and Academic Performance	58
Table 4.5: Stakeholder Participation in Management of Student Discipline and Academic Performance.....	59
Table 4.6: Stakeholder Participation in Curriculum and Instruction Management and Academic Performance	60
Table 4.7: Performance evaluation and academic performance	62
Table 4.8: Resource Allocation and Academic Performance	64
Table 4.9: Analysis of Variance on Leadership Training And Academic Performance Using SPSS Version 22.....	67
Table 4.10: Analysis of Variance on Stakeholder Participation And Academic Performance Using SPSS Version 22.....	67
Table 4.11: Analysis of Variance on Performance Evaluation on Academic Performance Using SPSS Version 22.....	67
Table 4.12: Analysis of Variance on Resource Allocation on Academic Performance Using SPSS Version 22.....	68
Table 4.13: Analysis of Coefficient Determination on Strategic Management Practises And Academic Using SPSS Version 22	68
Table 4.14: Summary on null hypotheses.....	70

LIST OF FIGURES

Figure 2.1 Conceptual Framework of the Study	38
Figure 4.1: Effect of Leadership Training Programmes on Academic Performance ..	54
Figure 4.2: Relationship between Stakeholder Participation and Academic Performance	57
Figure 4.3: Performance Evaluation and Academic Performance.....	61

OPERATIONAL DEFINITION OF TERMS

Academic Performance	Outcomes in terms of extrinsic motivation, retention, self-efficacy and regulations.
Board of Management	A body corporate mandated by the Basic Education Act (2013) to govern public schools.
Concept of Self-Efficacy	To the views that a person may hold about his or her capability to deal with daily occurrences and accomplishing or complete a task successfully and favourably.
Head of Department	The first-line academic and administrative heads in a school duly appointed to that position by the Teachers Service Commission (TSC).
Leadership Training	A skills training programme for managers to improve their capabilities to influence those around them by inspiring teamwork and achieve better institutional results.
Management	The process of planning and effecting operational objectives and resources geared towards enabling an organisation to achieve pre-set goals.
Performance	Accomplishment, achievement, a desired result or intended result
Performance Evaluation	An on-going process applied to determine one's performance based on their job responsibilities and set strategic goal.
Public Secondary School	An educational institution which consists of Form One to Form Four.
Resource Allocation	The process of assigning available resources to different sections of an institution in such a manner that they can sufficiently sustain their intended purposes.
School Principal	An administrative head who is a teacher in a secondary school duly appointed to that position by the Teachers Service Commission (TSC).
Stakeholder Participation	Working with people to realize common goals and objectives. These may be parents and parent-teacher associations, NGOs or employer/ employee groups.

Stakeholders	People or groups or organisations that have an interest in the outcome of a decision-making process or project.
Strategic Management Practices	The process of designing and executing deliberate organisational initiatives to improve internal and external situations in an institution. They include leadership training, stakeholder participation, performance evaluation and resource allocation.
Strategic Management	A set of administrative choices and activities governing the long-run performance of an institution.
Strategy	A plan describing how an institution can realize its vision.

ABBREVIATIONS AND ACRONYMS

AGT	Achievement Goal Theory
ANOVA	Analysis of Variance
BOM	Board of Management
CEO	Chief Executive Officer
DfE	Department for Education
EMIS	Education Management Information System
FDSE	Free Day Secondary Education
HODs	Heads of Departments
ICT	Information Communication Technology
IOE	Institute of Education
KCSE	Kenya Certificate of Secondary Education
MoE	Ministry of Education
NACOSTI	National Commission For Science, Technology And Innovation
NGOs	Non-Governmental organisations
OECD	Organisation for Economic Co-operation and Development
OPRAS	Open Performance Review and Appraisal System
RBM	Results Based Management
SCT	Social Cognitive Theory
SMB	School Management Board
SPSS	Statistical Package for Social Sciences
TEAM	Tennessee Educator Acceleration
TLR	Teaching Learning Resources
TSC	Teachers Service Commission
UPE	Universal Primary Education
USA	United States of America
USAID	United States Agency for International Development
WSD	Whole School Development

ABSTRACT

Schools are finding it more difficult to develop strategic plans due to a shortage of financial and human resources which has a significant effect on their academic performance. Strategic management practices have been fronted as key determinants of academic performance in schools. The current study examined the effect of strategic management practices on academic performance in public secondary schools in Belgut Sub county, Kericho County, Kenya. The objectives of the study were to; determine the effect of leadership training; establish the influence of stakeholder participation; examine the influence of performance evaluation and to assess the contribution of resource allocation on academic performance. The study was premised on two theories; the Achievement Goal Theory and the Social Cognitive Theory. The study employed a descriptive survey design, which made it easier to comprehend the insight about the topic under investigation. The study's target population included all 37 public secondary schools in Belgut Sub County, as well as 37 school principals, 37 Board of Management chairpersons, and 227 departmental heads. The census sampling approach was used to select 37 School Principals and 37 Board of Management Chairpersons, while the stratified random sampling method was applied to identify 144 Heads of Departments. Data used in the study was obtained using three sets of self-administered questionnaires for School Principals, HODs, and BOM Chairpersons. To guarantee the validity of the instruments, the researcher relied on the professional advice of faculty members from Kenyatta University's School of Business. Cronbach's Alpha was used to calculate dependability, and an acceptable reliability value of 0.6 was obtained. Quantitative data was examined in terms of descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS) version 22.0 while qualitative data was examined through the use of content analysis. The outcomes revealed a gap in the leadership training program, as well as stakeholder participation in physical and material resource management, student discipline management, and curriculum and instruction management. According to the findings of the study, performance evaluation is crucial in addition to the appropriateness of resources given. Academic performance is impacted by elements like leadership training, stakeholder participation, performance evaluation, and resource allocation. The study recommends more leadership training programs that include retraining in management practices and modern pedagogy. Extra funds should be earmarked by the government, parents, family members, the larger community, and other stakeholders to stock laboratories, computer rooms, science rooms, and agriculture rooms. Teachers Service Commission, in collaboration with school principals, should improve teacher performance evaluation programs so that what is taught in the classroom is successful. It is postulated that a study be initialized on the strategic management role of Head teachers in increasing academic performance of learners in Kenyan public primary schools. The study concluded that leadership programs, stakeholder participation (managing physical and material resources, managing student discipline, and managing curriculum and instruction), performance evaluation, and resource allocation were significant predictors of academic performance in public secondary schools. The study is important for teachers, parents, quality assurance officers, education planners, curriculum developers, education administrators, and other stakeholders interested in strategic management and its impact on learners' academic achievement.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

"Strategy" originated from the Greek military and has been used over the centuries to define a sequence of activities aimed at achieving a certain military objective (David, 2011). "Strategy" in a school environment typically refers to the implementation of strategic plans that are linked to school administration, development, and increased performance. As a result, strategic management practices are entrenched in learning institutions solely through which school effectiveness is achieved (Kirui, 2012). These practices reflect the changing needs of educational institutions, course content, learner nature, organizational structures, and quality concepts, and have become an integral element of the educational process for its success (Kipkorir & Langat, 2015).

According to Kelechukwu (2011), the School Principal is in charge of managing the school's physical facilities, people, finances, curriculum, learners, infrastructure development, and school community relations. They plan, staff, organize, and regulate, co-ordinate, influence, and motivate, consult, communicate, and assess administrative and management aims and preferences to carry out this task. The School Principal's role as a strategic manager is to manage the school's assets in a way that allows him to meet the specified goals and objectives (Van, Wyk & Moeng, 2014).

Many scholarly surveys have reviewed the influence of strategic management strategies on learners' educational achievements in educational institutions all around the world. School inspectors warned that inadequate leadership was a main factor for poor academic results in roughly 3,500 schools in England (Glaze, 2015). Although strategic management is critical to the Head teacher's function in the school

governing body, Earley (2013) notes that many schools in England lacked it. It is for this reason that the Department for Education (DfE) assigned the London Centre for Leadership in Learning at the University of London, Institute of Education (IOE), the University of Bath and the University of Cambridge to study the effective management of school performance (Earley, 2013).

The study results indicated that the School Principal was the main individual that lead and harmonised the school's strategic direction. It was also evidently explained by Department of Education and Training in 2016 that a number of institutions were exhibiting some characteristics of strategic management by presenting strengths and weaknesses in a number of areas and committing a significant amount of time discussing with key stakeholders its strategic goals. According to the findings of the survey, schools are finding it more difficult to develop strategic plans for the next three to five years due to a shortage of financial and human resources. The study advised that school leaders receive more professional development in order to make strategic management more representative and meaningful for educational institutions.

In Ghana, the Ministry of Education established Whole School Development to rebuild the country's education system, which had deteriorated substantially during the 1980s (Akyeampong, Pryor, Westbrook, & Lussier, 2011). The Whole School Development initiative was carefully designed to boost primary educational programmes across the country by essentially improving the distribution of educational resources such as textbooks, the quality of teacher training and national assessment, the promotion of child-centred teaching practice in reading, writing, and

number work to enhance the quality of curriculum delivery in primary schools, inspiring public involvement in schooling, and stirring pedagogical prowess.

The Whole School Programme also aimed to promote participatory planning and resource management as a means of enhancing resource management efficiency by supporting both principals and teachers. Furthermore, Akyeampong, Pryor, Westbrook, and Lussier (2011) observe that Whole School Development focuses on devolved policymaking to increase grass root involvement in institutional development, management training for principals, school infrastructure, local government support, and capacity building to improve content delivery.

1.1.1 Academic performance

Aba and Osasu (2020), define students' academic performance as the level of performance in written works and exams. Zarifsanaiey et al. (2016) established that the performance level of students was largely increased by applying a blend of strategic management practices including training of tutors. Harray's (2008) study examined management practices in three New Zealand secondary schools and attributed the success of the schools to the strategic management practices that were at the core of the schools' culture. Notably, the above studies were on general strategic management practices whereas this study was on the relationship between specific principals' strategic management practices and students' academic performance. These management practices were; principals' use of strategic management plans, involvement of stakeholders, provision of schools' facilities and maintenance of schools' facilities.

Ahmadian (2018) explained that strategic plans are useful in the management of performance since it provides a clear summary of the required resource. According to

International Establishment for Educational Programme (IIEP) (2015), a strategic plan has clear goals and objectives hence is an administrative tool that assists an organization to improve its performance by ensuring that its individuals will continue to attempt similar goals and have them well accomplished. Pucci et al. (2020) noted that the engagement of stakeholders offers a powerful driver to create value.

Additionally, Steinberg (2006) asserted that involving the community physically drew parents into the schools and this effectively improved learners' academic achievement. As a result, Akomolafe and Adesua (2016) discovered a strong correlation between physical amenities and student motivation and performance. Conclusively, students' academic performance documented in an educational institution is largely dependent on the adequacy of physical facilities (Nicolas, Renata & John, 2014). Poor maintenance and inefficient ventilation systems can contribute to ill health among students and instructors, resulting in poor academic performance and increased absenteeism. According to Naigaga (2019), these characteristics may influence student behaviour and lead to increased levels of dissatisfaction among teachers and a bad learning attitude among students. Though these studies pointed at a linkage between some of the components of strategic management practices and learners' outcomes, they were however done in a different contextual framework.

1.1.2 Public Secondary Schools in Belgut Sub-County

According to the Kericho County Education Officer's report for 2012-2015, the county has 205 public secondary schools. Approximately 195 of them were designated as Kenya Certificate of Secondary Education (KCSE) centres. A rigorous examination of learners' academic success in the KCSE in Belgut Sub County over the last five years reveals a mean grade of 5.80. Table 1.1 shows the average KCSE performance for Belgut Sub County over the last five years (2011 to 2015).

Table 0.1: Belgut Sub County Average Performance in KCSE (2011 to 2015)

Year	A	A -	B+	B	B-	C+	C	Total Entry	Mean Score
2015	0	26	119	205	303	345	330	2326	6.21
2014	0	8	79	102	130	200	210	2021	5.80
2013	1	30	73	139	214	273	283	2081	5.73
2012	6	45	104	162	206	250	255	2052	5.84
2011	10	63	106	140	204	223	235	1781	5.42
Av. MS	3.40	34.40	96.20	149.60	211.40	258.20	262.60		5.80

Source: Kericho County Education Office: KCSE Performance Analysis of 2016

Despite the indication that the performance had been improving in the five consecutive years, the performance was way below the performance of other schools of the same rank in other regions. As such, it is good to establish the strategic approach in enhancing performance in secondary schools. For these reasons, the researcher got interested in the subject and was motivated to undertake a study investigating the consequences of strategic management strategies on academic performance in public secondary schools in Belgut Sub-county in Kericho County, Kenya.

1.1.3 Strategic Management Practices

According to Brito and Sauan (2016) study in Brazil, strategic management practices are a set of general practices or capabilities adopted by organizations to achieve better outcomes thus affect performance. The need for effective strategic planning has intensified because of the constraints in resources and increased expectations for accountability from external agencies such as state governments (Welsh, 2005). For identity, schools that operate strategic management programs have shared visions, shared mission statements formulated corporately, with independent variables in-built on which the respective schools hook shared goals that branch out to objectives and

guide their ultimate activities. Strategic management planning provides overall direction to the institution and is closely, related to the field of organization studies. It has been observed that long-term coordinated strategy was necessary to give an organization structure, direction and management for quality outcomes.

After the adoption of the Republic of Kenya's Session Paper No. 1 of 2005, the concept of results-based management (RBM) in primary and secondary schools gained traction in Kenya (Wango & Gatere, 2013). One of the goals of strategic management practices outlined in the Session Paper is to examine what the institution has to do in order to move forward over the next five years, as well as to determine where it wants to be now and in the future. Indeed, the Ministry of Education Strategic Plan 2006-2010 requires public organizations, including schools, to develop strategic plans to enable them realize their professional endeavours.

Leadership training, according to Nzoka and Orodho (2014), highlights the need of strengthening institutional leadership abilities. Interpersonal interactions, social influence methods, and the team dynamics that underpin the institution should all be included in such a training program. Contextual concerns around the human resource staff will also be covered in the training session. Awareness of the structural environment and socio cultural network links between the team and other groups in the company are examples of such elements. As explained by Rotich, Kipkirui, and Mutisya (2014), leadership training may be characterized as a planned, organized, and mission-driven endeavour aimed at strengthening institutional management and governance in order to increase performance. Leadership training helps an institution's leader to carry out certain tasks. Solving management anomalies, creating and accomplishing sustainable objectives, identifying potential among subordinates, planning subordinates' professional and administrative growth, succession planning,

mentoring, and coaching are only a few examples. Although the term is most usually associated with non-governmental organizations (NGOs), the concepts, ideas, and practices apply to any non-profit organization, including academic institutions (Akyeampong, Pryor, Westbrook & Lussier, 2011). Leadership development, also known as skill development, helps people gain the knowledge they need to contribute fully to the demands of the workplace.

The foundation for effective schools is good institutional management and governance, and improving the management skills and competency of School Principals is a worthwhile investment of time and money that benefits education (Nzoka & Orodho, 2014). The way a School Principal is trained in leadership is directly linked to learner's academic achievement since it expands their knowledge base, develops their academic abilities, and pushes them to work more. All of this aids academic staff in improving classroom instruction, which in turn aids learners' academic performance (Earley, 2013).

Moreover, in devising strategies to enhance school performance, attention must be given to the school's stakeholders. Individuals who are in a position to influence or be impacted by the result of a decision-making process or a project at an institution are referred to as stakeholders (Dookie, 2013). It might be parents, education-related NGOs, employee groups, parent-teacher associations, or even neighbourhood associations. The degree, to which the school's stakeholders participate in its administration and governance, as well as the School Principal's capacity to influence stakeholder involvement, may impact academic success. According to Mwirichia (2013), the School Principal's capacity to use both human and material resources might affect successful performance. The School Principal, for example, may engage

parents to help create teaching and disciplinary processes. They may also be involved in operational and administrative parts of the school, such as setting institutional objectives, employing workers, and distributing funds (Dookie, 2013).

On the other hand, in strategic management, performance evaluation, according to Fernandez (2011), is one of the most valuable teaching and learning techniques. This is because it gives essential input to the institution and its stakeholders regarding the quality of education that is taking place in the classrooms. Teachers have a greater impact on students' academic success than any other school-based aspect. Teachers are important in ensuring excellent education, as Phiri and Chileshe (2016) point out, and their instructional practice is one of the factors that affect teacher efficiency and its influence on teaching and learning. Teachers can enhance their teaching skills by evaluating their performance. Failure to properly assess instructors' teaching practices may have a detrimental effect on learners' output and educational goals (Bullis, 2014).

According to Fernandez (2011), performance evaluation helps teachers enhance their professionalism through improving teaching and learning. This allows them to eliminate ineffective teaching approaches and begin a well-defined educational procedure that ensures learning. The activity allows teachers to reflect on their teaching practices since performance evaluation is a measure for measuring against defined standards (Iraki, 2013). Teachers become more conscious of how they should behave themselves in the classroom and attention to the particular requirements of their students as a result of performance evaluation. According to Namuddu (2010), the School Principal can utilize performance assessment results to build in-service training courses, make decisions about teacher deployment, and offer feedback on real job performance of individual teachers.

Strategic planning also plays a key role in enhancing resource allocation within the school environment. Resource allocation, according to Mohammad (2011), is the act of apportioning resources to distinct sections of an entity in such a way that they may sustain their intended functions. According to Van Wyk and Moeng (2014), learner success is a snowballing function of present and historical asset gains like family socioeconomic status, peer influence, and establishment resource inputs. It is usually the School Principal's responsibility to rationally allocate resources, such as teachers, classrooms, facilities, and instructional resources, to fully meet the needs of their student population, while taking into account issues of impartiality and adequacy when deciding how to distribute scarce or limited resources at the institutional level.

