

**LEADERSHIP PRINCIPLES AND ITS INFLUENCE ON ACADEMIC  
PERFORMANCE IN KENYAN SECONDARY SCHOOLS. A CASE OF  
SECONDARY SCHOOLS IN KAJIADO COUNTY.**

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This Project report is my original work and has not been presented for a degree in any other university.

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## **DEDICATION**

To my children Crystal I., Tehila P.M and Theo P.M. You are simply the best.

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Much appreciation and gratitude to my Supervisor Dr. Edna Moi for your unrelenting support and dedicated supervision towards the completion of this project. Thank you for the guidance.

Much thanks to my siblings who believed in me. Thank you for the sacrifices you make every day.

**To God be the Glory.**

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## **ABBREVIATIONS AND ACRONYMS**

**BoM** : Board of Management

**HODs** : Heads of Departments

**KCPE** : Kenya Certificate of Primary Education

**KCSE** : Kenya Certificate of Secondary Education

**MoE** : Ministry of Education

**DoS** : Dean of studies

**CDE** : County Director of Education

## **ABSTRACT**

The researcher noted that academic performance of the secondary schools in Kajiado county greatly differed with some schools in the lowest category (county schools) performing well more than those at National or Extra County level. As a result, the study aimed at establishing leadership principles and their impact on academic performance in secondary schools in Kajiado County. The three objectives of the research were developed to guide the research study as follows: to establish the effect of diversity on academic achievement, to determine the impact of change on academic performance, and to investigate the impact of teamwork on academic performance. The research was based on two theories: contingency theory and servant-leader theory. A descriptive design was used in the research study. It targeted a population of 30 administrators, 50 H.O. D's & D.O. S's, 100 teachers and 150 students. The sample population was achieved through use of simple random sampling technique. Data was collected from the respondents through the use of a questionnaire. Analysis of the data was then done using qualitative content analysis for qualitative data whereas quantitative data was presented using SPSS. Inferential data analysis was used to make general conclusions for a large population whereas Multiple regression model was used for regression analysis. In conclusion, the researcher explored how the independent variables i.e., Promotion of diversity, focus on change and team work influenced academic performance of secondary schools in Kajiado County. From the findings, all the independent variables greatly had an effect on academic performance of secondary schools in Kajiado County. All the variables had positive correlations with influence of team work having the highest correlation of 0.780. The study recommends that school administrations should retain the above principles of leadership but moreso should dig deeper and find out the reason for the minimal performances in most of the schools in the county. School leaders should provide regular updates on the progress of the schools

as well as do bench-marking with schools that perform well academically so as to learn from them.

## **CHAPTER ONE**

### **1.1 Background information**

In accordance with the principles of leadership, the leader must try to persuade, inspire, direct, and advise colleagues, pupils, parents, and other relevant parties to collaborate in order to achieve predetermined goals. The principal must have a convincing and excellent demeanor in order to instill this function. The principal needs to be aware of how their leadership style affects the success and functioning of the school environment for which they are heading. In order to increase teacher effectiveness and student progress, the principal's role as a teacher is essential. What specific school leadership practices work best to raise student achievement and teacher effectiveness is still a mystery. Effective Principal's leadership qualities were restricted to task structure, position power, and the interaction that happens between leaders and their subjects. (Jawatir Pardosi, Tria Ina Utari, 2021).

The impact of leadership principles on performance in a variety of industries, including business, health, academia, and government, has been the subject of numerous international empirical research. Many instances include: In the healthcare sector, transformative leadership is favorably correlated with team performance, according to a study by Avolio et al. (2018). In the hotel sector, employee creativity and innovation are positively correlated with servant leadership, according to a Lee et al. (2019) study. According to a Simons and Roberson (2019)

study, organizational performance in the business world is favorably correlated with ethical leadership. According to a study by Toor and Ofori (2019), effective leadership has a favorable impact on project outcomes in the construction sector.

According to a 2014 study by Hesselgreaves and Scholarios, transformation leadership has a beneficial impact on job commitment, job satisfaction, and performance in the hospitality sector. According to a 2017 study by Goleman et al., emotional intelligence, a crucial element of effective leadership, was positively correlated with improved team performance across a range of enterprises. According to a study by Yang and Mossholder (2018), ethical leadership enhanced job performance and organizational commitment by favorably influencing organizational citizenship behavior. According to a study by Judge and Piccolo (2019), servant leadership was linked favorably to organizational commitment, work performance, and job satisfaction across a range of industries. According to Reimann et al (2020)'s research, authentic leadership had a favorable impact on workers' well-being, which in turn increased output and job satisfaction.