1.2 Statement of the Problem

On the overall, KCSE results in many secondary schools in Belgut Sub County have remained low, with the Sub County's Mean Grade Score of 5.8 in the five-year period from 2011 to 2015 (Kericho County Education Office, 2019). The fact that the maximum KCSE National Mean Grade Score is 12, but the least Mean Grade Score necessary for university admittance is 7.0, makes this trend even more troubling. It also suggests that many students score badly on national exams, with just a small percentage qualifying for public university entrance, despite the fact that all secondary schools in Kenya follow a uniform national curriculum and take the same national exams. The findings of a research on teacher-level determinants of academic accomplishment on academic performance conducted in Kenya's Mumias and Kuria East Sub-Counties by Ejakait, Olel, Othuon, and Khasenye (2016) in Mumias and Kuria East Sub-Counties may provide an answer. Lack of motivation, retention, self-efficacy, and self-regulation were identified as important factors impacting academic progress among elementary school students. According to the findings, learners were

more motivated to learn when the institutional head and the whole learning environment were supportive and emphatic about teaching and learning processes and constantly supplied feedback using established academic assessment strategies. The findings of a study done in Germany by Steinmayr, Weidinger, Schwinger and Spinath (2019) to highlight how diverse factors of learners' motivation contribute independently to variations in their academic achievement may provide an explanation for this. Intelligence scores, past achievement, ability self-concepts, and task values in the learning domains of their tests, according to the study's findings, may have an influence on learners' academic performance in national assessments.

Mbera (2015) examined the relationships between head teacher leadership styles and academic success in Kericho County, Kenya, and discovered that private schools occupied 67 percent of the top twenty positions in 2014. The findings revealed that low success among students in public secondary schools was a serious issue that needed to be explored by all education stakeholders. Kirui (2012) investigated the effectiveness of strategic planning in secondary school administration in Kericho District. Problems influencing strategic planning in schools, according to the report, include non-existent training for Head teachers and teachers, strategic planning ability, and time arising from overloaded teaching schedule. The survey also discovered that schools lacked enough support from key stakeholders, and that frequent changes in head teachers had an impact on teaching and learning tasks. Furthermore, it acknowledged that the target schools' head teachers lacked vision, and that schools in general lacked the financial resources to cover all of the procedures necessary for developing strategic plans. In a separate study conducted by Kipkorir and Langat (2015) to determine the reasons for low academic performance in Seretut, Kericho West District, it was discovered that the educational level of learners'

parents, learners' socioeconomic background, the quality of learning facilities, and the number of teachers available in the schools all had an impact on learners' academic performance. The extent of studies attributed to the effects of strategic management practices on learner performance in Belgut Sub-county, Kericho County public secondary schools is rather small. The researcher believes that it is critical to explore the twin components of strategic management practices and students academic performance in secondary schools throughout the County so as to achieve the requisite high standards.

1.3 Objectives of the Study

They include general and specific objectives.

1.3.1 General Objective

The study aimed at investigating the strategic management practices and academic performance in public secondary schools in Belgut Sub-County, Kericho County, Kenya.

1.3.2 Specific Objectives

- (1) To determine the effect of leadership training on academic performance in public secondary schools in Belgut Sub-County, Kericho County.
- (2) To establish the role of stakeholder participation on academic performance in public secondary schools in Belgut Sub-County, Kericho County.
- (3) To examine the influence of performance evaluation on academic performance in public secondary schools in Belgut Sub-County, Kericho County.
- (4) To assess the contribution of resource allocation on academic performance in public secondary schools in Belgut Sub-County, Kericho County.

1.4 Null Hypotheses

- H₀₁:** There is no significant effect of leadership training on academic performance in public secondary schools in Belgut Sub-County, Kericho County.
- H₀₂:** There is no significant role of stakeholder participation in academic performance in public secondary schools in Belgut Sub-County, Kericho County.
- H₀₃:** There is no significant influence of performance evaluation on academic performance in public secondary schools in Belgut Sub-County, Kericho County.
- H₀₄:** There is no contribution of resource allocation on academic performance in public secondary schools in Belgut Sub-County, Kericho County.

1.5 Significance of the Study

The conclusions of the study may draw the attention of teachers, parents, school quality assurance officers, education planners, curriculum developers, and education administrators to strategic management and its effect on learners' academic performance.

The research outcomes divulged that leadership programmes for school principals had a substantial impact on academic performance in public secondary schools. This may allow educational planners to create a curriculum and a training program for school administrators, PTA and Board of Management members, teachers, and parents on effective strategic management practices.

The research findings disclosed that while teaching and learning resources were accessible, they were insufficient to completely support learning as envisaged by the Ministry of Education. Stakeholders including parents and the community may

therefore find it appropriate to support curriculum delivery to schools by contributing physical labour, materials, land and even funds. Stakeholders may also assist school administrations in the management of physical and material resources by constructing, repairing, and improving school facilities.

The findings acknowledged a link between stakeholder participation in student disciplinary regulation and academic performance in public secondary schools. As such, stakeholders including teachers, parents, family members and the broader community may consider finding a joint front in enforcing learners' discipline by ensuring a sense of morality and discipline among learners and this can help them to learn more effectively and perform better. The findings of this study may also be vital to civil society in their efforts to advocate for children's rights to excellent service delivery and sound corporate governance procedures in public secondary schools.

Moreover, from the scholarly investigation, the revelation indicated that there is a sizeable connection between stakeholder engagement in curriculum and instruction management and academic performance in public secondary schools. Consequently, parents, family members and the broader community may find it necessary to actively participate in fostering higher educational aspirations among learners, which may result in higher academic performance.

The study's findings signify that performance evaluation has a substantial effect on educational accomplishments in public secondary schools. As a result, School Principals, teachers, and Standards and Quality Assurance Officers from the Teachers Service Commission and the Ministry of Education may find it appropriate to take a collaborative approach to ensuring the fair and transparent implementation of academic standards in public secondary schools.

1.6 Scope of the Study

The current study was executed in Belgut Sub-County, Kericho County, Kenya, and focused on strategic management practices and how they affect academic performance in public secondary schools. The study was accomplished from July 2021 to September 2021 and targeted School Principals, Heads of Departments (HODs) and BOM Chairpersons in all the 37 public secondary schools in Belgut Sub-County, Kericho County, Kenya. The study adopted Achievement Goal Theory and Social Cognitive Theory. To realize the objective of the study, the researcher use descriptive survey design and quantitative data through descriptive and inferential statistics and the quantitative data postulated theoretically. The substance area for the study was limited to the effect of strategic management practices and academic performance in public secondary schools. Leadership training, stakeholder participation, performance evaluation, and resource allocation were the study's independent variables, whereas academic achievement in public secondary schools was the dependent variable.

1.7 Limitations of the Study

This is an aspect beyond the control of a researcher.

Several limitations were experienced by the investigator while conducting the study. First, the study was conducted during the rainy season, when many of the schools scheduled for interviews were flooded and muddy, making them inaccessible. To deal with these situations, the researcher rescheduled meetings on days when the weather was nice and the school calendar was less full. Second, some high-failure school respondents were unwilling to participate in the interviews because of fear of being victimized or other personal reasons. The researcher overcame this issue by assuring respondents of the study's anonymity and the knowledge that it was being conducted

only for scholarly purposes. In places where there were sample problems, the researcher gave respondents more time and double-checked their responses by interviewing them just after they finished their surveys. Third, the research coincided with the COVID 19 pandemic which had caused a delay in the analysis which would have been earlier. Moreover, the study was confined to strategic management practices and academic performance in in Belgut Sub-County, Kericho County.

1.8 Organization of the Study

This research project is organized in five chapters. The foregoing chapter consists of the background to the study. The background is given in respect to the research topic, strategic management practices, academic performance of public secondary schools in Belgut Sub-County, Kericho County. Further, the chapter presents the statement of the problem, research objectives and hypothesis of the study. The chapter goes on to present the justification of the study, scope and finally the study's limitations.

The second chapter provides the theoretical foundation of this research, and then provides the empirical literature with respect to each of the study variables. Further the chapter provides a summary of literature and research gaps for the study. Finally the chapter presented the conceptual framework that guided the study.

Chapter three outlined the research methodology in conducting this research. As such the chapter discussed the research design for the study, and then the philosophical foundation of the study was discussed. Additionally the chapter presented the target population, sampling design, study instruments, research procedures and data presentation and analysis.

Chapter four presented the findings starting with response rate followed by background information of the respondents. Findings were then presented in both descriptive and inferential statistics. Data was presented in tables and relevant discussions thereof. Chapter five outlined the summary, conclusions and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter Two sums up the study material from other scholars who have undertaken their study similar to the current study. Specifically, the section provides a theoretical literature examination on the upshot of strategic management practices and academic performance in public secondary schools in Belgut Sub-County, Kericho County. It also provides a conceptual framework outlining possible trends of action or preferable approaches to ideas derived from the literature review.

2.2 Theoretical Literature Review

This research is anchored on two theories: The Achievement Goal Theory and the Social Cognitive Theory and how they are cornerstone to the study.

2.2.1 Achievement Goal Theory

Achievement Goal Theory (AGT), as proposed by Joyce Epstein under an acronym TARGET-Target, Authority, Recognition, Grouping, Evaluation and Timing structures (Epstein J.L 1989), has been described by Ames and Archer (2018) as a psychosomatic presumption of intrinsic motivation that puts into consideration how philosophies and cognitions shape individuals geared to attainment or accomplishment. According to Dweck, Hong, & Chiu (1993), AGT is nurtured from social cognitive theories' concepts on academic motivation developed by Dweck (1986), Nicholls (1984), and Ames (1992). Ames (1992) describes achievement goals as specific drives that students have for their attainment related behaviour. Learners use these drives or impulses to acknowledge, shift in the direction of, or engage in scholastic errands of different nature. Ames (1992) accordingly concludes that objectives may influence, or motivate the academic behaviours of a learner in the way they accomplish classroom projects or activities. Similarly, achievement goals outline

a learner's integrated patterns of beliefs and reason for engaging in a learning task thereby designing a structure for experiences and interpretations in an achievement setting (Anderman & Wolters, 2006).

According to Ames & Archer (2018), empirical research has recognized two types of achievement goals: mastery and performance goals, which represent two forms of "approach tendencies" emanating from diverse environmental or instructional constructs. Conroy and Hyde (2012) explain that mastery goals are centred on school tasks with learners being primarily inspired premier in their tasks to comprehend how to perform and how best to do it. The behaviour pattern of mastery goal oriented learners is governed by self-efficiency, flexible cognitive strategies, interest in the specific task, pleasure in the work and desire to increase their knowledge base.

With a mastery goal, learners are preoccupied with creating new skills, acquiring a detailed comprehension of their academic tasks, showing an inherent motivation to learn and relying on their individual capacity as an element which directs their success (Ames, 1992). It is broadly advanced that scholars embracing mastery objectives are extra fundamentally inclined in the direction of academic activities and work for demanding tasks and erudition instead of being driven and enthused by peripheral factors such as grades, prizes and rewards (Elliot & Church, 1997; Nicholls 1984). Paraphrasing Elliot (1999), mastery goal oriented learners "endure despite the collapse and use of the hurdles they experience to advance their performance".

Conversely, performance based student largely emphasize on academic outcome (Ames, 1992). As Ong (2014) explains, they typically tend to manifest their capabilities, receive constructive opinion from parents, teachers, and classmates. However, learners who are performance goal oriented largely tend to view their

aptitude as rigid and cannot be altered for the better (Dweck, Hong, & Chiu, 1993). It is therefore not surprising that they usually put little effort and reluctantly perform a task when they encounter difficulties or impediments in their academic tasks or when they perceive that they are likely to commit mistakes.

According to DeShon & Gillespie (2005), these learners strive to score apex performance with diminished endeavour and explore various chances that accord optimistic evaluations. Similarly, they select chores that boost opportunities that seemingly manifest their competence and evade responsibilities that are likely to depict them as incompetent (Ong, 2014). These learners are active participants in subject areas and they desire for a comparison of their performance with others and earn recognition or evaluations. However, Grand and Dweck (2003) notes that these learners are likely to experience helplessness and debilitation when they receive negative feedback or setback in their academic chores. Similarly, they thrive on being recognized as smart learners and are extrinsically spurred by the output of their tasks, such as rankings, constructive verdicts, or by way of receiving substantial items (Morrone & Schutz, 2000). Core to a performance objective is aligned on an individual's capability, a sagacity of individual worth and aggressiveness.

Dweck, Hong, & Chiu (1993) hasten to clarify that notwithstanding the disadvantages discussed above, performance goals play a very crucial role when classroom teachers utilise them as supplements to mastery goals. Mastery goals are regarded as a pillar and performance goals serve as steps or control points in the course of learning delivery. Dweck (2010) urges teachers to ensure that performance goals are used to check specific strides being made along the learning journey and not to compare

learner's individual differences. More importantly, performance goals should not be allowed to be fail-avoidance focused.

Summing up, classroom scenario can affect whether learners embrace achievement goals which can positively or negatively impact on the adoption of mastery goals by learner. At the educational level, the core focus is not entirely de-emphasizing the quest of performance goals (often inevitable) but emphasizing to students the need to enjoy and embrace school assignments, affecting them to assume mastery goals (“I put a lot of effort on an assignment because I like it and it interests me”). It's also of utmost importance to note that the goals denoted through array of activities and shared by learners since they can impact the learning environment. Therefore instructive practices and division structures for teachers can either manifested or latently motivate either favourably or unfavourably class environment. This theory therefore conceptually anchors on dependent variables of the study as it focuses on the student output.

2.2.2 Social Cognitive Theory

The research traces its basis to Social Cognitive Theory (SCT). McCormick (2011) asserts that it was started in the 1960s by Professor Albert Bandura as the Social Learning Theory (SLT) and developed to its present state in 1986. SCT is used in different fields including management, psychology, education, IT and theorises that people attain and preserve behaviours by surveying external and internal social reinforcement. Among the core concepts related to the SCT framework are self-efficacy, observational learning/modelling, facilitators (and barriers in other instances), and self-regulation. All these concepts are considered important in influencing behaviour. SCT also concentrates on physical and intellectual stimuli that influence learning and behaviour. Bandura (2006) asserts that knowledge is learnt

from each other and such learning involves observational learning, imitation, and modelling.

SCT also employs the concept of self-efficacy, which Bandura (1977a) describes as the ability of an individual to determine how best to accomplish courses of action that are essential for dealing with potential circumstances. Bandura (1997b) suggests that belief in self-efficacy stimulates people's choices and may upsurge their accomplishments and well-being. Usually they select tasks and activities that they deem most capable of doing and avoid those that they have least confidence. According to Bandura (2010), an individual may have little motivation and encouragement to participate in an activity if he or she is doubtful that the activity will accomplish the anticipated outcomes. Therefore, the managerial behaviour of a School Principal can often be predicted by the beliefs he or she holds about his or her competences and not by what he or she can actually achieve (McCullers & Bozeman, 2010).

Going by the explanations offered by Bandura (2010), it may be concluded that an individual may have little motivation to take part in an activity if he or she doubts that the activity will accomplish some expected outcomes. It follows therefore that the managerial behaviour of a School Principal can often be predicted by the beliefs he holds about his managerial competences rather than what he can actually achieve (Iyanda & Oluwaseyi, 2017). The benefits associated with strong self-efficacy therefore positively influences the managerial competence of the School Principal as propels them to efficiently implement acquired administrative skills in real-life situations (McCormick, 2011). Confident School Principals with strong self-efficacy

anticipate successful outcomes and is confident of reaping individual and professional rewards and greater career options from the quality of their administrative decisions.

On the contrary, School Principals displaying low self-efficacy lack confidence in their managerial and social skills often anticipate curtailed professional possibilities (Mathisen & Bronnick 2009). Bandura (2010) asserts that the School Principals' self-efficacy usually translates into efficient didactic and pedagogical observations since they are more likely to search for a deeper mastery of the subject matter. Besides, the School Principals are also likely to be accommodative to new ideas that enhance effective teaching. The School Principals are also likely to initiate more relevant and challenging pedagogical targets for themselves and their teachers, an effort that is more likely to upsurge the likelihood of success.

Iyanda and Oluwaseyi (2017) also suggest that learning happens through auxiliary experience, oral influence, and environmental circumstances. Modelling, or the setting whereby one perceives another person's behaviours, adopt them as theirs; support the learning process (Woolfolk, 2011). Therefore, using modelling in the classroom may help learners to reach their potential. For instance, if a learner notices a positive consequence from a particular type of behaviour, it is most likely to repeat the behaviour itself. Inversely, observing a negative consequence from a particular type of activity is likely to deter the learner from imitating that activity. Apart from their peers in the classroom, learners also learn by imitating their teachers (Flosason, McGee & Diener-Ludwig, 2015). Learners will for instance imitate a teacher who holds them to a level of responsibility and such observable behaviours ascribed to their model teachers such as confidence, kindness, hard work, diligence, punctuality responsibility and motivation will come out in them naturally.

2.3 Empirical Literature Review

Several scholars in Kenya and globally have recently investigated strategic management methods and their effects on student academic achievement. Specifically, the study incorporates empirical information from previous studies on the link between secondary school learners' academic achievement and strategic areas such as leadership training, stakeholder participation, performance evaluation, and resource allocation.

2.3.1 Leadership Training and Academic Performance

Kyahurwa (2013) studied challenges confronting Primary School Principals while managing the school curriculum in Gauteng Province, South Africa. The study which used Purposeful Sampling Techniques indicated that School Principals did their best to accomplish their professional obligations as instructional leaders. However, they were confronted with several setbacks including lack of information, resource deficiency, low teacher morale and overloaded school timetables, amongst others. The study emphasised the need for School Principals to be trained and continually supported to competently perform their duties. In the current study principals of secondary schools were trained on management information system and educational research methods and techniques.

Osagie and Umemeifu (2016) carried out a study on the leadership styles of principals who thrived in attaining scores overtime in the superior School Certificate Examination (SSCE) in Edo State, Nigeria. The study findings considerably supported the supposition comparative to five facets of change leadership and learner's achievements in the SSCE. The conclusion also showed that transformational leadership was an outstanding aspect of school achievement. The findings in the current study indicated that principals need to be retrained on general

office management, human resource management in education and marketing in educational set-ups. However, there is adequate training on rapporteuring, report writing, production & editing,

Nzoka and Orodho (2014) analysed strategies employed by school administrators to enhance scholastic achievements of learners in secondary institutions under the FDSE in Embu County, Kenya. It was established that the government found institutional heads acquainted with management practices more valuable in policy implementation inside their institutions. The study suggested that institutional heads should be intensively trained in educational management so as to enrich academic performance in their institutions. The results in the current study showed that pedagogical and psychological topics were part of the training programmes

In Homa Bay County, Kenya, Obama, Akinyi, and Orodho (2016) investigated head teachers' leadership styles and scholars' scholastic accomplishment in civic secondary schools. According to the findings of the study, school principals used a variety of leadership styles, some of which are leaned to democratic and transactional, while some are majorly authoritarian and laissez-faire. Nonetheless, the data demonstrated that a substantial chunk of School Principals lacked the sorts of leadership behaviour that supported conditions favourable to successful teaching and learning or could not be depended on to improve academic achievement. The research proposed that School Principals should be encouraged to take up management courses that were geared towards enhancing learners' academic performance in their respective schools. Therefore there is need to identifying specific course content which has the highest output. The findings in the current study showed that principals were trained in professional matters and law related to education.