A more successful school in general, is one that just doesn't predict based on student entry behavior but also supports greater their outcomes especially academically. Student outcomes have been a significant focus of school effectiveness research. Some researches may also argue, that conditions created to better academic excellence may be a necessary but insufficient condition for good proper leadership

in schools. Over the past 15 years, policy makers have made surprisingly persistent efforts to change education by making schools more publicly accountable for raising student test scores. The fundamental impact of this policy changes on school leaders and those who research what they do has been intense pressure to show how their work contributes to such development. Curiously, this pressure has not, in fact, resulted from a general lack of belief in the importance of leadership—quite the reverse. In fact, it would be truer to describe this as an expectation to "prove" the prevailing belief that leadership matters a lot. According to Christopher Day & Pamela Sammons (2016).

Global education policies now place a lot of emphasis on school leadership. In light of growing school autonomy and a focus on learning and performance, it is critical to review the role of school leaders. Significant strides have been made in professionalizing school leadership, supporting current school leaders, and highlighting school leadership as a fulfilling career (Beatriz Port, Deborah Nusche and Hunter Moore, 2008).

As managers and leaders strive to make their institutions successful, attention is starting to be paid to educational leadership in Africa. According to Lin and Chuang (2014), effective leadership will have a favorable impact on students' motivation to learn. Additionally, recent studies show that teachers believe administrators need to

exhibit a more transformative leadership style because the success of the institution depends on it (Lin and Chuang, 2014)

The servant-leadership management philosophy, which views the leader as a servant first before s/he can contribute to the well-being of individuals and community, has been adopted by Africa as a whole, according to Vuyisile (2014). He or she establishes a supportive environment for participative management where workers are consistently encouraged in a productive work environment.

Recent research has revealed that school leadership in Kenya and other developing nations tends to follow global trends rather than concentrating on the needs of the communities they serve. It has also been said that the situation in African nations like Kenya is mired in colonial legacies and deficit thinking and neglects to take into account "localized knowledge, values, and histories." However, if the country's educational objectives are to be met, the Kenyan government recognizes the necessity of building school leadership. This is due to the fact that the majority of the current leaders can easily detect the type of results the school produces (Janet Mola Okoko, 2020)

Workforce diversity can be leveraged to bring together individuals with various ideas and ways of thinking in order to improve performance, claim Davis, Frolova, and Callahan (2016). When organizational policies are effectively put into practice (through effective workforce diversity management), it can boost operational

efficiency, employee happiness and loyalty, competitive advantage, and linkages to diverse societies.

Today, change is a part of everyone's lives, just like it is in the workplace. The majority of businesses must quickly alter their routine operations, yet they each view change from a different angle. To lower the amount of opposition businesses should be automated, this will facilitate transition to change in a smooth way, to avoid resistance. Managers and leaders must implement the change and set an example for others by doing it successfully. In order to carry out a successful change project, organizations and their management should ensure that any changing of a plan is in accordance with the corporate goals and objectives, as shown by several literatures (Jalagat, Revenio, 2016).

Team members will feel emotionally safe when they work together, more self-assurance, and will be more capable of collaborating on choices and set plans. Additionally, there's establishment of worthwhile goals, creative endeavors, helpful strategies, and admirable ideals at work. A lack of collaboration principles, on the contrary, can lead to low morale, poor results/ output disappointment and failure in different occupations. All these may constitute a threat to the company as a whole. An organization which does not place a high emphasis on cooperation of employees typically fall short of expectations achieving the goals and aspirations of the organization. Employees must understand the value of cooperation in order to

successfully work together to achieve common aims and goals (Shouvik Saryal and Mohammed Wamique Hisam, 2018).