2.3.2 Stakeholder Participation and Academic Performance

Dookie (2013) evaluated how much parents supported learning in Trinidad and Tobago. The study findings showed that parents were usually involved as salient contributors to learners' academic accomplishments. However, the study also found that teacher quality was also a causal factor in some areas. The study also found some barriers to parental involvement that originated from the school and from home and recommended the formulation of parental involvement policy to provide guidance in this area. The results in the current study indicated that Stakeholder participation has an influence on academic performance in public secondary schools.

Nicholas (2000) investigated the dynamics of stakeholders' engagement in school management in Karachi, Pakistan. The findings demonstrated that individual, institutional, and group dynamics had a substantial impact on stakeholders' engagement. For effective stakeholder engagement, the research advised broader participation in policy creation and the use of a participatory management strategy. In Ramtha City, Irshield and Teacher (2018) investigated the effects of scholars' participation in the management progression in schools on their scholastic success. According to the findings, engaging students in leadership roles directly affects their academic performance, whereas this focused on students' leadership role. The current study focused on the physical facilities as put up by other stakeholders in academic performance of students. The findings in the current study showed that stakeholders participate in the management of physical and material resources in secondary schools..

Stakeholder engagement in school performance monitoring systems was investigated by Henry, Dickey, and Areson (2013) in Virginia. The study identified four

responsible groups: trainers, education organization representatives, school superintendents and school board members. According to the survey, stakeholder involvement has a favourable impact on school system growth and learning results. In the current study the stakeholders take part in equipping libraries, laboratories and take part in face-lifting of schools.

Yaro, Arshad, and Salleh (2017) explored the community discernments on secondary education eminence in Sokoto State, Nigeria. According to the study's findings, adequate instructional materials, edifying infrastructure, conveying the "right" acquaintance, achieving learning "benchmarks," educator support and wellbeing, establishing a learning-friendly environment, and the accessibility of top notch teachers are all indicators of high-quality education. This finding suggests that a systems-based educational quality framework be used to drive school reform activities in Nigerian secondary schools that replicate the principles of provincial stakeholders. In the present study the stakeholders provide funds for purchase of textbooks.

Nyandwi (2014) investigated the aspects leading to low educational accomplishment among secondary school learners in Tanzania's Sumbawanga District. Low parental affluence, insufficient laboratory space, and long walking distances to school have all been discovered to have a substantial effect on children's low academic success. Deficiency in English language competency, insufficient teaching and learning resources, a shortage of instructors, and a lack of library facilities were also identified as factors impacting poor academic attainment. As a result, academic performance has been seen to decrease year after year, owing mostly to issues at school and at home. According to the report, Sumbawanga District Council and other educational stakeholders should give learning materials to its schools because most parents do not

have the financial means to satisfy their children's academic needs. In the current study stakeholders contribute immensely in the provision of learning materials, purchase of furniture and physical structures.

Gichohi (2015) conducted a research on stakeholder participation in schools in the twenty-first century for academic success in Nakuru Municipality public elementary schools. The findings demonstrated that most schools welcomed stakeholder participation, and therefore school management committees were actively engaged in managerial decision in schools. The study moreover revealed that there was need to inform parents to be proactively engaged in their children's class consultations. The research recommended for more funding for uplifting all inclusive activities that enhance the learning environment and in most schools an all inclusive management influenced positively academic achievement to a large extent. In the current study the focus was on the contribution of stakeholders on academic performance. The results indicated that stakeholders also participate in management of student discipline.

2.3.3 Performance Evaluation and Academic Performance

Bogart (2013) studied K-12 teachers' understandings of the Tennessee Educator Acceleration (TEAM) assessment system in school districts in Northeast Tennessee, USA. The study's findings revealed that teachers organized their lectures in a systematic manner that was primarily focused on the assessment criteria. The study also discovered that the classroom methods were preoccupied with higher order thinking skills. As a result, it was suggested that teachers employ formative assessment tools during the evaluation process. The study also suggested that administration employees receive further training on their roles in evaluating school-based teaching and learning programmes. In the present study performance evaluation has an influence on academic performance in public secondary schools.

Bullis (2014) investigated teacher performance ratings and how they influenced the teacher assessment process in the United States state of Illinois. According to the findings, performance evaluations supported teacher growth, determining the quality of a teacher's instruction, promoting qualified teachers, and removing ineffective teachers. The study also revealed that performance ratings can harm teachers' morale, impede their advancement, and, in the worst-case situation, create stress. The results in the current study showed that performance evaluation rate teachers' effectiveness in the classroom, provide feedback, guide in the professional development, build teamwork among teachers and key to quality academic performance in secondary schools.

Namuddu (2010) examined the impact of staff assessment techniques on instructor success in Aga Khan Schools in Kampala, Uganda. According to the study's conclusions, school evaluations should be thorough enough to examine practical and specific performance criteria while also leaving instructors feeling confident and empowered. Performance evaluation, in the current study, influence academic performance because it helps in ensuring adequate distribution of instructional materials and provision of teaching and learning resources for improved performance.

Ibukun, Oyetakin, and Akinfolarin investigated the impact on academic success of learners in civic and private high schools in Ondo State in 2012. (2012). The study found no significant variations in teacher quality between public and private high schools, nor did it find any significant disparities in student academic achievement. Teachers not only in public but also private secondary schools are advice to concentrate in improvement of curriculum delivery through training and retraining, according to this study. The study suggested that teachers in both public and private

secondary schools utilize quality control strategies to improve the internal efficiency of their services. In the current study performance evaluation lead to teachers' commitment, dedication, enthusiasm to work, and punctual class attendance by teachers.

Mpululu (2014) studied the effectiveness of Tanzania's Mvomero District's. Open Performance Review and Appraisal System (OPRAS) for public primary school teachers. According to the data, OPRAS deployment in public elementary schools was a failure. Open Performance Review and Appraisal System (OPRAS) was shown to be ineffective in the following ways: Supervisors and supervisees did not completely comprehend the assessment method, instructors typically viewed OPRAS poorly and discreetly opposed its adoption, and supervisors failed to provide appropriate feedback on its evaluation. The results recommend that supervisors and supervisees get additional OPRAS training to improve their awareness of and appreciation for its function in the assessment system. It was also recommended that OPRAS be utilized to urge teachers to take responsibility for the results of their official obligations. The present study's results showed that performance evaluation encourages timely completion of the syllabus by teachers which translates to quality academic performance. In addition it creates an opportunity for discussing best performance strategies in staff meetings.

Matunge (2013) covered members of staff discernments of the usefulness of the TSC's performance appraisal system in Kenya. The research revealed that the TSC has continuously employed a basic performance assessment method, despite the fact that it does not appear to have engaged all employees at the time it was established. As a result, the document identified several gaps which promoted subjective

evaluation, which had adversely affected the workforce. The research advised that the document be totally rewritten to address the identified faults and ensure that it accurately measures the employee's aims and talents. In the current study performance evaluation lead to monitoring of academic progress, which is a pillar on which quality academic performance is rooted

Iraki (2013) sought to determine the limit to which performance assessment influenced educational accomplishment in public secondary schools in Kiambu County, Kenya. The study showed identified performance appraisal had a positive impact on classroom learning though some teachers regarded it as an avenue of intimidation, with many others blaming their failings on learners rather than admitting their own shortcomings.

2.3.4 Resource Allocation and Academic Performance

Harris (2014) carried out a study on how resource allocation impacted learner achievement in Urban California. The results found that the resources at the disposal of a learner differed considerably based on the schools they attended. Whereas parents at high wealth schools funded additional resources such as technology and instructional materials and personnel for their children, parents at the low wealth schools showed willingness for those resources but did not have the wherewithal to provide them. The study suggested that proper resource allocation and community support can enable students at low wealth schools to immensely improve academic performance. In the current stud the resources required are inadequate, which has negative effect on academic performance in public secondary schools

Cunningham, Cunningham, Yount, and Halim (2019) investigated the impact of government ventures in school infrastructure, school development awards, educators,

and novice enticements on kid's test achievements and age appropriate class level in India. The study found that school improvement grants and student incentives had the highest adjusted relationships with test performance and grade advancement. The research also revealed that with more investment, a greater number of learners may exhibit elementary reading and numeracy abilities and be in the age-appropriate grade. The study indicated that significant expenditures, such as basic school buildings with many classrooms, as well as lesser investments, such as stationery and uniforms for learners, were more likely to result in greater academic achievement. In the current study schools had adequate books/equipment storage facilities and teaching and learning materials in general

Ekaju (2011) explored the association between Uganda's 1997 Universal Primary Education (UPE) strategy, area paucity, and didactic inequality (1997-2007). The study discovered that financial constraints, as well as various other incidental expenditures of schooling such as uniforms, lunches, examination fees, and activity fees, prevented many students from attending school and pursuing an education. The findings in the current study indicate that schools had inadequate calculators, computers. latrines/toilets, playground, science laboratories supply of water and electricity.

Nielsen (2018) explored the linkage between the school attendance decision and economic incentives in Zambia. The results of the study found out that learners presence in school was not singly receptive to changes in costs, quality, or poverty. However, the results revealed that an individual's school attendance and learner performance increased with the number of siblings attending school from the same

household. The study concluded that financial concessions, when presented as economic incentives to schools, enhanced demand for primary schooling.

Gori (2014) investigated the effects of community-based decentralized resource allocation on secondary school performance in Kenya's Gucha District. The study's findings demonstrate a substantial association between community resources offered to schools and secondary school academic achievement in Gucha. According to the study, community resource distribution to schools is crucial for school success, meaning that decentralized resource allocation to schools is inefficient.

In Kenya's Embakasi District, Akungu (2014) evaluated the sway of wherewithal on KCSE applicants' performance. According to the study's conclusions, there is a significant human resource deficit. The research determined that this a fundamental significance on the quality of education across several schools since existing resources were overstressed, particularly due to the yearly increase in enrolment numbers. As a result, it was suggested that additional monies be provided to enhance the state of physical infrastructure in schools. There was also a need to hire additional teachers in schools in order to increase the effectiveness of FDSE.

2.4 Summary of Reviewed Literature and Research Gaps

The theoretical and empirical literature has offered a comparative and theoretical appraisal of many academics' main efforts to investigate strategic management techniques in connection to academic performance in public secondary schools, although in varied conditions. Though the reviewed literature indicates a wide range of variables impacting academic achievement, it fails to address the critical strategic management strategies that improve performance. This reflects a lack of theoretical and empirical data proving that

strategic management strategies have a substantial influence on academic performance of learners in Belgut Sub County, Kericho County, Kenya.

In terms of leadership development, the study discovered correlations between leadership development and academic accomplishment among students in public secondary schools. While some studies (Kyahurwa, 2013; Osagie and Umemeifu, 2016) have found that leadership training is an important part of school improvement, others (Obama, Akinyi, and Orodho, 2016) have discovered that some school principals lack the type of leadership that is focused on improving academic results. In terms of leadership development, the study discovered correlations between leadership development and academic accomplishment among students in public secondary schools. While some studies (Kyahurwa, 2013; Osagie and Umemeifu, 2016) have found that leadership training is an important part of school improvement, others (Obama, Akinyi, and Orodho, 2016) have discovered that some school principals lack the type of leadership that is focused on improving academic results.

The review showed a link between stakeholder involvement and academic success of students in public secondary schools in terms of stakeholder engagement. However, some research (Henry, Dickey, and Areson, 2013) employed a longitudinal study technique, and others (Nyandwi, 2014; Ileri, 2017) employed a cross-sectional survey strategy. Furthermore, because they were done outside of Kenya, a number of them (Bullis, 2014; Ibukun, Oyetakin, and Akinfolarin, 2012; Mpululu, 2014) lacked the Kenyan context.

The review established the link between performance evaluation and academic success in public secondary schools in terms of performance evaluation. Some research (Bogart, 2013; Namuddu, 2010) focused on teacher performance rather than student performance, whilst others (Mpululu, 2014) focused on public elementary school teachers rather than public secondary school teachers. In addition, several research (Eman, 2018; Yaro,

Arshad and Salleh, 2017) were conducted outside of Kenya and did not take into account the Kenyan environment. None of the papers examined focused on the effect of stakeholder involvement on academic achievement and its impact on learners in public secondary schools in Belgut Sub County, Kericho County.

In terms of resource distribution, the review discovered a link sandwiched between resource allotment and scholastic achievement in public secondary schools. Some studies (Cunningham, Cunningham, Yount, and Halim, 2019; Nielsen, 2018) were carried out outside of Kenya and did not take into account the Kenyan context, and others (Gori, 2014; Akungu, 2014) were carried out outside of Kericho County. Furthermore, none of the reviewed studies probed the sway of resource allocation on academic performance in public secondary schools, as well as its impact on students in public secondary schools in Belgut Sub County, Kericho County.

2.4.1 Summary of Research Gaps

RESEARCHERS	Theme/Topic/Objective	Research Findings	Research Gaps	Focus of the Current Study
Akungu (2014)	Learning and teaching resources and learners' achievements in Kenya Certificate of Secondary Education (KCSE) in government sponsored day secondary education (FDSE) in Embakasi District, Kenya.	Teaching and learning materials were available and was being utilized in classroom instruction. Teaching and learning materials like chalks and dusters are inadequate. There is gross inadequacy of human resources.	Akungu (2014) focused on how training and erudition resources affect learners' performance in Embakasi District.	The current research determined the upshot of strategic management practices on performance.
Bullis (2014)	The effect of trainer performance scores on the tutor appraisal process in the state of Illinois.	Performance ratings could lead to squat trainer confidence, intrusion with trainers augmentation and trainer hassle.	Bullis (2014) focused on the influence of teacher performance ratings on the teacher evaluation process.	The current study focused on academic performance of learners.
Kirui (2012)	influence of tactical arrangement in efficient administration of Secondary Schools in Kericho District, Kenya.	About 31.3% of the schools had organized tactical plans for the schools, 21.9% hardly prepared them, and while 46.9% of them were in the process of budding them.	Kirui (2012) focused on the impact of strategic development in successful administration of secondary schools.	The current study focused on management practices as opposed to plans.
Dookie (2013)	Echelons of parental contribution in actions that prop up student learning and how it affects learners accomplishments In Trinidad and Tobago.	Parental contribution was by and large a significant contributor to learner's accomplishment even though trainer eminence came out as a probable causative feature in some areas.	Dookie (2013) targeted learners and their parents.	The current study targeted Principals, Heads of Departments and Board of Management.
Ekaju (2011)	Connection sandwiched between the 1997 Universal Primary Education (UPE) strategy and provincial poverty and educational inequalities in Uganda (1997-2007).	Financial barriers and numerous costs related to school attendance were prohibitive for many households.	Ekaju (2011) adopted a longitudinal research design and focused on Universal Primary Education in Uganda.	The current study used a descriptive survey design.
Harris (2014)	Consequences of resource allotment on learner academic attainment and	There was a dissimilarity in the assortment of possessions learners	The study's problem was on the effects of	The current study's problem was on the

	self-views of accomplishment in a metropolitan surroundings in California.	receive built on the school they attend	resource allocation on student academic achievement.	effect of resource allocation on academic performance.
Kumbi (2015)	Traditions of tutors' involvement in school management in secondary schools of Arsi Zone in Ethiopia.	Tutors took part mostly in issues associated with core curriculum and education and smallest amount in accounts and profits realization.	The swot up focused on teacher's contribution in school resolution in secondary school administration in secondary schools of Arsi Zone, Ethiopia.	The current study focused on the strategic management practices and not teachers' participation in school decision-making.
Kyahurwa (2013)	Challenges encountered by primary School head teachers in prospectus administration in a case study of Region C in Gauteng zone, South Africa.	School Principals did their best to accomplish their tasks and assignments as prospectus leaders but encountered difficulties that included deficiency in knowledge, resources, squat motivation of educators and a huge workload, among others.	Kyahurwa (2013) used purposeful sampling technique	The current study used census and stratified random techniques.
Lutwa (2014)	Stakeholders' involvement in administration of learners' restraint in secondary schools in Gulu District, Uganda.	Students did not partake in establishment of school policies and guidelines or in shaping solutions to students' discipline.	Lutwa (2014) did not illustrate any theoretical framework.	The current study used Achievement Goal Theory and Social Cognitive Theory.
Matunge (2013)	Workers discernment of the efficiency of performance appraisal scheme at the teachers' manager, the TSC, Kenya.	The appraisal system did not appear to engage all the workers throughout the improvement process.	Matunge (2013) was carried out among TSC employees and focused on the performance appraisal system.	The current study was carried out among School Principals, HODs and BOM Chairpersons and focused on strategic management practices.
Mpululu (2014)	The efficiency of Open Performance Review and Appraisal System (OPRAS) of public primary school	Execution of OPRAS in government sponsored primary schools was not effective.	Mpululu (2014) looked at the effectiveness of OPRAS of public	The current research was limited to public secondary schools in

	teachers in Mvomero District, Tanzania.	<ul style="list-style-type: none"> The following contributed to ineffective implementation of OPRAS: a squat echelon of thoughtful of assessment structure by administrators and employees, downbeat teachers' discernments on OPRAS execution and letdown by supervisors in resolution creation to use the valuation feedback. 	primary school tutors in Tanzania.	Kericho County, Kenya.
Namuddu (2010)	Worker appraisal structures and their upshot on tutor attainment in Aga Khan Schools in Kampala, Uganda.	<ul style="list-style-type: none"> There was need for emphasis to be placed on the appraisal process whereby teacher evaluations would be given priority so that teachers would feel empowered 	Namuddu (2010) particularly focused on teacher performance in Aga Khan Schools in Kampala, Uganda.	The current study was carried out in Kenya .It focused on academic performance of learners.
Nicholas (2000)	Dynamics of stakeholders' participation in school management in Karachi, Pakistan.	<ul style="list-style-type: none"> Dynamics at the individual, institutional and group level significantly influence the stakeholders' participation 	Nicholas (2000) focused on dynamics of stakeholders' participation in school management in Pakistan.	The current study was done in Kenya. It focused on stakeholder participation and performance evaluation.
Nzoka and Orodho (2014)	Policies school administrators use to perk up educational performance of learners in schools under Free Day Secondary School Education in Embu District, Embu County, Kenya.	<ul style="list-style-type: none"> School administrators who are acquainted with administration practices would be more meaningful associates of the Government of Kenya in the execution of strategy. 	Nzoka and Orodho (2014) focus on Embu County.	The current study was carried out in in Belgut Sub-County, Kericho County.
Onduru (2012)	Stakeholder contribution in the administration of public mechanical training institutions in Kenya.	<ul style="list-style-type: none"> There was lack of clarity of knowledge of the stakeholders. 	Onduru (2012) focused on public technical training institutions.	The current study was carried out on public secondary schools.

2.5 Conceptual Framework

A conceptual framework is a visual portrayal of variables that interact with one another as seen by the researcher prior to conducting an empirical investigation to show their relationships (Frankfort-Nachmias, Nachmias and DeWaard, 2015). Figure 2.1 demonstrates the association between independent and dependent variables using the Conceptual Framework.

Independent variables

Dependent variables

Strategic management practices

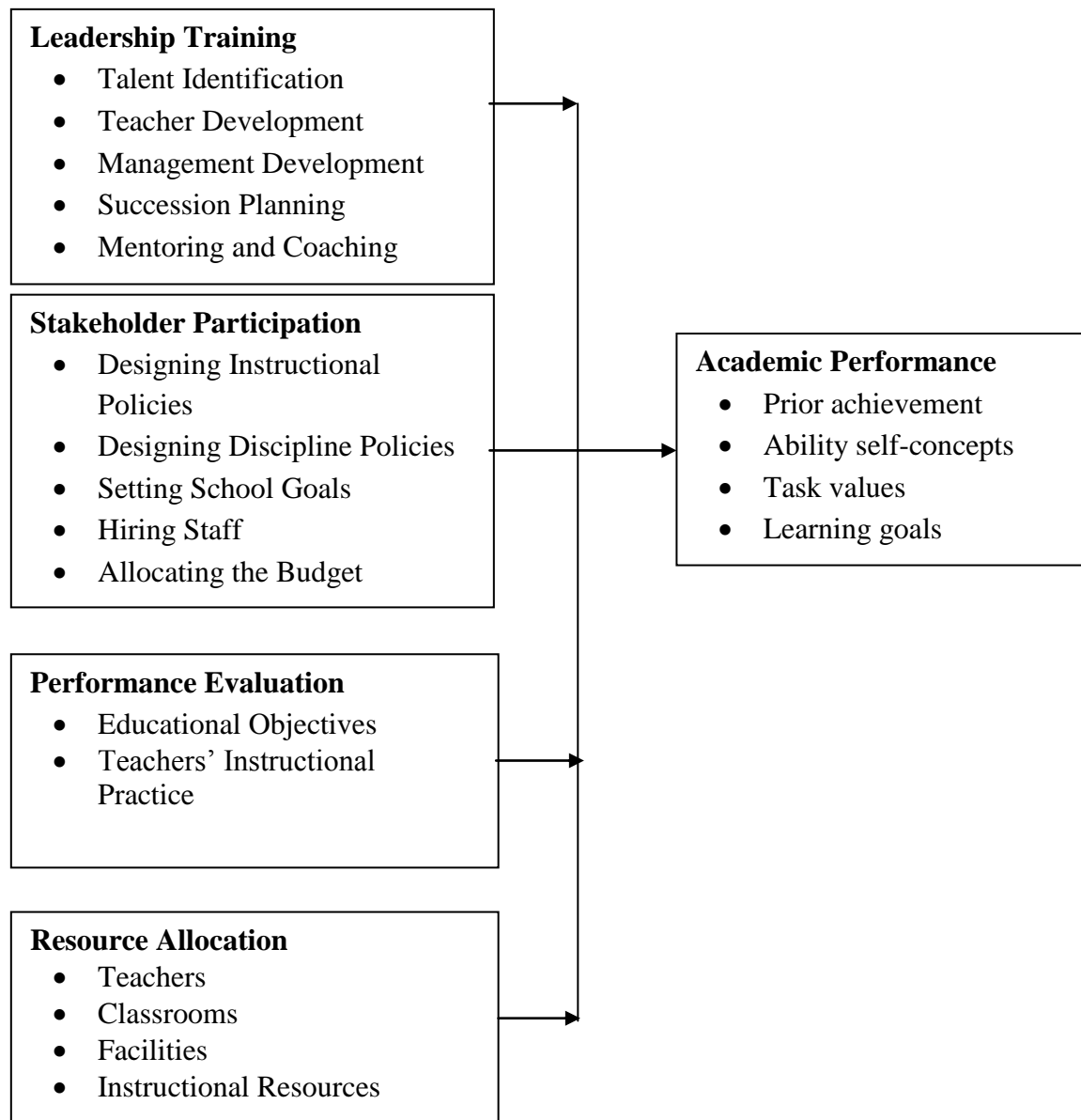


Figure 2.1 Conceptual Framework of the study
(Source: Researcher, 2019)

Figure 2.1 demonstrates the link between the study's dependent and independent variables using the Conceptual Framework. It explains the goal of the study by focusing on educational performance in public secondary schools, and it helps the researcher to concentrate on the variables that have been selected. The study uncovered two types of variables: dependent variables and independent variables. The four independent variables are leadership training, stakeholder participation, performance evaluation, and resource allocation. Academic Performance is also the study's dependent variable.

Strategic management strategies along the four defined characteristics are expected to either favourably or adversely affect academic performance in public secondary schools. Government policies/legal problems, such as laws, rules, and policies, may, nonetheless, interfere and impact the character and effectiveness of learners' scholastic performance in the individual public secondary schools. Educational performance may be measured in terms of past success, individual aptitude self-conceptions, role values, and erudition goals. A self-administered questionnaire will be used in the swot up to assess the association between the dependent and independent variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology used for the study is expounded in this section. It discusses the research design and the rationale for its selection in the analysis of the study quandary. It also covers the population, sample size, sampling techniques, tools, data collecting procedures, the pilot study, validity, reliability, and data analysis.

3.2 Research Design

In this inquiry, the investigator applied a descriptive survey approach. As reported by Bhattacharjee (2012), descriptive surveys enable researchers to gather information from a specific population in order to identify its condition as regards to one or more parameters. A descriptive survey research approach may be used by the researcher to ascertain what the majority of individuals believe about the features and qualities described in the study subject (Yin, 2014). Opinions, attitudes, beliefs, and knowledge of certain facts are some examples (Nieuwenhuis, 2010). The layout was great for learning about current events, attitudes, opinions, and situations.

3.3 Target Population

Belgut Sub County is home to 37 public secondary schools, and the target population includes all 37 school principals, 227 HODs, and 37 BOM Chairpersons. The target population, according to Orodho (2009), is the actual number of people from whom the anticipated information is collected. Individuals, facilities, items, events, or groupings of things with observable features that may be generalized in the study's conclusions are frequently used to define the target population. The list of public secondary schools in Belgut Sub-County is presented as in Appendix 7 of this thesis.

3.4 Sampling Design

A sample is a subset of a population (Kothari and Gaurav, 2018), whereas sampling technique denotes the process of selecting respondents who comprise a sample (Fowler, 2013). To identify the selected School Principals, BOM Chairpersons, and HODs who participated in the study, both census and proportional stratified sampling approaches were used.

To obtain the sample size of School Principals and BOM Chairpersons, the study used the census sampling technique to sample all the 37 School Principals and 37 BOM Chairpersons from all the 37 public secondary schools that took part in the study. Frankfort-Nachmias, Nachmias and DeWaard (2015) assert that a census is selected when the entire population is sufficiently small and the required information can be gathered from all individuals in the population.

The sample size of the HoDs was computed using Yamane formula (1977), as reported by Creswell and Creswell (2018). Yamane (1977) formula used in the study was:

$$n = \frac{N}{1+N(q^2)}$$

Where:

n is the sample size;

N is the population size; and

q is the level of precision (at 95% C.I).

Using N as 227 with q =0.05, the sample size of HoDs in this investigation was 144.

To select 144 HoDs to participate in the study from all participating public secondary

schools, the researcher formed each school into a stratum and applied Cochran (1977) formula of proportionate stratification to get the sample size of HODs participating in each stratum. According to Trochim, Donnelly, and Arora (2015), proportional stratification is a kind of stratified sampling in which the sample size of each stratum is proportionate to the stratum's population size and each stratum has the same sampling percentage. The proportional stratification formula employed by Cochran (1977) in the research is presented below:

$$n_h = (N_h / N) \times n$$

Where:

- n_h = The sample size of HODs
- N_h = The population size of HODs in a school
- N = The total population size of all the HODs (N = 227)
- n = Total sample size computed (n = 68)

Sample distribution is illustrated in Appendix 5, 6 & 8 of the thesis

3.5 Data collection

The researcher employed three sets of self-administered questionnaires for School Principals, HODs, and BOM Chairpersons in the current study. According to Kothari and Gaurav (2018), research tools allow researchers to acquire information fast and easily. According to Maxwell (2013), research instruments are also suitable for collecting data on respondents' sentiments, inspirations, attitudes, attainments, and experiences, and are inexpensive in terms of time, money, and effort.

The self-administered questionnaire for HODs was broken into four components. Section A included demographic questions on the respondents' gender, ages, length of service, and highest academic credentials. Section B looked at the efficacy of performance evaluation, Section C looked into resource allocation, and Section D

looked into measures for increasing academic performance in secondary schools in Belgut Sub County. Appendix 2 contains a copy of the HOD questionnaire.

The School Principals self-administered questionnaire was broken into three sections: Section A highlighted demographic information from respondents; Section B highlighted information on strategic leadership trainings; and Section C elicited principals' perspectives on initiatives for enhancing academic performance in secondary schools. Appendix 3 contains a copy of the questionnaire for School Principals.

The self-administered questionnaire for the BOM Chairpersons was broken into two sections: Section A of the questionnaire requested demographic information about the respondents, whereas Section B asked questions about stakeholder engagement. A copy of the questionnaire for BOM Chairpersons is included in Appendix 4.

3.6 Validity and Reliability of the Research Instruments

The instruments were checked for validity and reliability before data collection.

3.6.1 Validity of the Research Instrument

Validity, according to Frankfort-Nachmias, Nachmias, and DeWaard (2015), is the extent to which an instrument accurately computes what it should measure. The contents of the instrument must be related to the variables being studied in order for it to be considered genuine. According to Maxwell (2013), research instrument frequently include problems that lower the validity of their results. Bias or systematic flaws in the outcome, as well as certain random errors, might be among them.

While acknowledging that it is nearly difficult to protect a research instrument from bias and random mistakes, the researcher attempted to prevent these issues via

meticulous preparation at all phases of the project (Nieuwenhuis, 2010). The questionnaire items were arranged in a hierarchy from simple to complex, and the validity of the statistics was determined by comparing data from various sources, including surveillance and undeviating inquiries, in print records and verbal reports, and samples from the pilot. The researcher also enlisted the help of experts from Kenyatta University's School of Business to review the instruments and determine how efficiently and substantially they sampled their intended population, as well as provide estimates of validity (Nieuwenhuis, 2010).

3.6.2 Reliability of the Instrument

Howell (2013) defines dependability as a statistical measure of a tool's capacity to deliver consistent results or data after repeated usage. Similarly, Kothari and Gaurav (2018) describe it as a tool's ability to provide the same or nearly the same results in a repeated experiment, or how well it measures a phenomenon consistently (Cohen, Manion & Morrison, 2018). To put it another way, can the instrument provide the same or similar results when delivered to a different sample? A positive response to the question suggests that the study's findings may be used for documentation and decision making (Kothari & Gaurav, 2018).

The researcher utilized Cronbach's Alpha to ascertain the interior steadiness of the instruments for the Likert scaled questionnaire, obtaining an average internal consistency index of .764 for all subscales. If the Cronbach's Alpha Coefficient of a scale is above 0.7, a questionnaire has strong internal consistency, according to (Kothari and Gaurav, 2018). This indicates that the scale's internal consistency was achieved since all of the items scales fit together nicely and none had to be deleted from any of the scales. However, reliability for qualitative data was ascertained by

ensuring that the items in the interview schedule were unmistakably clear, the procedures under which the interviews were administered were standardized and the researcher helped to clarify questions that could have been misinterpreted (Carter, 2012).

Cronbach's Alpha Coefficient scrutiny was utilized to examine the interior steadiness of the mechanisms since it is the mainly the part unswerving trial of inter-item regularity steadfastness for Likert scaled or ranking scaled questionnaires. According to Creswell & Creswell (2018), internal consistency is the extent to which a mechanism is without error, dependable, and constant over instant and crosswise the many elements on the dimension. The reliability of multi-item opinion questions in the HoDs questionnaire was calculated individually for each subscale, and the Coefficient Alpha of these capricious are given in Table 3.1.

Table 3.1: Cronbach's Alpha Reliability Results

Scale	No. of Items	Cronbach's Alpha	Conclusion (Reliable/Unreliable)
Leadership training programme	15	0.731	Highly Reliable
Performance evaluation	10	0.714	Highly Reliable
Resource allocation	15	0.881	Highly Reliable
Stakeholders participation	15	0.638	Adequate Reliable
Average Mean		0.741	Highly Reliable

Source: Author (2019).

Oso and Onen (2013) recommend that a coefficient of 0.60 indicates a good reliability, while a coefficient of 0.70 and higher demonstrates a very good reliability. The average mean of 0.741 indicate that research instrument was reliable

3.7 Data Analysis and Presentation

Creswell and Creswell (2018) identifies the meaning of data analysis as the process of evaluating data using analytical and logical reasoning to address the specific variables identified for the research problems and test the stated research hypotheses. Corder and Dale (2014) add that it is the main aspect of the study when the researcher analyses data from various sources to discover information that will help in arriving at some findings and conclusions.

The quantitative data gathered from the surveys was analyzed using descriptive and inferential statistics in SPSS, a computer data management program (Version 22). Frequency distributions, tables, charts, and graphs were all used in descriptive analysis. The dependent and independent variables in the study were subjected to analyses of variance (ANOVA), correlation, and regression in order to uncover patterns and correlations. The researcher used a series of techniques to examine the data and develop findings, including editing to remove errors, classification based on similarity, and subsequent tabulation to related variables. The researcher was able to describe the sampled respondents and reveal the overall pattern of their responses by utilizing descriptive statistics to assess various degrees of response-disparity. Simple linear analysis through ANOVA helped in testing the study hypotheses. The following simple regression model was fitted for every hypothesis.

$$Y=B_0+B_iX_i+\epsilon$$

Where:

Y=Academic Performance

B₀=Model constant

B_i=Explanatory variables representing B₁, B₂, B₃, & B₄

X_i= Study variables

ε = Error term

3.7.1 Operationalization and Measurement of Variables

Variable	Type of Variable	Indicators	Quantification of Variables	Measurement
Strategic management practices	Independent	<u>Leadership Training</u> <ul style="list-style-type: none"> ▪ Leadership training programmes ▪ Integration of ICTs in institutional management 	<ul style="list-style-type: none"> ▪ Number training programmes attended ▪ Number of teachers trained 	5-point Likert Scale
		<u>Stakeholder Participation</u> <ul style="list-style-type: none"> ▪ Management of physical and material resources ▪ Management of student discipline ▪ Curriculum and instruction management 	<ul style="list-style-type: none"> ▪ Number of physical and material resources available ▪ Number of students disciplined 	5-point Likert Scale
		<u>Performance Evaluation</u> <ul style="list-style-type: none"> ▪ Teamwork among teachers and learners ▪ Manageable teacher-learner ratio ▪ Punctuality ▪ Timely completion of the syllabus 	<ul style="list-style-type: none"> ▪ Number of teachers available per subject ▪ Number of teachers completing the syllabus in time. 	5-point Likert Scale
		<u>Resource Allocation</u> <ul style="list-style-type: none"> ▪ Adequate storage facilities ▪ Adequate distribution of instructional materials ▪ Adequate supply of equipment in the Library, Laboratory, Home Science and Agriculture rooms ▪ Reliable Supply of Water/Electricity 	<ul style="list-style-type: none"> ▪ Number of storage facilities available ▪ Number of equipment in the Library, Laboratory, Home Science and Agriculture rooms 	5-point Likert Scale
Academic Performance	Dependent	<u>Academic Performance</u> <ul style="list-style-type: none"> ▪ Class Assignment ▪ Continuous Assessment Tests ▪ Midterm Tests ▪ End Term Tests ▪ KCSE 	<ul style="list-style-type: none"> ▪ Number of class assessments done ▪ Continuous Assessment Tests done ▪ End Term Tests ▪ Number of candidates passing KCSE 	Determined Regression Equation

Source: Author (2019)

3.8 Ethical Considerations

Relevant entities such as Kenyatta University, NACOSTI, and the Kericho County Director of Education gave the researcher permission to perform the study. In addition, the researcher took reasonable steps to appropriately acknowledge the contributions of other academics working on comparable topics. With a proper reference approach, the researcher was able to be open about the information gleaned from other sources. The researcher ensured that the respondents were voluntary ready to be incorporated into the study before providing them the data collection instruments.

Similarly, while giving the data collection tools, the researcher gave assurance to respondents that the investigation would protect their privacy by keeping their identities concealed at all times. As a result, the researcher encouraged participants not to put any personal information on the questionnaires or schedules for the interviews. To allay the respondents' fears of negative consequences, the researcher notified them that their facts would be secure. A duplicate of the participants' Informed Consent Form to be utilized in the study is provided as Appendix 1.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND INTERPRETATION

4.1 Introduction

This chapter presents a discussion of the research findings on the strategic management practices and academic performance of public secondary schools in Belgut Sub-County in Kericho County Kenya. The findings were in form of both descriptive and inferential statistics. The presentations of the findings were in tandem with the research objectives and study variables. The researcher essentially delved into the findings and discussions relative to the background information first, and then followed by descriptive and inferential statistics.