## **1.2 Statement of the problem**

School administrators are under a lot of pressure to show how their efforts have improved the school. Principals in particular play a crucial role in establishing direction and developing a supportive school climate that includes a proactive school mindset (Christopher Day & Pamela Sammons, 2016)

There are thousands of secondary schools in Kenya (M.O.E 2021). According to the M.o.E, all the schools had to be under the leadership of a Chief Principal/ Principal backed up by the (B.o.M). The schools were divided under three main categories which are: National schools, Extra- County schools, and County schools. Some of these schools had been categorized as boarding/ day schools, mixed schools and/or those separate with girls only or boys only. Some schools were privately owned whereas some were Government owned. Majority of the schools however fell under the category of County schools followed by Extra County and with only two National schools. All these schools were under the leadership of a school principal.

National schools were given the students who scored highly in the KCPE exams level. The Extra County schools were given middle level performers whereas the county schools were given the lowest performing group of students in terms of

performance at KCPE level. Irrespective of the above groupings, the recent past years had seen some schools in the middle or lower category perform better in the National exams KCSE than their counter parts in a different category. In this regard, the researcher noted that the performance of the schools in Kajiado County had differed greatly with some schools in the County category producing better results than those in the Extra County and/or National category.

All in all, the aforementioned schools had teachers who were under the leadership of the principal as the head of the institution or overall head, and other team leaders who were H.O.Ds. All these people worked together to ensure good academic performance of the students in their schools under the leadership of the principal. The researcher however thought that for the principal to properly lead the team to success, he/ she needed to employ various leadership principles such as; promoting diversity, focus on change, and team work to improve or achieve good academic performance.

Promoting diversity was therefore important to every leader as each institution had people from different races, tribes, communities, religion, age, gender etc. diversity means people will learn from each other and embrace their differences which may lead to higher productivity. Different capabilities and potential drawn together is a recipe for good academic performance in the schools. Higher productivity will then translate to great team performance and good academic results.

Many leaders want to go an extra mile to ensure that their different teams appreciate change. It is important to note that many people don't like change and sometimes will tend to fight back. However, when it is done with moderation, the people involved will embrace change depending on the leader at that point. Good leaders are those who have the capacity to direct their team to focus on the change at hand. Sometimes an Institution or organization may keep getting the same results over the years because of not doing the right thing. However, with focus on change from the leadership, a shift in the results may be observed. This could be a reason for some of the good performing schools in the Kajiado County.

Members of an organization or learning institution can easily achieve their objectives through team work. This is so much possible in a case where the leader is sensitive on promoting team work and supporting each member of the team to achieve their best whilst supporting each other. The worst of results for some schools in Kajiado County could be as a result of lack of cooperation and team work.

From the above, the researcher sought to establish the leadership principles and their influence to the academic performance of secondary schools in Kajiado County.

### **1.3 Objectives of the study**

1. To establish the influence of diversity on academic performance in Secondary schools in Kajiado County.
2. To determine the influence of change on academic performance in secondary schools in Kajiado County.
3. To examine influences of teamwork on academic performance in secondary schools in Kajiado County.

### **1.4 Research questions**

1. To what extent does promotion of diversity influence academic performance in secondary schools in Kajiado County?
2. How does focus on change influence academic performance in secondary schools in Kajiado County?
3. To what extent does Teamwork influence academic performance in secondary schools in Kajiado County?

### **1.5 Justification and Significance of the Study**

The study sought to fill the gap on leadership principles and how they influence performance of schools within secondary schools in Kajiado County. This will improve secondary school leadership and consequently academic performance. The study's findings will help principals and other school administrators understand how their leadership affects the outcomes and performance of the many institutions they

are in charge of. Through this study, leaders and in this case the principals will work towards achieving the school's objectives through practicing different principles of leadership.

Further, teachers aspiring to become Principals will also benefit from this study by understanding the various leadership principles and knowing when and how to engage each principle.

County and Sub-County Education officers shall use the information to train and equip the principals and teachers on how to employ different leadership principles in order to academically better the performance of the schools in the County.

Therefore, study in this field sought to investigate how leadership in schools affected students' academic achievement and what practices the leaders used to improve their outcomes.

The study also aimed to benefit future scholars and researchers as they would be able to expand their knowledge on Leadership principles in regard to organizational performances of different institutions as well as other related areas. Researchers can also use the study to review the literature in their research work as well as explore on other areas worth of study.