4.2 Response Rate

Table 4.1 highlights the questionnaire return rate from respondents and demonstrates that the questionnaires returned were adequate for the swot up.

Table 4.1: Distribution of the Response Rate

Respondents	Returned		Unreturned		Total	
	F	%	F	%	f	%
HODs	62	91.18	6	8.82	68	100.00
School Principals	33	89.19	4	10.81	37	100.00
BOM Chairpersons	31	83.78	6	16.22	37	100.00
Average	126	88.05	16	11.95	142	100.00

Source: Survey Data (2019)

This study's data was assembled from a sample of 37 School Principals (N=37), 227 HODs (N=68), and 37 BOM Chairpersons (N=37). The response rate was 89.19%, 91.18% and 83.78% respectively for School Principals, HODs and BOM Chairpersons respectively and the researcher noted that 98% of the questionnaires were appropriately filled. According to Creswell and Creswell (2018), the response rate is central to the credibility of the research outcomes as it bears on the representativeness of the selected sample and with response rate equivalent to 80% or above is aptly considered sufficient in making generalisations about the entire

population. As Blair, Czaja and Blair (2013) explain, the response rate of a study helps the researcher to gauge the potential for non-response bias. The higher response rates of 89.19%, 91.18% and 83.78% respectively for School Principals, HODs and BOM Chairpersons in the present study infer that the views collected from the respondents reflected components of the population with breadth and depth and could therefore be deemed representative and reliable (Blair, Czaja and Blair, 2013).

4.3 Demographic Information of School Principals and HODs

Table 4.2 hereunder depicts the percentage distribution of the demographic information on School Principals and HODs:

Table 4.2: Distribution of Demographic Information on the Respondents

Variable	Category	Principals (n=33)		HODs(n=62)	
		f	%	f	%
Gender	Female	11	33.33	24	38.71
	Male	22	66.67	38	61.29
Age	Less than 30 years	0	0.00	3	4.84
	31 years to 40 years	16	48.48	19	30.65
	41 years to 50 years	12	36.36	29	46.77
	50 years and above	5	15.15	11	17.74
Level of Education	Ph.D. in Education	2	6.06	2	3.23
	Master of Education	8	24.24	22	35.48
	Bachelor of Education	21	63.64	32	51.61
	Diploma in Education	2	6.06	6	9.68
	Other	0	0.00	0	0.00
Experience	Less than 5 years	2	6.06	29	46.77
	6 to 15 years	16	48.48	23	37.10
	16 to 25 years	13	39.39	8	12.90
	26 to 35 years	2	6.06	2	3.23
	36 years and above	0	0.00	0	0.00

Source: Survey Data (2019)

According to the exploratory data analysis in Table 4.2, a big number of School Principals (66.67%) were male with the rest 33.33% being female. The examination of the HODs showed that the bulk of them (61.29%) were male, with the remainder

38.71% being female. Although men appear to be overrepresented in this study by about a factor of three for both positions, the analysis reflects the fact that the study sample was mostly drawn from schools that were primarily boys' or mixed-gender settings, as opposed to girls' schools, which account for only one-third of secondary schools in the study area.

In a study by Elstad and Turmo (2009), it emerged that teachers' employers usually deploy more male teachers to boys' and mixed secondary schools and vice versa for girls' secondary schools where they post more female than male teachers. This was inevitably reflective of the staffing trend for School head teachers and HoDs in majority of secondary schools within the study area. Another research by Ojwang' (2016) found that, despite teacher shortages in schools, there was equal teacher distribution in Nakuru County, with lady trainers being under-represented (42.9%) compared to their masculine colleagues (57.1%).

On age of the respondents, it is clear from the exploratory data analysis in Table 4.3 that almost half of the School Principals (48.48%) were in the age bracket of 31 years to 40 years, 36.36% were within the ages of 41 years to 50 years while the remaining 15.15% were aged 50 years and above. None of the School Principals is less than 30 years old. It is also clear from the analysis that almost half of the HODs (46.77%) were in the age bracket of 41 years to 50 years, 30.65% of them were aged between 31 years to 40 years, and 17.74% were aged 50 years and above while the remaining 4.84% indicated that they were less than 30 years old. The fact that more than three quarters of School Principals and HODs are aged between 31 and 50 years implies that there was no shortage of energy within school leaderships in the study area. A study by Orina (2014) revealed that the younger cohort of school leaders embrace change and exhibit great skills at marketing their ideas. They are also more optimistic

about their change proposals and therefore relatively more excited about accomplishing academic standards in their respective schools.

In regard to their stage of edification, the exploratory data analysis in Table 4.3 reveals that majority of the School Principals (63.64%) had Bachelor of Education Degrees while another significant number of them (24.24%) held Masters of Education Degrees. Those indicating that they respectively held Diplomas in and PhDs in Education accounted for 6.06%. None of the respondents mentioned that they had accomplished any other levels of education. As for the echelon of edification of the HODs, the analysis shows that preponderance (51.61%) had Bachelor degrees in Education while almost third of them (35.48%) held Masters Degrees in Education. Those indicating that they respectively held either Diplomas or PhDs in Education accounted for a meagre 12.91%. None of the respondents disclosed that they had attained any other levels of education.

The analysis revealed that the School Principals and HODs who took part in the survey were mostly progressive in their educational credentials, ranging from diplomas to PhDs. This was useful in implementing academic programs in their individual schools. This finding is consistent with Richardson's (2008) findings that children taught by Mathematics instructors with 5 or more years of experience fared better on the Mathematics component of the Alabama Reading and Math Test (ARMT). In addition, students whose teachers had standard secondary mathematics certification were more probable to achieve elevated on the ARMT than students whose teachers had alternative certification. The research recommended that school districts give financial incentives to attract and retain more competent mathematics teachers with more years of teaching experience.

Table 4.3 exhibits that nearly fifty percent of School Principals (48.48%) have held such jobs for between 6 and 15 years. About one third of them (39.39%) had been School Principals for between 16 to 25 years. Of the remaining portion, 6.06% indicated that they had held this position for less than 5 years. a similar number of the respondents (6.06%) also indicated that they had been School Principals for between 26 to 35 years. No respondents (0%) indicated that they had been School Principals for 36 years and above years. In terms of respondents' experience as HODs in terms of length of service, the survey findings in the above table show that almost half (46.77%) had been HODs for less than 5 years. Nearly one-third (37.10%) had been HODs for 6 to 15 years, while 12.90% had held the job for 16 to 25 years. Similarly, 3.23% of respondents said they had been HODs for 26 to 35 years, while none (0%) said they had been HODs for 36 years or longer.

The data indicates that the School Principals who played a part in this study had been in this position for a long time and were thus familiar with strategic management practices on scholastic achievement in government funded secondary schools, which is an advantage in the task of implementing academic programmes in their respective schools. This revelation is consistent with Kim's (2011) findings that school principal experience is a predictor of teacher and school performance. Furthermore, the study discovered that instructors in leadership roles and with more experience were more likely to remain in their current work stations than their less experienced colleagues. Another study, conducted by Kini and Podolsky (2016), discovered that the more experienced the instructors, the more likely they were to be supportive of learning, their colleagues, the school, and the students.

4.4 Descriptive Analysis

The research sought to elicit respondents' viewpoints on issues such as leadership development, stakeholder participation, performance evaluation, and resource

allocation. The percentage counts, averages, and standard variations of the Likert Scale responses of the respondents were computed.

4.4.1 Leadership Training and Academic Performance

The first research intention of the swot up was to evaluate the impact of headship training programs on academic success in government sponsored secondary schools. To accomplish this objective, school administrators were initially asked if they felt that leadership training affected academic success in their schools, and their responses were reported in percentage frequencies, as shown in Figure 4.1 below.

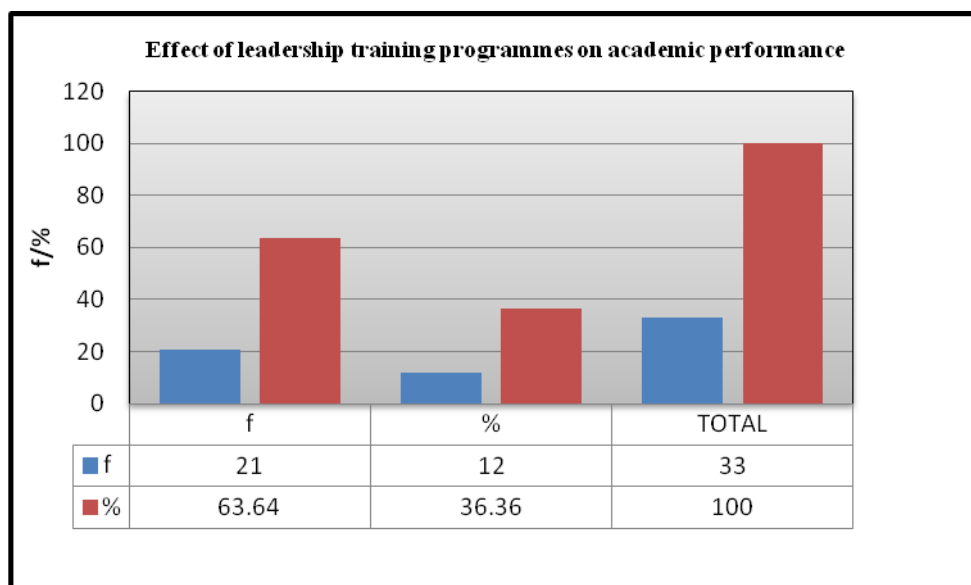


Figure 4.1: Effect of Leadership Training Programmes on Academic Performance

Source: Survey Data (2019)

According to the data in Figure 4.1, 63.6% of respondents thought that leadership training programs had positively influenced academic attainment in public secondary schools, whereas 36.36% felt it had a negative impact. This result reveals that the majority of school administrators believe that leadership training is critical for effective strategic school administration and consequent excellent results. This study supports Neuhauser's (2007) contention that long-term coordinated training in strategic management is critical in providing an academic institution with structure, direction, and management for excellent outcomes.

Furthermore, the principals were given a Likert-scaled questionnaire with questions representing markers of leadership training programs. They ranked leadership training on a 5-point Likert range, with 1 being the least essential and 5 being the most important (5). The percentage frequencies of the responses were then computed and tabulated, as publicized in Tables 4.3.

Table 4.3: Leadership Training Programmes and Academic Performance

ITEMS	MEAN	SD
Application of ICT in classroom teaching	3.85	0.98
Education Management Information System	4.30	1.24
Research Methods and Techniques	3.55	1.12
Financial Management in Education	4.42	0.84
Fundraising in educational set-ups	2.67	1.24
General Management of Educational Institutions	4.33	0.88
General Office Management	3.67	1.14
Human Resource Management in Education	3.73	1.18
Marketing in educational set-ups	2.24	1.21
Pedagogical and psychological topics	3.27	1.08
Professional contents	3.97	1.11
Rapporteurship, Report Writing & Editing	3.03	1.32
The Law of Education	3.88	1.21
Theories of Education and Teaching Practice	4.15	0.96
Use of Computer Windows based applications	3.42	1.18

Source: Survey Data (2019)

With a rating of 3.85 and a low standard variation of 0.98, respondents agreed that the principals' training program contains topics on using ICT in classroom instruction. On the other hand, respondents agreed that the education management information system ought to be included in the principals' teaching program (mean of 4.30). The variation was low (standard deviation of 1.24). The respondents also agreed that the leadership training use research methods and techniques as well as financial management education (mean of 3.55 and 4.42) in that order and low standards of deviation of 1.12 and 0.84 respectively.

Moreover, respondents were in agreement that leadership training considers general management of education institutions and also general office management (mean of

4.33) and a low standard deviation of 0.88. Part of the leadership training was seen in the area of human resource management in education where respondents were in total agreement (mean of 3.73) There was low variation (standard of 1.18). Respondents agreed that leadership training provides professional contents, teaches law of education and theories of education and teaching practice (mean of 3.97, 3.88, 4.15 respectively) with standard deviations of 1.11,1.21,0.96 and 1.18) respectively .

Respondents disagreed that leadership training considers fundraising in education setups (mean of 2.67) though there was a little variation (standard deviation 1.24). Pedagogical and psychological topics and computer windows based applications are used (means of 3.27 and 3.42) in that order. There was little variation (standard deviations of 1.24 and 1.19) respectively. Respondents disagreed that leadership training provides for marketing in educational setups (mean of 2.24) and some variation (standard deviation 1.21).

The findings of the study mostly concur with Kyahurwa's (2013) conclusions that school principals do their hardest to fulfil their duties and obligations as curriculum leaders. The noble goal, however, is frustrated by obstacles such as a lack of information, finances, poor educator motivation and a heavy workload. Therefore, the study recommended that School Principals required training and on-going support to be enabled to diligently perform all aspects of their duties. The study also found that most schools were missing out on the advantage of effective planning, such as establishing good school infrastructure, improving human resource management, enabling proper resource utilization, improving student discipline, and improving academic performance, due to a lack of capacity.

Kirui (2012) disagrees that a lack of capacity in educational institution leadership can lead to a lack of effective planning benefits such as establishing better school infrastructure, improved resource management, allowing the use of resources, improved student discipline, and improved academic performance. The study suggested that intensive training sessions for school principals and other staff involved in school planning be authorized in order to fully equip them with skills for successful planning. As a result, it is logical to assume that leadership training programs affected academic success in public secondary schools.

4.4.2 Stakeholder Participation and academic performance

The study's second objective was to determine the role of stakeholder involvement on academic achievement in public secondary schools. To achieve this goal, school principals were first asked if they felt stakeholder engagement influenced academic achievement in their schools, and their replies were reported in percentage frequencies, as shown in Figure 4.2.

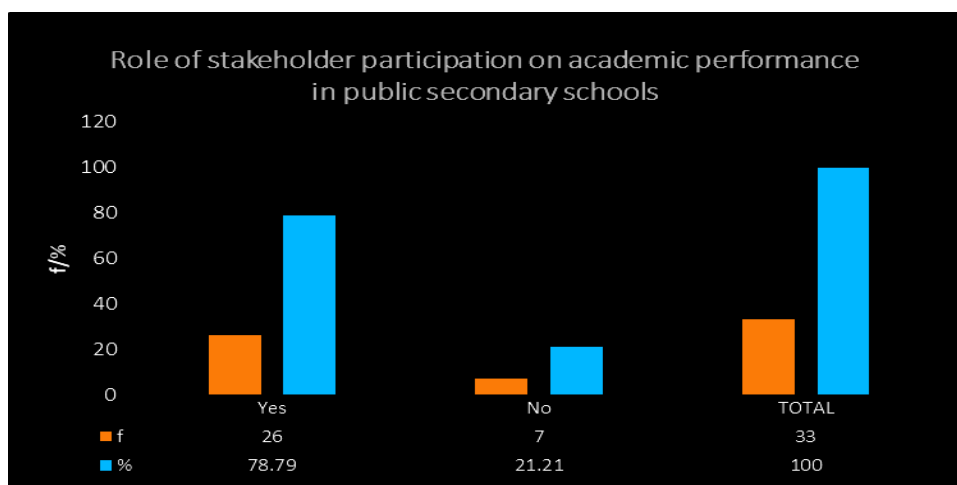


Figure 4.2: Relationship between Stakeholder Participation and Academic Performance

Source: Survey Data (2019)

According to the results shown in Figure 4.2, 78.79% of respondents believe stakeholder engagement has consequence on academic achievement in public secondary schools, whereas 21.21 percent believe it does not. Gichohi (2015)

discovered that stakeholder involvement in curriculum implementation resulted in substantial positive correlations between high levels of learner involvement in school educational programs and activities and increased grade points. The principals were also presented a Likert-scaled questionnaire with elements that represented stakeholder participation. On a 5-point Likert scale, they ranked leadership training from least effective (1) to most successful (5). Participation in the Management of Physical and Material Resources, the Management of Student Discipline, and the Management of Curriculum and Instruction were the three types of stakeholder participation indicators.

Table 4.4: Stakeholder Participation in Management of Physical and Material Resources and Academic Performance

ITEMS	MEAN	SD
Equips libraries and laboratories	4.13	0.96
Face-lifts physical structures	3.57	1.04
Makes funds to buy textbooks available	3.30	1.23
Provide funds for purchase of furniture	3.91	1.21
Raises fund for physical structures	3.65	1.26

Source: Survey Data (2019)

The principals agreed that stakeholders participated in equipping libraries and laboratories (mean of 4.13) but a low variation (Standard deviation of 0.96). Stakeholders take part in face-lifting of schools' physical structures (mean of 3.57). There was some variation (standard deviation of 1.04). Equally, the respondents agreed that the stakeholders participate in providing funds for purchase of furniture and in raising funds for physical structures (means of 3.91 and 3.65) respectively. There were little variations (standard deviations of 1.21 and 1.26). The respondents however were uncertain on whether stakeholders participate in making available funds for textbooks purchases (mean of 3.30) which led to little variation (standard deviations of 1.23).

The findings are consistent with those of Ngure (2012), who found that many schools lacked adequate physical and recreational facilities and recommended that the government and other stakeholders apportion colossal money to equip computer rooms, Laboratories, science rooms and agriculture rooms in order to improve secondary school education quality. However, in a seemingly contradictory finding, Nafikahedi (2014) signified that teaching and learning assets were adequate in schools, however in lower quantities than the Ministry of Education stated.

Table 4.5: Stakeholder Participation in Management of Student Discipline and Academic Performance

ITEM	MEAN	SD
Shows interest in learners' discipline	4.30	0.88
Get involved in learners' discipline	3.73	0.94
Motivates the student to work harder	3.61	1.42
Provide funds for Guidance & Counselling	4.13	0.97
Supports the Principal on matters of discipline	3.57	1.13

Source: Survey Data (2019)

Stakeholders in Belgut Sub-County's public secondary schools are concerned with students' discipline (mean of 4.30) and a low variation (Standard deviation of 0.88). When it came to stakeholders' involvement in learners' discipline, the respondents regarded their involvement as good (mean of 3.73) with a low variation (standard deviation of 0.94). Respondents also agreed that stakeholders also motivate the students to work harder (mean of 3.61) leading to little variation (Standard deviation of 1.42). Stakeholders provide funds for guidance and counselling (mean of 4.13) though the variation was low (standard deviation of 0.97). Conversely the stakeholders support the principals on matters of discipline (mean of 3.57) hence a little variation (standard deviation of 1.13).