## **1.6 Scope and Limitations of the Study**

The study was confined to 50 secondary schools (both private and public) which are situated in Kajiado County which has the furthest being 50kms away from Kajiado town. The schools consist all the three levels of National, Extra- County and County schools. It primarily looked at the evidence of the influence of leadership principles on academic achievement. The study took a duration of one month, a period when schools were in session.

Further, the study relied on the work of other researchers to review the literature. This widened the researcher's knowledge on what has been researched within the area of the study.

The study delivered a brief report on the findings, questions, conclusions, and recommendations, as well as made recommendations for further research.

## **1.7 Study Organization**

This project was divided into five sections. The background of the study, the statement of the problem, the purpose of the study, the specific objectives, the importance of the study, and the limitations, are presented in Chapter 1.

According to the goals of the study, Chapter 2 provided a review of the literature. Additionally, it offered the conceptual foundation, theoretical framework, and research gaps. The methods for gathering and analyzing data were covered in the

third chapter. The research design, study location, population, sample size, sampling tactics, research tools, piloting, validity and reliability of instruments, data collection methods, analytical procedures, and ethical issues were all covered in parts. The analysis and presentation of data were highlighted in chapter four, respectively, while the conclusions, arguments, and suggestions for additional research were summarized in chapter five.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

The literature study on leadership principles and academic achievement in schools was covered in this chapter. There are four sections in this chapter. The following elements were included in the study: the empirical review, which evaluated prior research on leadership principles and the underlying theories. The summary of the literature review and the gaps in the research came after this part. The chapter concluded with a presentation of the conceptual framework.

### **2.1 Empirical Review**

#### **2.1.1 Promoting Diversity**

In order to provide a deeper and more nuanced knowledge of WPD's meaning and conceptualization, the literature on diversity should be examined. WPD has only recently arisen as an area of investigation, and the various meanings and interpretations of the terminology make this ripe. Nisha and Neharika (2015). They relate the inter-sectionalists of leadership with diversity and offers insight for such researches.

Due to internationalization, demographic changes, and globalization, today's workplaces are growing more and more varied. Diversity in such cases includes, different age groups, attitude, education levels, ethnicity, perception, sex, culture, race, religion, experience, professional qualifications etc. It has been therefore the work of leaders and managers in such organizations to ensure that all these diverse differences are handled properly to ensure the organizations growth and prosperity. The work force is a key player in any organization and therefore when combined properly, the outcome can be transformative. The author however adds that diversity also presents one of the greatest challenges facing organizations today. (Tomunomiebi & Dienye, 2019).

Promoting diversity in school entails developing an accepting environment that embraces and values differences. According to a study by Brown and Taylor (2021), encouraging diversity in schools improves student outcomes, social cohesiveness, and academic achievement. The report recommends that schools include different viewpoints into the curriculum, give teachers multicultural training, and give pupils opportunity to interact with people from different cultures. In order to foster an inclusive and equitable workplace culture, firms now place a high focus on promoting diversity in the workplace. There's a likely hood of higher financial returns in companies with diverse workforces than organizations without diversity, according to a McKinsey (2021) analysis. According to the report, fostering

diversity in the workplace calls for a multifaceted strategy that includes employee diversity training, attracting and maintaining diverse talent, and fostering an inclusive culture.

Creating an accepting environment that values and celebrates individual differences is essential to promoting diversity in communities. According to a study by Kim and Phillips (2021), encouraging diversity in communities' results in enhanced community relations, increased social cohesion, and a firm sense of belonging. According to this study, in order to promote variety in communities, local residents must have conversations, accept difference, and foster chances for cross-cultural contact. Several studies indicate that having a diverse workforce in schools has many advantages. For instance, a 2019 study by Jansen and Kristof-Brown revealed that diverse school workforces result in better academic performance, higher levels of student happiness, and more innovation. Also, a Parker and Gorsevski (2018) study discovered that diversity in the workplace increases teacher job satisfaction in schools, which can result in higher retention rates.

Although workplace diversity in schools has many benefits, it can also present challenges. For example, a study by Seymour and Bargh (2020) found that teachers who are part of a minority group may experience discrimination and micro aggressions, which can lead to feelings of exclusion and decreased job satisfaction. Additionally, managing a diverse workforce can be challenging for school leaders

who may lack the necessary skills and training to promote inclusion and effectively manage conflict. To promote workplace diversity in schools, several strategies have been suggested in the literature. These include providing diversity training for school leaders and staff, creating a culture of inclusion that values differences, and recruiting and retaining diverse talent. A study by Madera and Hebl (2020) suggests that promoting diversity in schools requires a comprehensive approach that includes setting diversity goals, monitoring progress, and holding school leaders and staff accountable for promoting diversity.

WPD is one of the most intricate and difficult challenges that is currently of utmost significance in many businesses. Despite the aforementioned, workplace diversity also improves employees' critical thinking, issue-solving, and professional skills. However, many businesses have been successful in luring top talent and raising productivity through employee diversity. Contrarily, behavioral attitudes like bias, prejudice, cultural differences, disability, and generational disparities have been brought about by diversity. However, the aforementioned positivity can be controlled through organizational techniques that establish an empowering culture, increase communication, and foster a sense of teamwork (Cletus, Mahmood, Umar & Ibrahim, 2018).

The above studies show some reviews in the study of WPD. Most of the studies only show that WPD should be addressed in the workplaces but has not shown the role

of the leadership in syncing the diversity in order to bring good results in an organization. To bring together the diversity in the workforce for good, there has to be proper leadership in place which shall have to empower the group through proper and varied principles of leadership. WPD handled properly will attract productivity, and hence improve the organizational performance. (Cletus, Mahmood, Umar, & Ibrahim (2018).

### **2.1.2 Focus on Change**

Any person's life will inevitably change, and corporate organizations are no exception. The majority of corporations and educational institutions must urgently modify how they do their everyday business, yet they have different perspectives on change. Change can be brought about by internal or external sources, and its effects can be either favorable or unfavorable. Since they had a significant part in implementing the change, leaders and managers ought to serve as role models for managing the transition successfully. Additionally, leaders must make sure that the proposed change is consistent with the corporate goals and objectives of the company. (Revenio Jalagat, 2016).

Leaders need to explain the who, what, where, why, and how of the change in order to connect their behavior with organizational transformation. According to the change management cycle, one must comprehend the issue as it is, gather enough support, and monitor and stabilize results. It is therefore evident that leadership in

learning institutions is of paramount importance especially in cases where the change is meant to improve the academic performance of the institution. (Moran & Brightman, 2000)

School administrators should be trusted, encouraged, and given more authority as professionals who can affect change for the betterment of their institutions and who are capable of accepting responsibility and being held accountable for the results of their decisions. School principals have the capacity as leaders in the secondary schools to lead students through change especially if the change is in aligned with the institution's goals and objectives. If the principal has no focus on change, it means the drive on the teachers and students will be minimum therefore the school may not effectively achieve their desired goals and objectives. (European Commission, 2018).

According to a number of studies, effective change management is essential for raising secondary school students' academic performance. For instance, Kusuma and Wati's study from 2021 indicated that improved student academic performance, teacher job satisfaction, and school performance are all positively correlated with successful change management. According to the report, effective change management calls for a methodical and cooperative strategy that includes incorporating all stakeholders, developing a distinct vision for change, and giving teachers the necessary training and support. The literature has recommended a

number of ways for managing change in secondary schools. They include involving all parties involved in the change process, communicating the change in a clear and consistent manner, and offering teachers professional development and training. Effective change management also necessitates school leaders to be adaptable and flexible to changing conditions, as well as to assess and track the impact of the change on student achievements, according to a study by Schaffer and Burgin (2021).

In Canada, Sekhar (2019) investigated the variables influencing stakeholder management on performance. 209 managers participated in the descriptive design study. The analysis's findings demonstrated that stakeholders were active in change management with regard to corporate goals, policy systems, values, and skills. It was determined that stakeholders actively generate conditions for life. The study showed that managing stakeholders has an impact on work production and creates a conducive internal climate for change in response to organizational needs. Strategic management of competitive advantages is a dynamic process.

Achim (2016) made an argument regarding how managing stakeholders affects an organization's overall effectiveness. The management of stakeholders' valuable knowledge and skills has been proven to be a crucial component of strategic change management in businesses. Stakeholders have the power to boost productivity through corporate cultures that management can adopt. In order to increase effective

performance under poor management, stakeholders can request change management. It also demonstrates how key stakeholders, including as managers, supervisors, and human resources, play a fundamental role in gauging competency. It could improve the chance of having experience with strategic management when coping with change.