These findings support Chikati's (2011) findings that exposure to hardship in economically distressed neighbourhoods, such as crime and drug abuse, can lead to anxiety, irritability, tension, and hyper vigilance, all of which can negatively affect students' academic performance. This contradicts Dookie's (2013) results that parental engagement was typically a substantial factor to student success, despite the fact that various obstacles to parental involvement were found both at school and at home. The study suggested developing a Parental Involvement Policy to give advice in this area.

Table 4.6: Stakeholder Participation in Curriculum and Instruction Management and Academic Performance

ITEM	MEAN	SD
Evaluates academic programmes	4.13	0.99
Provide funds to motivate learners	4.30	0.87
Provide funds to motivate teachers	3.57	1.12
Shows interest in school academics	3.65	1.21
Finances co-curricular activities	3.57	1.23

Source: Survey Data (2019)

The findings of the analysis established that respondents agreed that stakeholders' are involvement in the evaluation of academic programmes (mean of 4.13) and low variation (Standard deviation of 0.99). Stakeholders provide funds to motivate learners (mean of 4.30) though variation was low (standard deviation of 0.87). Respondents agreed that stakeholders showed some interest in academics (mean of 3.65) hence little variation (standard deviation of 1.21) Stakeholders somehow finance co-curricular activities (mean of 3.57) and therefore some little variation (standard deviation of 1.23).

These findings are congruent with those of Mwirichia (2013), indicating that parents' involvement in scholastic tasks at school level had an indirect impact on preschool learners' academic achievement. Kumbi (2015), on the other hand, has a different viewpoint, claiming that teachers' engagement in decision-making did not fulfil the

minimum requirements, since they were most involved in prospectus and teaching and slightest in financial plan and revenue creation. The swot up also revealed that students played a little role in coming up with school rules and regulations and in determining solutions to students' discipline. The study emphasized the importance of good school leadership strategies that empower teachers and learners to participate in all elements of school decision-making.

4.4.3 Performance Evaluation and Academic Performance

The study's third goal was to find out the impact of performance evaluation on scholastic accomplishment in government sponsored secondary schools. To achieve this goal, the HoDs were first asked if they believed that performance evaluation had an impact on academic achievement in their schools, and their comments were summarized in percentage frequencies as shown in Figure 4.3. The percentage frequencies of the responses were then computed and tabulated as exhibiter in Figure 4.3.

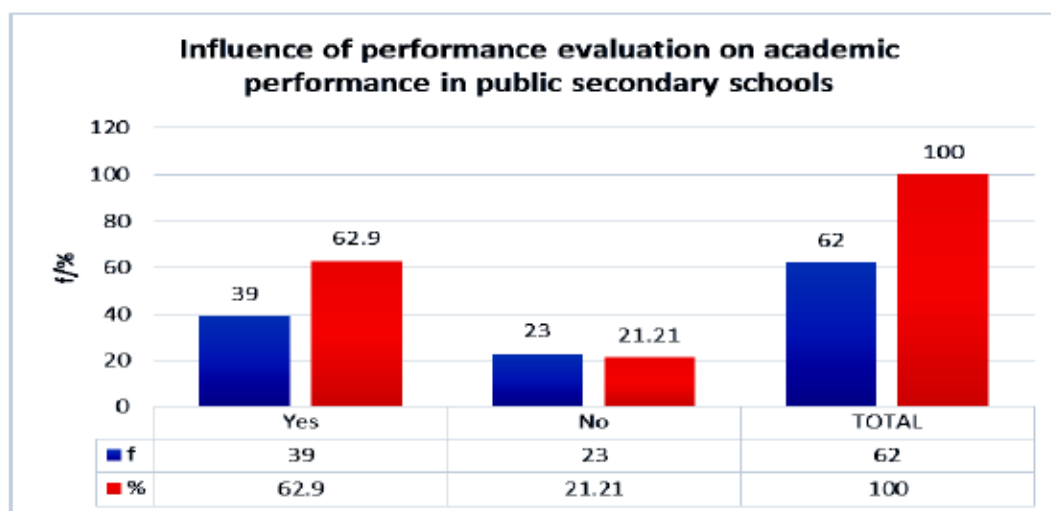


Figure 4.3: Performance Evaluation and Academic Performance

Source: Survey Data (2019)

According to the results provided in Figure 4.3, 62.90% of respondents believed that performance evaluation has an impact on scholastic accomplishment in government funded secondary schools, whereas 37.10% disagreed. This supports the OECD's

(2012) conclusions that assessment and feedback have a major beneficial effect on teachers and their work by increasing job satisfaction and, to a degree, job security, as well as greatly increasing their professional growth as teachers. It also validates findings by Campbell (2012) that teacher performance evaluation system impacts on educator enlargement, shore up trainers' work, holds trainers answerable and influences learner accomplishment and school broad efficiency if appropriately done by management armed with the requisite knowledge and tutors who are sufficiently trained on its intentions. In addition, the HODs were presented with Likert-scaled questionnaire whose items were indicators of performance evaluation. They scored performance evaluation on a 5-point Likert-level ranging from least effectual (1) to most effective (5). The researcher computed their responses in proportion frequencies and summarised them as shown in Tables 4.7

Table 4.7: Performance evaluation and academic performance

ITEM	MEAN	SD
Building teamwork among tutors and learners	4.17	0.98
Ensuring a manageable teacher-learner ratio	3.96	1.06
Ensuring adequate distribution of instructional materials	4.65	0.76
Ensuring teachers attend schools and classes punctually	4.22	0.88
Ensuring teachers revise all exams after marking	4.22	0.87
Ensuring teachers update their professional documents	4.22	0.85
Ensuring timely completion of the syllabus by teachers	4.09	0.92
Discussing best performance strategies in staff meetings	3.78	1.09
Monitoring academic progress	3.96	1.02
Providing T/L resources for improved performance	4.65	0.86

Source: Survey Data (2019)

The outcome of the survey showed that respondents were in agreement that performance evaluation largely helps in building teamwork among teachers and learners (mean of 4.17) but a low variation (standard deviation of 0.98). Likewise they agreed that performance evaluation makes the school administrators to ensure a manageable teacher-learner ratio in schools (mean of 3.96) with a little variation

(standard deviation of 1.06). Similarly, respondents were in agreement that performance evaluation helps in ensuring adequate distribution of instructional materials (mean of 4.65) but variation was low (Standard deviation of 0.76). Teachers attend schools and classes punctually (mean of 4.22) but a low variance (standard deviation of 0.88).

Respondents also agreed that performance evaluation is good in ensuring that teachers revise all exams after marking and in ensuring that teachers update their professional documents (means of 4.22 & 4.09). However, there were low variations (standard deviations of 0.87 and 0.85) respectively. They also observed that performance evaluation is crucial in ensuring timely completion of the syllabus by teachers and discussing best performance strategies in the staff meetings (means of 4.09 and 3.78) with standard deviations of 0.92 and 1.09 respectively. Additionally, respondents agreed that performance evaluation enables monitoring of the academic progress and provision of teaching and learning resources for improved performance (means of 3.96 and 4.65) deviations of 1.02 and 0.86 respectively).

A similar study conducted by Namuddu (2010) discovered a significant relationship between the schools' evaluation criteria and teacher performance, but observed that there was a de-emphasis on teacher-based evaluations, the schools' evaluation criteria had scanty details on organization, and an gave prominence on individual activities. Iraki (2013) discovered that some instructors disliked the performance review process and saw it as a weapon for victimization and intimidation, instead blaming students for any deficiencies. According to the study, the nature of the performance evaluation process in schools should be more representative of human resource operations such as deployment, promotion, and compensation administration.

4.4.4 Resource Allocation and Academic Performance

The study's fourth objective was to determine the impact of resource allocation on academic achievement in public secondary schools. To achieve the goal, the researcher administered a Likert-scaled questionnaire to the HODs, the questions of which were indications of resource distribution. The HODs graded performance evaluations on a 5-point Likert scale ranging from extremely insufficient (1) to very adequate (5). Their responses were then computed in percentage frequencies and tabulated as shown in Table 4.8 below.

Table 4.8: Resource Allocation and Academic Performance

ITEM	MEAN	SD
Books/Equipment storage facilities are adequate	4.00	0.98
Students have adequate number of calculators	4.52	0.89
Teaching and Learning Materials is adequate	3.73	1.14
Equipment in the laboratory is adequate	4.38	0.98
Facilities in the agriculture room are adequate	3.24	1.15
Facilities in the home science room are adequate	3.86	1.18
Number of desks/chairs in classrooms are adequate	4.33	0.71
Number of latrines/toilets in the school is adequate	3.95	1.18
Number of reference books in the school is adequate	4.33	0.89
Number of tables and chairs in staffroom is adequate	4.30	0.95
Resources in the library are adequate	3.83	1.17
Size of the playground is adequate	4.17	0.88
Supply of power to the school is reliable	4.22	0.67
Water/Electricity supply to the school are reliable	4.09	0.77
Use of computers in teaching/learning is common	3.78	1.11

Source: Survey Data (2019)

Different ratings among respondents on the resources in their schools revealed a variable level of sufficiency. The storage facilities for books and equipment were adequate (mean of 4.00) hence little variance (standard deviation of 0.98). Furthermore, the teaching and learning materials in general were adequate (mean of 3.73). There was low variance (standard deviation of 1.14).

Students have an adequate quantity of calculators (mean of 4.52) but the variance was low (standard deviation of 0.89). Most of secondary schools in Belgut Sub-County have sufficient laboratory equipment (mean of 4.38) though there was a low variance (standard deviation of 0.98). Based on the results, respondents were uncertain on the adequacy of facilities in the agricultural room in the secondary schools under investigation (mean of 3.24). However there was some variation (standard deviation of 1.15)

Similarly, respondents agreed that there was some adequacy of facilities in the home science room (mean of 3.86) and resources in the library (mean of 3.83) with a sizable number of the HODs who participated in the study indicating that these resources are inadequate in their institutions leading to some variance (standard deviations of 1.18 and 1.17 respectively). The survey findings revealed that some appropriate computers were utilized in teaching/learning (mean of 3.78) with minor variance (standard deviations of 1.11).

In terms of furniture appropriateness, the survey findings reveal that the quantity of desks/chairs in classrooms is typically adequate (mean of 4.33) with a minimal variance (standard deviation of 0.71). The quantity of tables and chairs in the staffroom was acceptable (mean of 4.30), with a minimal variance (standard deviation of 0.95). Furthermore, the quantity of reference books in most schools was determined to be substantially acceptable (mean of 4.33) though variance was low (standard deviation of 0.89). Furthermore, it was discovered that the number of latrines/toilets was acceptable (mean of 3.95) hence some little variance (standard deviation 1.18).

In terms of physical infrastructure, the survey findings show that many of the schools had appropriate physical infrastructure and playground space (mean of 4.17) though

variance was low (standard deviation of 0.88). Furthermore, social services such as power and water supply have been shown to be adequate in majority of the schools (mean of 4.22) and low deviation (standard deviation of 0.67). Water supply to schools, was dependable (mean of 4.09) but the variance was low (standard deviation of 0.77). The study's findings, as shown in Tables 4.9, reveal that resource allocation in secondary schools in Belgut Sub-County is adequate, although not in all categories of resources and schools (mean of 4.05) indicating a low variation (standard deviation of 0.62).

These findings support Pan, Rudo, Schneider, and Smith-Hansen (2013)'s assertions that there is a substantial relationship between resource allocation and learner success and that allocating resources in specific regions and for certain activities has a major influence on student performance. According to the study, resource allocation in education should frequently reflect strategic policy circumstances and insights that guide judgments about the productivity efficiency and equality of the allotted resources. Wambua (2015) makes a similar statement, adding that suitable teaching and learning resources must be consolidated into a poverty reduction strategy that forecast and prepares for the expanded education system's forward and backward relationships. Pan et al (2013) and Wambua (2015), on the other hand, feel that governments should provide capacity building for school administrators on budgeting rules and processes in order to augment the coordination and responsibility of all resources availed to schools.

4.5 Hypothesis Testing

Table 4.9: Analysis of Variance on Leadership Training and Academic Performance Using SPSS Version 22

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.097	1	9.097	41.575	.000 ^b
	Residual	28.447	130	.219		
	Total	37.544	131			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Leadership training

Source: Research Data (2019)

Table 4.9 demonstrates that leadership training was a predictor of academic performance in public secondary schools and when tested at 5% level of significance leadership training was significant (p –value of 0.00 was less than 0.05)

Table 4.10: Analysis of Variance on Stakeholder Participation And Academic Performance Using SPSS Version 22

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.355	1	7.355	31.670	.000b
	Residual	30.190	130	.232		
	Total	37.544	131			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Stakeholders participation

Source: Research Data (2019)

Table 4.10 showed that stakeholder participation was a predictor of academic performance in public secondary schools and when tested at 5% level of significance stakeholder was found to be significant (p –value of 0.00 was less than 0.05)

Table 4.11: Analysis of Variance on Performance Evaluation on Academic Performance Using SPSS Version 22

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.697	1	2.697	10.061	.002 ^b
	Residual	34.847	130	.268		
	Total	37.544	131			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Performance evaluation

Source: Research Data (2019)

Table 4.11 indicated that performance evaluation i was a considerable predictor of academic performance in public secondary and when tested at 5% level of

significance performance evaluation was found to be significant (p –value of 0.02 was less than 0.05)

Table 4.12: Analysis of Variance on Resource Allocation on Academic Performance Using SPSS Version 22

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.223	1	8.223	36.455	.000 ^b
	Residual	29.322	130	.226		
	Total	37.544	131			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Resource allocation

Source: Research Data (2019)

The contribution of resource allocation is clearly a significant predictor of academic achievement in public secondary schools and when tested at 5% level of significance performance evaluation was found to be significant (p –value of 0.02 was less than 0.05)

Table 4.13: Analysis of Coefficient Determination on Strategic Management Practises And Academic Using SPSS Version 22 Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.704	.259		10.430	.000
Leadership training	.304	.044	.389	6.913	.000
1 Stakeholders participation	.277	.039	.386	7.143	.000
Performance evaluation	.291	.044	.353	6.594	.000
Resource allocation	.314	.042	.403	7.411	.000

a. Dependent Variable: Academic Performance

$$Y = 2.704 + 0.304X_1 + 0.277X_2 + 0.291X_3 + 0.314X_4 + \epsilon$$

Source: Research Data (2019)

Where: Y is academic performance

X_1 Leadership training

X_2 Stakeholders participation

X_3 Performance evaluation

X_4 Resource allocation

$$2.704 + 0.304 X_1 \text{ units} + 0.277X_2 \text{ units} + 0.291 \text{ units} + 0.314X_4 \text{ units} + \text{error}$$

When all factors are held constant academic performance remain at 2.704. The level of academic performance by 0.304 units when leadership varied by one unit, other

variables held constant. If stakeholder participation changes by one unit then academic performance increases by 0.277 units, other variables remaining the same. Academic performance changes by 0.291 and 0.0314 when performance evaluation and resource allocation vary by one unit respectively.

H₀₁: “There is no significant effect of leadership training on academic performance in public secondary schools in Belgut Sub-County, Kericho County” was rejected because the p value 0.00 is less than 0.005 at 5 percent level of significance

H₀₂: “There is no significant role of stakeholder participation in academic performance in public secondary schools in Belgut Sub-County, Kericho County” was rejected because the p value 0.00 is less than 0.005 at 5 percent level of significance

H₀₃: “There is no significant influence of performance evaluation on academic performance in public secondary schools in Belgut Sub-County, Kericho County” was rejected because the p value 0.00 is less than 0.005 at 5 percent level of significance

H₀₄: “There is no contribution of resource allocation on academic performance in public secondary schools in Belgut Sub-County, Kericho County” was rejected because the p value 0.00 is less than 0.005 at 5 percent level of significance

Table 4.14: Summary on null hypotheses

Predictor	p	Null Hypothesis	Decision	Conclusion
Leadership Training	0.000	$H_0, B_1 = 0$	Reject H_0	There was significant effect of leadership training on academic performance public secondary schools.
Stakeholders participation	0.000	$H_0, B_2 = 0$	Reject H_0	There was significant effect of stakeholder participation on academic performance public secondary schools.
Performance evaluation	0.000	$H_0, B_3 = 0$	Reject H_0	There was significant effect of performance evaluation on academic performance public secondary schools.
Resource allocation	0.000	$H_0, B_4 = 0$	Reject H_0	There was significant effect resource allocation on academic performance public secondary schools.

Source: Authors Composition (2019)

The outcomes of the four assumptions that led this study are summarized in Table 4.21. The four null hypotheses on leadership training, stakeholder participation, performance evaluation, and resource allocation were all rejected at 5% level, of significance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

After the data was collected and analyzed in form of both descriptive and inferential statistics, the researcher compiled a summary of major research findings. He then drew conclusions from the summary of the study findings. Finally the researcher put across pertinent recommendations in line with the effect of independent variables on the dependent variable and suggested areas for further research.

5.2 Summary

The first research goal was to establish the impact of management development programs on studious achievement in government run secondary schools. The corresponding null hypothesis stated that leadership training had no significant effect on scholastic triumph in government sponsored secondary schools. The result signified that headship training had a noteworthy sway and rejected the associated null hypothesis.

The second objective to demonstrate the role of stakeholder participation on scholastic output in government sponsored secondary schools. The corresponding null hypothesis was that there was no significant role of stakeholder participation in academic performance in public secondary schools. The study discovered a modest relationship between stakeholder participation and academic performance in public secondary schools and rejected the null hypothesis.

The third objective was to examine the influence of performance evaluation on academic performance in public secondary schools. The corresponding null hypothesis was that there is no significant influence of performance evaluation on academic performance in public secondary schools. The study found a weak

relationship between performance evaluation and academic performance in public secondary schools and rejected the corresponding null hypothesis.

The fourth objective was to establish the contribution of resource allocation on academic performance in public secondary schools. The corresponding null hypothesis was that there is no significant contribution of resource allocation on academic performance in public secondary schools. The study found a weak relationship between resource allocation and academic performance in public secondary schools and rejected the corresponding null hypothesis

5.3 Conclusions

In the first research objective, the study sought to determine the effect of leadership training programmes on academic performance in public secondary schools in public secondary schools. The study concluded that there was a significant influence of leadership training programmes for School Principals on academic performance in public secondary schools albeit with some gaps on strategic management skills, granted that School Principals do their best to accomplish their roles and responsibilities as curriculum leaders.

In the second objective, the study attempted to establish the role of stakeholder participation on academic performance in public secondary schools. The three areas identified for in-depth analysis included the influence of stakeholder participation on the management of physical and material resources, the influence of stakeholder participation on management of student discipline and the influence of stakeholder participation on curriculum and instruction management. The study concluded that stakeholder participation in management of physical and material resources had an influence on the academic performance of learners in public secondary schools.

In the third objective, the study aimed at examining the influence of performance evaluation on academic performance in public secondary schools. The study concluded that performance evaluation of teachers therefore was cornerstone to the ceaseless effort to improve effectiveness of teaching in a school as it enables school administrations to essentially know the strengths of teachers.

In the fourth objective, the study attempted to establish the contribution of resource allocation on academic performance in public secondary schools. The study concluded that resource allocation significantly contributes to learners' academic performance in public secondary schools

5.4 Recommendations of the Study

Based upon the literature review and the findings of this study, the researcher proposed the following recommendations:

That retraining in management practices and modern pedagogy should be organised for school principals and teachers to assimilate a comfortable, pleasant, and psychologically uplifting learning environment that support the academic process.

That government, parents, family members, the broader community and other stakeholders should dedicate more resources to equip laboratories, computer rooms, science rooms and agriculture rooms to boost the calibre of education in public secondary schools, which are mostly inadequate in many public secondary schools.

That the Ministry of Education through school principals should fully engage professionals, parents, the community and other relevant stakeholders in the management of curriculum and instruction in public secondary schools.

That the Ministry of Education through School Principals should enhance teacher performance evaluation programmes that ensure their effectiveness in what they

actually do in the classroom. This may result in the best outcomes for learners if based on an effective evidence-based performance evaluation process.

5.4.1 Suggestion for further studies

The study submits that more research should be done on the strategic management role of Head teachers in strengthening academic performance of learners in public primary schools in Kenya. It is noted that this study was done only in Belgut sub-county and not the entire country. As such, the study cannot be generalized to reflect the country. Therefore the study should be replicated in other parts of the country to enable generalization of these findings. Further, strategic management practices could not fully account for the academic performance of public secondary schools, therefore the researcher recommends that future scholars look at other factors that may impact the academic performance of public secondary schools in Kenya.

REFERENCES

- Aba, J. & Osasu, O. (2020). Use of social media in libraries and impact on undergraduates. In *Handbook of Research on Digital Devices for Inclusivity and Engagement in Libraries* (pp. 350-370). Accessed from <http://www.indiaprwire.com/pressrelease/education/2010031745877.html>
- Preliminary Report. (2012). Malaysia education blueprint 2013-2025.
- Ahmadian, J. (2018). Explicit and implicit instruction of refusal strategies: Does working memory capacity play a role? *Language Teaching Research*, 24(2), 163-188.
- Akomolafe, O. & Adesua, O. (2016). The Impact of Physical Facilities on Students' Level of Motivation and Academic Performance in Senior Secondary Schools in South West Nigeria. *Journal of Education and Practice*, 7(4), 38-42.
- Akungu, A. (2014). *Influence of Teaching and Learning Resources on Students' Performance in Kenya Certificate of Secondary Education in Free Day Secondary Education in Embakasi District, Kenya*. Unpublished Master of Education Research Project, University of Nairobi.
- Akyeampong, K., Pryor, J., Westbrook, J. & Lussier, K. (2011). *Teacher Preparation and Continuing Professional Development in Africa*. Brighton, Centre for International Education, University of Sussex.
- Ames, C. & Archer, J. (2018). Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes. *Journal of Educational Psychology*, 80(3), 260-267.
- Ames, C. (1992). Achievement Goals and the Classroom Motivational Climate. In D.H. Schunk & J.L. Meece (Eds.), *Student Perceptions in the Classroom* (p. 327–348). Lawrence Erlbaum Associates, Inc.
- Anderman, E.M., & Wolters, C. (2006). Goals, values and affects: Influences on student motivation. In P. A. Alexander, & P. H. Winne (Eds.), *Handbook of educational psychology* (2nd Ed., 369-389). Mahwah, NJ: Erlbaum
- Babalola, O.S., Taiwo O.S. (2016). Strategic management and academic performance of selected private universities in Southwest, Nigeria. *Basic Research Journal of Business Management and Accounts*. 5(3) pp. 26-35.
- Bandura, A. (1977a). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215. Retrieved October 3, 2006 from <http://www.des.emory.edu/mfp/bandurapubs2.html>

- Bandura, A. (1997a). Self-efficacy and health behaviour. In A. Baum, S. Newman, J. Wienman, R. West, and C. McManus (Eds.), *Cambridge handbook of psychology, health and medicine* (160-162). Cambridge: Cambridge University Press.
- Bandura, A. (1997b). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, 84(2), 191-215.
- Bandura, A. (2010). *Self-efficacy*. In the *Corsini Encyclopedia of Psychology* (4th Ed.). Hoboken, New Jersey: John Wiley & Sons.
- Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods, and Practices*. Tampa Bay Open Access Textbooks Collection. Book 3. Florida: University of South Florida.
- Blair, J., Czaja, R.F., & Blair, E.A. (2013). *Designing surveys: A guide to decisions and procedures*. Sage Publications.
- Bogart, C.D. (2013). *Teacher Evaluation and Classroom Practice: Teacher Perceptions in Northeast Tennessee*. A PhD Dissertation, East Tennessee State University, USA.
- Brito, L., & Sauan, K. (2016). Management practices as capabilities leading to superior performance. *BAR-Brazilian Administration Review*, 13. DOI:10.1590/1807-7692bar2016160004
- Bullis, B.B. (2014). *The Perceived Impact of Teacher Performance Ratings on the Teacher Evaluation Process: Voices from the Field*. Unpublished PhD Dissertation, Loyola University Chicago, USA.
- Campbell, A.B. (2014). *Understanding the Teacher Performance Evaluation Process from the Perspective of Jamaican Public-School Teachers*. Unpublished PhD Thesis, University of Toronto, Canada.
- Chang, G.C. (2008). *Strategic Planning in Education: Some Concepts and Methods*. Paris: UNESCO.
- Chikati, J. (2011). *How to Develop and Implement a Resource Mobilization Strategy*. Nairobi: Advance Litho Ltd.
- Cochran W.G. (1977). *Sampling Techniques*, 3rd Ed. New York: Wiley.
- Cohen, L., Manion, L. & Morrison, K. (2019). *Research Methods in Education* (8th Ed). London: Routledge.

- Conroy, D.E., & Hyde, A.L. (2012). Measurement of achievement motivation processes. In Tenenbaum, G., Eklund, R.C. & Kamata, A. (Eds.), *Handbook of Measurement in Sport & Exercise Psychology* (pp. 303–317). Champaign, IL: Human Kinetics.
- Creswell, J.W., & Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th Ed.)*. Los Angeles: SAGE.
- Cunningham, C., Cunningham, S.A., Halim, N. & Yount, K.M. (2019). Public Investments in Education and Children’s Academic Achievements, *The Journal of Development Studies*, 55(11), 2365-2381.
- David, F.R. (2011). *The Strategic Management: Concepts and Cases (9th Ed.)*. Prentice Hall. Pearson Education.
- Department of Education and Training (2016). *Improving School Governance: Strategic Planning*. Melbourne: Regional Services Group.
- DeShon, R. P., & Gillespie, J. Z. (2005). A Motivated Action Theory Account of Goal Orientation. *Journal of Applied Psychology*, 90(6), 1096–1127.
- Dookie S.S. (2013). *An evaluation of the levels of parental involvement in activities that support student learning and how it impacts on student performance*. Unpublished MEd Thesis, University of the West Indies.
- Dweck, C. S. (2010). Even Geniuses Work Hard. *Educational Leadership*, 68(1), 16-20.
- Dweck, C. S., Hong, Y.-y., & Chiu, C.-y. (1993). Implicit theories: Individual differences in the likelihood and meaning of dispositional inference. *Personality and Social Psychology Bulletin*, 19(5), 644–656.
- Earley, P. (2013). *Exploring the School Leadership Landscape: Changing Demands, Changing Realities*. London: Bloomsbury Publishing.
- Ejakait, E., Olel, M., Othuon, L., & Khasenye, O. (2016). A hierarchical linear modelling of teacher effects on academic achievement in the Kenya certificate of primary education examination. *American Journal of Educational Research*, 4(14), 1030-1040.
- Ekaju, J. (2011). *An Investigation into the Relationship between the 1997 Universal Primary Education (UPE) Policy and Regional Poverty and Educational Inequalities in Uganda (1997-2007)*. Unpublished PhD Thesis. The University of Glasgow.
- Elliott, K. (2015). Teacher Performance Appraisal: More about Performance or Development? *Australian Journal of Teacher Education*, 40(9).

- Elstad, E. & Turmo, A. (2009). The Influence of the Teacher's Sex on High School Students' Engagement and Achievement in Science. *International Journal of Gender, Science and Technology*, 1(1).
- Eman, A.I. (2018). The Effectiveness of Students Involvement in Leadership Process in Schools and its Impact on increasing their Academic achievement in Jordanian Schools: The Case of Schools in Ramtha City. *International Journal of Education and Research*. 6(9).
- Epstein, J.L (1989). Family structures and students motivation. *A development perspective*. In C .Ames & R. Ames (Eds). Research on motivation in education(Vol.3 Pg 259-295) New York Academic Press.
- Fernandez, K.E. (2011). Evaluating School Improvement Plans and their Effect on Academic Performance. *Educational Policy*, 25(2), 338-367.
- Flosason, T.O., McGee, H.M. & Diener-Ludwig, L. (2015). Evaluating impact of small-group discussion on learning utilizing a classroom response system. *Journal of Behavioural Education* 24; 317–337.
- Frankfort-Nachmias C, Nachmias D & DeWaard J. (2015). *Research Methods in the Social Sciences (8th Ed.)*. New York: Worth Publishers.
- Gakenia, C., Katuse, P. & Kiriri, P. (2017). Influence of Strategy Execution on Academic Performance of National Schools in Kenya. *Journal of Business and Management*. 19(7), 25-40
- Gichohi, G.W. (2015). Stakeholder involvement in Schools in 21st Century for Academic Excellence. *International Journal of Education and Research* 3(2); 13-22.
- Glaze, B. (2015). Head teachers to be Given Lessons in Budget and Staff Management from Top Businesses. *Mirror Online*. Available on the Internet at www.ajssh.leena-luna.co.jp on 17th September 2016.
- Gori, J.M. (2014). *An Evaluation of the Impacts of Decentralized Resources Allocation by the Community on the Performance of Secondary Schools in Gucha, District, Kenya*.
- Grant, H., & Dweck, C. S. (2003). Clarifying Achievement Goals and Their Impact. *Journal of Personality and Social Psychology*, 85(3), 541-553.
- Harray, N. (2008). *The challenge of strategic management and strategic leadership in the case of three New Zealand secondary schools*. (Master of Educational Leadership and Management), Unitec Institute of Technology.

- Harris, K.A. (2014). *Effects of Resource Allocation on Student Academic Achievement and Self-Perceptions of Success in an Urban Setting*. Senior Theses and Capstone Projects. Paper 4.
- Henry, G., Dickey, K., & Areson, J. (2013). Stakeholder Participation in Educational Performance Monitoring Systems. *Educational Evaluation and Policy Analysis*, 13(2), 177-188.
- Howell, D.C. (2013). *Fundamental Statistics for the Behavioural Sciences (8th Ed.)*. Virginia: Cengage Learning.
- Ibukun, W.O., Oyetakin, A.I. & Akinfolarin, C.A. (2012). Impact of Human Resource Allocation and Utilization on the Academic Performance of Students in Ondo State Secondary Schools. *Global Journal of Management and Business Research*, XII(1), 115-116.
- IIEP. (2015). *Creation of the International Institute for Educational Planning. Educational Planning of Strategic Plans in Public Secondary Schools*. Embu County, Kenya. Kenyatta University.
- Iraki, W. (2013). *Teachers' perceptions of the role of performance appraisal in enhancing teaching and learning: A case of public secondary schools in Kiambu County, Kenya*. Unpublished Med Research Project, Kenyatta University.
- Ileri, V.M. (2017). *Roles of Stakeholders and Resource Related Impediments to Implementation of Strategic Plans in Public Secondary Schools in Embu County, Kenya*. A Master of Education Thesis. Kenyatta University, Kenya.
- Irsheid, E. A. I., & Teacher, E. S. L. (2018). The Effectiveness of Students Involvement in Leadership Process in Schools and its Impact on increasing their Academic achievement in Jordanian Schools: The Case of Schools in Ramtha City. *International Journal of Education and Research & Development*, 6(9), 47-56.
- Iyanda Ismail, Abdussalaam & Oluwaseyi, Musibau. (2017). Employee Learning Theories and Their Organizational Applications. *Academic Journal of Economic Studies*, 3(4), 96-104.
- Kelechukwu, N. (2011). Analysis of Administrative Roles of Principals in Private Secondary Schools in Aba Education Zone of Abia State. *Continental Journal of Education Research*, 4(1), 18 – 27.
- Kim, S. (2011). *The Relationship between Principal Leadership and Teacher Attitudes: Evidence from the Schools and Staffing Survey*. Unpublished Master of Public Policy in Public Policy Thesis. Washington, DC.

- Kini, T., & Podolsky, A. (2016). *Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research*. Palo Alto: Learning Policy Institute.
- Kipkorir R.J., & Langat C.R. (2015). Factors That Affect Students' and Pupils' Academic Performance in Kericho West District: A Case Study of Seretut Location. *International Journal of Information Research and Review* 2(06), 792-796.
- Kiptum, C.K. (2016). *Correlation between teachers related factors and students' academic achievement in public secondary schools in Baringo County, Kenya*. Unpublished Ph.D. Thesis Moi University, Kenya.
- Kirui, C.C. (2012). *Assessment of the effects of strategic planning in effective management of secondary schools in Kericho District, Kenya*. Unpublished MBA Thesis, Kenyatta University.
- Kongo, R.M. (2011). *The impact of performance appraisal on secondary school teacher professional development in Kitui West District*. Unpublished Med Research Project, Kenyatta University, Kenya.
- Kothari, C.R. & Gaurav, G. (2018). *Research Methodology- Methods and Techniques* (New Edition, 2018). Nepal: New Age International.
- Kumbi, H.J. (2015). *Teachers' participation in school decision making in secondary schools of Arsi Zone*. Unpublished MA Thesis, Haramaya University, Haramaya.
- Kyahurwa, O. (2013). *The challenges faced by primary school principals in curriculum management: A Case of Region C in Gauteng Province, South Africa*. Unpublished MEd Thesis. University of South Africa.
- Lutwa, A.K. (2014). *Stakeholders' participation in management of students' discipline in secondary schools in Gulu District*. Unpublished Med Dissertation, Gulu University, Uganda.
- Mathisen, G.E. and Bronnick, K.S. (2009). Creative self-efficacy: An intervention study. *International Journal of Educational Research*, 48(1), 21-29.
- Matunge, S.S. (2013). *Employee perception on the effectiveness of performance appraisal system at the Teachers' Service Commission, Kenya*. Unpublished MBA Research Project, University of Nairobi.
- Maxwell, J.A. (2013). *Qualitative research design: An Interactive Approach (3rd Ed.)*. Thousand Oaks, CA: Sage.

- Mbera, P.G.A. (2015). *Assessment of the Relationship between Head-Teachers' Leadership style sand Students' Academic Performance in Public Secondary Schools in Kericho County, Kenya*. Unpublished Doctor of Philosophy Thesis, Moi University.
- McCormick, M.J. (2011). Self-efficacy and Leadership Effectiveness: Applying Social Cognitive Theory to Leadership. *Journal of Leadership Studies*, 8(1), 22-33.
- McCullers, J.F., & Bozeman, W. (2010). Principal Self-Efficacy: The Effects of No Child Left behind and Florida School Grades. National Association of Secondary School Principals, *NSSP Bulletin*, 94(1), 53-72.
- Mohammad, A.D. (2011). Misallocation of Student Teacher Ratio, Class Size and Per Student Expenditure Leads to Wastage of Resources and Lower Academic achievement: An issue in Resource Management. *International research Journal of Finance and Economics*, 62.
- Morrone, A. S. and Schutz, P. A. (2000). Promoting achievement motivation', in G. Bear and K. Minke (eds.), *Preventing School Problems-Promoting School Success: Strategies and Programs that Work*, National Association of School Psychologists Washington, DC.
- Mpululu, M.M. (2014). *Effectiveness of Open Performance Review and Appraisal System in Public Primary Schools; A case of Mvomero District*. Unpublished Masters Thesis, The Open University of Tanzania.
- Mwaura, H. K. (2019). Influence of quality improvement practices on academic performance. *The Strategic Journal of Business & Change Management*, 6(3), 562 – 574.
- Mwirichia, V.M. (2013). *Influence of parental involvement on academic performance of preschool children in Kangeta Division, Meru County, Kenya*. Unpublished Med Research Project, University of Nairobi.
- Nafikahedi, E. (2014). *Factors Influencing Shortage of Teaching-Learning Resources in Tanzania Primary Schools: A Case of Primary Schools in Kinondoni Municipality*. Unpublished Med Research Project, the Open University of Tanzania.
- Naigaga, P. (2019). *School facilities maintenance and students' academic achievement in government aided secondary schools in Hoima district, Uganda*. (Unpublished Undergraduate project). Kyambogo university.
- Namuddu, J. (2010). *Staff appraisal systems and teacher performance at Aga Khan Schools in Kampala District*. Unpublished Masters Dissertation, Makerere University, Uganda.