Leadership change has proven to be adopted in order to increase a firm's and organization's performance (Sang and Korir, 2017). They go on to say that important decision-makers are leaders who have a propensity to establish the growth and acquisition of organizational resources, as well as the conversion of resources into valued goods and the contribution of significant stakeholders. Additionally, they give the company lasting added value and a competitive advantage (Rowe, 2001). Research have highlighted the necessity to comprehend the relationship between performance, leadership styles, and strategies, as well as how to adapt this in accordance with evolving ethical standards (Gitonga M & Kamure, 2014).

The effect of change management on teacher professional development in South African schools was examined in a study by Vithal and Jansen (2019). According to the study, good change management techniques were necessary for successful teacher professional development, including clear communication, support for instructors, and stakeholder involvement. A study by Van Waes and Van den Bossche (2019) explored the challenges associated with change management in

Flemish schools. The study found that successful change management practices required a collaborative and systematic approach, including stakeholder involvement, clear communication, and resources to support change initiatives. In another study by Conley and Muncey (2019), the authors explored the impact of change management on school culture in American schools. The study found that successful change management practices, such as involving all stakeholders, providing clear communication, and focusing on professional development, were essential for improving school culture.

This study will examine the role of leadership in ensuring that change in an organization is embraced and at the end produces good performance.

### **2.1.3 Team work**

Team work and employee performance is one area that has been studied by many researchers and this is because team work is a strong influence to an organizations performance as well as the employees working in the organization. Leaders in any organization have to encourage team work among the team members in an organization. The personnel are given the necessary professional knowledge to accomplish and realize their plans, visions and goals together with organizational objectives, which in turn activates and improves their performance. (Shouvik & Mohammed, 2018).

In Turkish schools, the effect of cooperation on teacher effectiveness and academic achievement of students was examined in a study by Arar and Korucu (2020). The study discovered a positive relationship between teacher efficacy and student academic achievement and effective cooperation techniques, such as regular communication and collaboration among teachers. Cheung and Liu (2018) investigated the effect of cooperation on teacher professional development in Hong Kong schools in their study. According to the study, good cooperation techniques were crucial for teacher professional development. These techniques included having a common vision and goals, working together to plan, and providing supportive leadership. Keating and Rains' (2019) study looked at how collaboration affects school leadership in American schools. For effective school leadership and the development of a pleasant school climate, the study indicated that effective teamwork techniques, such as shared decision-making, open communication, and collaboration, were crucial. Meier et al. (2020) investigated the effect of cooperation on school improvement in Swiss schools in their study. According to the study, good cooperation techniques are crucial for school growth. They include regular communication, having a common vision and goals, and working together to solve problems.

Raja and Sabir's (2021) empirical study examined how cooperation might improve the standard of instruction in Pakistani schools. According to the study, effective

cooperation techniques including shared goals, mutual trust, and cooperative problem-solving were crucial for raising the standard of instruction in classrooms. Another empirical study, conducted by Parnell et al. in 2021, looked at how teamwork affected teachers' well-being in Australian schools. According to the study, encouraging leadership, transparent communication, and shared decision-making are crucial for fostering effective cooperation and enhancing teacher wellbeing. Bruns and Leontyeva's (2021) study looked at how teamwork affected school leadership in Russian schools. The study discovered that supportive leadership, cooperative decision-making, shared objectives, and successful teamwork techniques were crucial for effective school leadership and developing a positive school culture.

In a study by González-Montesinos et al. (2021), the authors explored how teamwork impacted on student achievements in academics in Spanish schools. It was found out that effective teamwork practices, such as shared planning, collaborative problem-solving, and supportive leadership, positively impacted student academic achievement.

Team performance may be affected differently by several components of teamwork. In this situation, team members work on both individual and team-level tasks. The ultimate results from teamwork are characterized by teams which have the good communication and collaboration among the members of the team. Factors that

influence good teams include; team composition, work structure and task characteristics. All the above affects team performance in one way or another. Teamwork has however a drawback which is time consuming to administer. School workers will have teams such as the academic departments involving Sciences, Humanities, Languages etc. and non-academic departments. (Mark I. Hwang, 2018).