- Nelson, J.A. (2012). *Effects of Teacher Evaluations on Teacher Effectiveness and Student Achievement*. Unpublished Med Thesis, Northern Michigan University.
- Neuhauser, C. (2007). Project Manager Leadership Behaviours and Frequency of Use by Female Project Managers. *Project Management Journal*, 38(1), 21-31.
- Ngure, S.M. (2012). *Impact of Resource Utilization in Education as Perceived by Teachers in Secondary Schools in Mathioya District, Muranga County, Kenya*. Unpublished Med Thesis, Kenyatta University, Kenya.
- Nicholas, W. (2010). *A study of dynamics of stakeholders' participation in school management*. Unpublished Med Dissertation, Aga Khan University, Karachi, Pakistan.
- Nicholls, J. G. (1984). Achievement Motivation: Conceptions of Ability, Subjective Experience, Task Choice, and Performance. *Psychological Review*, 91, 328-346.
- Nicolas, B., Renata, L., Raffaella, S., & John, V, R, (2014). Does management matter in schools. *The national Bureau of Economics Research NBER Working Paper No 20667*.
- Nielsen, H.S., Low (2018). Demand for Primary Education: Traditions or Economic Incentives? (April 1998). *University of Aarhus CLS Working Paper No. 98-005*.
- Nieuwenhuis, J. (2010). *Qualitative Research Designs and Data Gathering Techniques*. Pretoria: Van Schaik.
- Nyandwi, M.D. (2014). *Determinants of Poor Academic Performance of Secondary School Students in Sumbawanga District, Tanzania*. A Master of Arts Dissertation, Sokoine University Of Agriculture, Morogoro, Tanzania.
- Nzoka, J.T. & Orodho, J.A. (2014). School Management and Students' Academic Performance: How Effective are Strategies being employed by School Managers in Secondary Schools in Embu North District, Embu County, Kenya? *International Journal of Humanities and Social Science* 4(9).
- Obama, M.O., Akinyi, L.E. & Orodho, J.A. (2016). Principals' Leadership Style and Students' Academic Performance in Public Secondary Schools in HomaBay County, Kenya. *Research on Humanities and Social Sciences*, 6(7).
- Ojwang',M.A. (2016). Effects of the Restructuring of Teacher Placement on Teacher and Gender Distribution in Public Secondary Schools in Nakuru County, Kenya. *Baraton Interdisciplinary Research Journal*, 6(Special Issue), 83-92.

- Onduru, J.O. (2012). *Stakeholder involvement in the management of public technical training institutions in Kenya*. Unpublished Med Thesis. University of South Africa.
- Ong, C.H. (2014). Goal Orientation of Adult Students towards Learning Strategies: The Malaysian Context. *Psychological Thought*, 7(2), 156-167.
- Orina, W.A. (2014). *Assessment of Factors Leading to Early Retirement of Public Secondary School Teachers in Kajiado County, Kenya*. Unpublished Med Thesis. The Catholic University of Eastern Africa, Kenya.
- Orodho, J.A. (2009). *Elements of Education and Social Science Research Methods, (2nd Ed.)*. Maseno: Kanezja.
- Osagie, R.O. & Umemefu, M. (2016). Principals' Leadership and Student Performance in Senior Secondary Schools in Edo State, Nigeria. *Educational Planning*, 23(3).
- Oso, Willis Yuko and Onen, David 2008. *A General Guide to Writing Research and Report. A Hand Book for Beginning Researchers, (2nd Ed.)*, Makerere University, Kampala.
- Phiri, W. & Chileshe, C.C. (2016). An Impact of Strategic Plan on Learners' Academic Performance: A Case of Selected Secondary Schools of Mwense District, Zambia. *International Journal of Multidisciplinary Research and Development*, 3(3); 43-49.
- Pucci, T., Casprini, E., Galati, A., & Zanni, L. (2020). The virtuous cycle of stakeholder engagement in developing a sustainability culture: Salcheto winery. *Journal of Business Research*, 119, 364-376.
- Richardson, R.A. (2008). *An examination of teacher qualifications and student achievement in mathematics*. Unpublished Doctor of Education Dissertation, Auburn University, Alabama.
- Riungu, F., Senaji, T., & Mugambi, H. (2019). Strategy Implementation: A Determinant of Competitive Academic Performance among Secondary Schools in Kenya. *Africa Journal of Technical and Vocational Education and Training*, 4(1), 197-208.
- Rotich, S.K., Kipkirui, J.R. & Mutisya, S.M. (2014). Competence of Head Teachers in Primary School Management in Kenya: An Evaluation of Capacity Building. *Asian Journal of Social Sciences & Humanities Vol. 3(2)*.
- Steinmayr, R., Weidinger, A.F., Schwinger, M. & Spinath, B. (2019). The Importance of Students' Motivation for Their Academic Achievement - Replicating and Extending Previous Findings. *Frontiers in Psychology*, 10, 1730.

- Trochim, W., Donnelly, J.P. & Arora, K. (2015). *Research Methods: The Essential Knowledge Base*. Hampshire: Cengage (EMEA) Limited.
- Van Wyk, C. & Moeng, G. (2014). The Design and Implementation of a Strategic Plan in Primary Schools. *International Business and Economics Research Journal*. 13(1).
- Wango, G. & Gatere, A. (2013). *Leadership Professional Development through Integrity and Financial Accountability: Curbing Fraudulent Practices in Schools*. Kenya Education Management Institute (KEMI) Conference 2013 on Curbing Fraudulent Practices in Schools.
- Welsh, T. (2005). Leaders Talk about Executing Strategy. *Leadership Pulse*, 20-45.
- Woolfolk H.A., Davis, H.A. and Anderman, E.M. (2013). Theories of learning, and teaching in TIP. *Theor Pract* 52: 9–21.
- Woolfolk, A. (2011). *Educational Psychology (11th Ed.)*. Boston, MA: Pearson.
- Yamane, Taro. (1977). *Statistics: An Introductory Analysis, (2nd Ed.)*, New York: Harper and Row.
- Yaro, I., Arshad, R. & Salleh, D. (2017). Stakeholder perceptions of secondary education quality in Sokoto State, Nigeria. *Quality Assurance in Education*, 25(2), 248-267,
- Yin, R. (2014). *Case Study Research Design and Methods (5th Ed.)*. Thousand Oaks, CA: 282 Pages
- Yin, R.K. (2012). *Applications of Case Study Research. (3rd Ed.)*. Thousand Oaks, CA: SAGE Publications.
- Zarifanaiey, N., Amini, M., & Saadat, F. (2016). A comparison of educational strategies for the acquisition of nursing student's performance and critical thinking: simulation-based training vs. integrated training (simulation and critical thinking strategies). *BMC medical education*, 16(1), 294-307.

APPENDICES

Appendix 1: Informed Consent Form

Dear Respondent

You are invited to participate in an informational interaction on my research project titled:

Strategic Management Practices on Academic Performance in Public Secondary Schools in Kericho County, Kenya.

I am respectfully appealing that you support me by responding on the enclosed questionnaire. The information you give will be handled with paramount confidentiality and will be utilized for scholastic discourse alone.

Kindly read the information provided below and fill and sign the provided spaces if you agree to participate in the project.

Thank you.

KORIR ERICK KIPKEMOI (MR)

PARTICIPANTS' INFORMED CONSENT

I, the undersigned, confirm that:

1. I have examined and unstated the information with reference to the assignment, as provided above and in my own accord accept to play a part in the project.
2. I comprehend that I have the freedom to vacate at any time devoid of reasons and that I will not be punished for retreating nor will I be brought to task on why I decide to retreat.
3. If applicable, split stipulations of approval for interviews, acoustic, video or other forms of statistical data collection have been explicated to me.
4. The Researcher and I have agreed to append my signature and date in this conversant approval Form.

Participant:

Name of Participant Signature Date

Researcher:

Name of Researcher Signature Date

Appendix 2: Questionnaire for Heads of Departments (HODs)

This study investigates consequences of strategic management exercises on educational performance in public secondary schools in Belgut Sub County, Kericho County, Kenya. You are demanded to grant responses to these questions based on the last three years. Rejoinders to these questions will be treated as classified. Kindly tick [√] where suitable or load in the obligatory information in the spaces given.

Section A: Demographic Information on the Respondents

(1) Please indicate your gender:

Female	1
Male	2

(2) Please indicate your age bracket:

Less than 30 years	1
31 years to 40 years	2
41 years to 50 years	3
51 years to 60 years	4
Over 60 years	6

(3) Please indicate long have you served as HOD:

Less than 5 years	1
6 years to 10 years	2
11 years to 20 years	3
Over 20 years	4

(4) Please indicate your highest academic qualification:

Ph.D.	1
M.Ed.	2
B.Ed.	3
B.A.	4
B.Sc.	5
Dip. Ed	6
Other	7

Section B: Performance Evaluation

- (5) To the best of your knowledge, is there a relationship between performance evaluation and academic performance in public secondary schools?

Yes	1
No	2

- (6) In a scale of 1 to 5, where 1 = *Least effective* and 5 = *Most effective*, how do you rate the effectiveness of performance evaluation in achieving the success indicators listed below?

STATEMENTS	1	2	3	4	5
Building teamwork among teachers and learners					
Ensuring a manageable teacher-learner ratio					
Ensuring adequate distribution of instructional materials					
Ensuring teachers attend schools and classes punctually					
Ensuring teachers revise all exams after marking					
Ensuring teachers update their professional documents					
Ensuring timely completion of the syllabus by teachers					
Discussing best performance strategies in staff meetings					
Monitoring academic progress					
Providing T/L resources for improved performance					

KEY: [1] Least effective [2] A Little Effective [3] Uncertain [4] Effective [5] Most effective

Section C: Resource Allocation

- (7) To the best of your knowledge, does resource allocation influence academic performance in public secondary schools?

Yes	1
No	2

- (8) On a range of 1 to 5 (where 1 = Strongly Disagree and 5 = Strongly Agree), Kindly specify how you concur or deviate with the subsequent statements on the availability of physical resources and teaching and learning materials in your institution.

Resource Allocation	1	2	3	4	5
Books/Equipment storage facilities are adequate					
Students have adequate number of calculators					
Teaching and Learning Materials (TLM) is adequate					
Equipment in the laboratory is adequate					
Facilities in the agriculture room are adequate					
Amenities in the home science space are passable					
Number of desks and chairs in classrooms are adequate					
Number of latrines/toilets in the school is adequate					
Number of reference books in the school is adequate					
Number of tables and chairs in staffroom is adequate					
Resources in the library are adequate					
Size of the playground is adequate					
Supply of power to the school is reliable					
Water/Electricity supply to the school are reliable					
Use of computers in teaching and learning is common					

KEY: [1] Strongly Disagree [2] Disagree [3] Uncertain [4] Agree [5] Strongly Agree

Section D: Strategies for improving academic performance in secondary schools?

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

Appendix 3: Questionnaire for School Principals

This study investigates upshot of strategic management exercises on scholarly performance in public secondary schools in Belgut Sub County, Kericho County, Kenya. You are appealed to present responses to these questions based on the last three years. Answers to these questions will be taken as classified. Please tick [√] where appropriate or fill in the required information in the spaces provided.

Section A: Demographic Information on the Respondents

- (1) Please indicate your gender:

Female	1
Male	2

- (2) Please indicate your age bracket:

Less than 30 years	1
41 years to 50 years	2
51 years to 60 years	3
Over 60 years	4

- (3) Please indicate your highest academic qualification:

Ph.D.	1
M.Ed.	2
B.Ed.	3
B.A.	4
B.Sc.	5
Dip. Ed	6
Other	7

- (4) Please indicate your experience in terms of length of service as School Principals:

Less than 5 years	1
6 years to 10 years	2
11 years to 15 years	3
16 years to 20 years	4
Over 20 years	6

Section B: Leadership Training Programmes

- (5) To the best of your knowledge, do leadership training programmes affect academic performance in public secondary schools?

Yes	1
No	2

- (6) In your own opinion, which topics and areas should be more represented in leadership training programmes for School Principals? Please assess your opinion on a scale of 1 to 5 (where 1 = Least important and 5 = Most Important).

STATEMENTS	1	2	3	4	5
Application of ICT in classroom teaching					
Education Management Information System (EMIS)					
Educational Research Methods and Techniques					
Financial Management in Education					
Fundraising in educational set-ups					
General Management of Educational Institutions					
General Office Management					
Human Resource Management in Education					
Marketing in educational set-ups					
Pedagogical and psychological topics					
Professional contents					
Rapporteurship, Report Writing, Production and Editing					
The Law of Education					
Theories of Education and Teaching Practice					
Use of Computer Windows based applications					

KEY: [1] Least Important [2] Somewhat Important [3] Uncertain [4] Important [5] Most Important

Section C: Stakeholder Participation

- (7) To the best of your knowledge, does stakeholder participation have an influence on academic performance in public secondary schools?

Yes	1
No	2

- (8) On a scale of 1 to 5 (where 1 = Strongly Disagree and 5 = Strongly Agree), please indicate how you agree or disagree with the following statements on stakeholder participation in your institution.

	STATEMENTS	1	2	3	4	5
Management of physical and material resources	Equips libraries and laboratories					
	Face-lifts physical structures					
	Makes funds to buy textbooks available					
	Provide funds for purchase of furniture					
	Raises fund for physical structures					
Management of student discipline	Shows interest in learners' discipline					
	Get involved in learners' discipline					
	Motivates the student to work harder					
	Provide funds for guidance and counselling					
	Supports the principal on discipline matters					
Curriculum and instruction management	Evaluates academic programmes					
	Provide funds to motivate learners					
	Provide funds to motivate teachers					
	Shows interest in school academic					
	Finances co-curricular activities					

KEY: [1] Strongly Disagree [2] Disagree [3] Uncertain [4] Agree [5] Strongly Agree.

Section D: Strategies for improving academic performance in secondary schools?

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

Appendix 4: Interview Schedule for BOM Chairpersons

This study investigates effects of strategic management practices on academic performance in public secondary schools in Belgut Sub County, Kericho 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 leadership training 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?

Appendix 5: Distribution of HODS per Strata

HODsper Strata		
Strata	Population	Sample
School 1	4	1
School 2	6	2
School 3	8	2
School 4	3	1
School 5	5	2
School 6	5	2
School 7	6	2
School 8	12	4
School 9	5	2
School 10	8	2
School 11	5	2
School 12	7	2
School 13	12	4
School 14	7	2
School 15	7	2
School 16	5	2
School 17	4	1
School 18	5	2
School 19	5	2
School 20	5	2
School 21	4	1
School 22	5	2
School 23	5	2
School 24	10	3
School 25	7	2
School 26	4	1
School 27	8	2
School 28	5	2
School 29	5	2
School 30	3	1
School 31	5	2
School 32	6	2
School 33	5	2
School 34	5	2
School 35	8	2
School 36	12	4
School 37	6	2
TOTAL	227	68

Source: Belgut Sub County Education Office (2019)

Appendix 6: Distribution of the Respondents on the Sampling Frame

	Population	Sample
Secondary Schools	37	37
School Principals	37	37
HODs	227	68
BOG Chairpersons	37	37

Source: Researcher (2019)

Appendix 7: List of Public Secondary Schools in Belgut Sub County

1. Borbowet Secondary School
2. Chebirirbei Secondary School
3. Chemamul Boys Secondary School
4. Chemamul Mixed Secondary School
5. Chepkosilen Secondary School
6. Chepkoton Girls Secondary School
7. Chepkutung Secondary School
8. Cheptenye Boys Secondary School
9. Cheptorriet Secondary School
10. Cheptuiyet Girls Secondary School
11. Cheribo Secondary School
12. Getumbe Secondary School
13. Kabiang'a Boys High School
14. Kabiang'a Girls Secondary School
15. Kaborok Girls Secondary School
16. Kakibei High Secondary School
17. Kalyongwet Secondary School
18. Kaplelartet Secondary School
19. Kaplutiet Secondary School
20. Kapmaso Secondary School
21. Kapsoiyo Secondary School
22. Kaptebengwo Secondary School
23. Keben Secondary School
24. Kibingei Girls Secondary School
25. Kipsamoi Secondary School
26. Kipsolu Boys Secondary School
27. Kiptere Boys Secondary School
28. Kiptome Secondary School
29. Koiwalelach Girls Secondary School
30. Marumbasi Secondary School
31. Musaria Secondary School
32. Nyabangi Secondary School
33. Seretut Secondary School
34. Singoronik Secondary School
35. Sondu Secondary School
36. Sosiot Girls Secondary School
37. St. Thomas Mindililwet Secondary School

Appendix 8: The Distribution of Respondents per Public Secondary School

	HODs		School Principals		BOM Chairpersons	
	Population	Sample	Population	Sample	Population	Sample
School 1	4	1	1	1	1	1
School 2	6	2	1	1	1	1
School 3	8	2	1	1	1	1
School 4	3	1	1	1	1	1
School 5	5	2	1	1	1	1
School 6	5	2	1	1	1	1
School 7	6	2	1	1	1	1
School 8	12	4	1	1	1	1
School 9	5	2	1	1	1	1
School 10	8	2	1	1	1	1
School 11	5	2	1	1	1	1
School 12	7	2	1	1	1	1
School 13	12	4	1	1	1	1
School 14	7	2	1	1	1	1
School 15	7	2	1	1	1	1
School 16	5	2	1	1	1	1
School 17	4	1	1	1	1	1
School 18	5	2	1	1	1	1
School 19	5	2	1	1	1	1
School 20	5	2	1	1	1	1
School 21	4	1	1	1	1	1
School 22	5	2	1	1	1	1
School 23	5	2	1	1	1	1
School 24	10	3	1	1	1	1
School 25	7	2	1	1	1	1
School 26	4	1	1	1	1	1
School 27	8	2	1	1	1	1
School 28	5	2	1	1	1	1
School 29	5	2	1	1	1	1
School 30	3	1	1	1	1	1
School 31	5	2	1	1	1	1
School 32	6	2	1	1	1	1
School 33	5	2	1	1	1	1
School 34	5	2	1	1	1	1
School 35	8	2	1	1	1	1
School 36	12	4	1	1	1	1
School 37	6	2	1	1	1	1
TOTAL	227	68	37	37	37	37

Appendix 9: Kenyatta University Research Authorization Letter



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: D53/CE/KER/26577/2013

DATE: 19th August 2019

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR KORIR ERICK KIPKEMOI – REG. NO. D53/CE/KER/26577/2013.

I write to introduce Korir Erick Kipkemoi who is a Postgraduate Student of this University. The student is registered for M.B.A degree programme in the Department of Business Administration.

Korir intends to conduct research for a M.B.A Project Proposal entitled, "Strategic Management Practices on Academic Performance in Public Secondary Schools in Kericho County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
AG. DEAN, GRADUATE SCHOOL

EM/Inn