Nkosi S. (2015) however argues that employees of an organization have to maintain a shared vision of what their goals are for the organization to be able to achieve its objectives. The employees have to understand the clear aims and objectives of the organization and strive to achieve them, otherwise team work would be rendered ineffective.

In this instance, the researcher will look at the connection between leadership and teamwork. In individualistic societies, these relationships between directive and supporting leadership styles and team cohesion are greater. The researcher will be finding out if the kind of leadership principles used such as team work can influence the academic performance either positively or negatively. (Wendt, Euwema & Emmerik, 2009)

## **2.2 Summary of Literature Review**

The difficulties mentioned in the first chapter are expanded upon in this one. It examines prior research on the stated goals, which are to determine how much

teamwork, diversity promotion, and a focus on change affect students' academic performance of secondary schools in Kenya. The study will identify leadership principles and their influence on academic achievement in secondary schools in Kenya with the goal of filling information gaps discovered in prior and preceding investigations.

WPD has contributed to more productivity though some factors could hinder its successful implementation and therefore affect negatively the performance of an institution. In this regard, the researcher will be finding out if a given leadership can work on diversity among its teachers, other staff and students to improve on the academic performance of their institutions.

Change is crucial in any given organizations and especially when it involves the culture of an organization. The leadership level in this case will totally influence the outcome of the results from the teachers and students. Its therefore important that the leadership takes the crucial role of spearheading the change in a given institution. (Manly & Jackson, 2019)

Employees engagement in team work has come up as a critical driver in the success of businesses, says; (Ravikumar, 2013). He further states that employees engaged in team work can be a deciding factor in organizational success.

Finally, the study aimed to close the knowledge gap on how leadership principles affected secondary Schools academic performance in Kajiado County. Reviewing some of the leadership principles and how they affected academic success closed the gaps.

## **2.2 Theoretical Framework**

Although there are many ideas on leadership, the study concentrated on the most important ones that were pertinent to this issue. The research theories comprised;

### **2.2.1 Contingency theory**

According to this view, a leader's effectiveness as a leader depends on how their characteristics or behaviors interact with environmental conditions. Effective leaders were those with behaviors such as; consideration, where a leader establishes good rapport, good interpersonal relations and showing concern to the subordinates and they also initiate structure through role playing and planning to ensure effective and efficient completion of tasks. The theory suggests that the combination of variables such as the leader's work or relationship motives and situational characteristics determines how effective a leader is. (Seyranian Viviane, 2012).

According to the contingency theory, leader-member relations, task structure and the leader's position of authority are the three main situational factors that might affect how effective a specific leadership style is (Hersey & Blanchard, 1988). The

original contingency hypothesis has been elaborated upon in more recent studies, taking into account fresh situational elements such the difficulty of the work, the degree of uncertainty, and the amount of time available to finish the task (Yukl, 2012). Also, some academics have hypothesized that the cultural context in which the work is being carried out could affect how effective a specific leadership style is (House et al., 2004). The contingency theory of leadership, in general, emphasizes the significance of matching a particular scenario at hand by tailoring it to one's leadership style, as opposed to depending on a one-size-fits-all strategy. Successful leaders can be good at inspiring and directing their followers toward success by taking into account the situational circumstances that are present.

Contingency theory of leadership supported the research by showing how leaders need to work out with their subordinates in different situations or conditions and still achieve the best through implementing the different leadership principles putting in mind that workplace conditions differ at various times and with various people/leaders depending on many other variables at hand.

### **2.2.2 Servant leadership theory**

The concept of leadership as a form of service to others is emphasized by the servant leadership theory. According to the principle, leaders should put their followers' needs and welfare first and endeavor to empower and develop them. It is required of servant leaders to be modest, sympathetic, and capable of hearing and

comprehending the worries and viewpoints of their followers. Robert K. Greenleaf created this method of leadership in the 1970s, and it has since grown in popularity across a variety of industries, including business, education, and non-profit organizations. The approach places a strong emphasis on developing an organizational culture that supports employee growth and development, improving organizational performance, and fostering long-term success. Some of the essential traits of servant leaders are: Empathy is the quality of understanding and sensitivity to the wants and needs of others. Having humility is putting others' needs ahead of your own. Actively hearing what others have to say and valuing their opinions. Stewardship: Taking care of the organization and its resources in a responsible manner. Encouragement and development of others' potential is empowerment.

Servant leadership theory suggests that by prioritizing the needs and well-being of followers, leaders can create a positive and empowering organizational culture that leads to better performance and success. According to this notion, a person must first serve others before they can lead them. This new method of leadership places the needs of others first. It strongly emphasizes enhancing customer service, approaching work holistically, fostering a sense of community, and delegating decision-making power (Carol Smith, 2005).

This theory was used to guide the research in showing how a leader can implement leadership principles to the subordinate by leading and showing them what to be

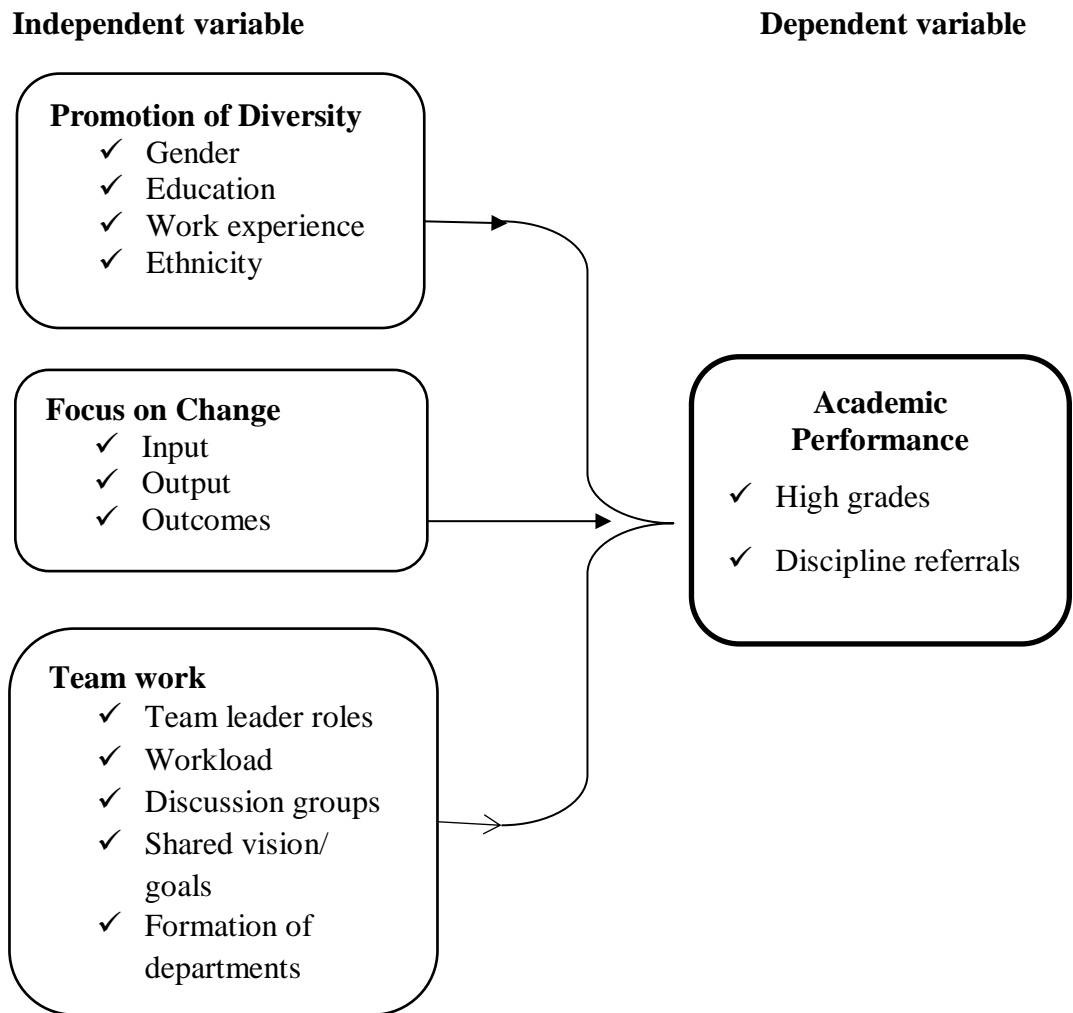
done and how it is to be done effectively to achieve organizational goals and objectives. The research sought to find how leadership in the schools was carried out and the influence it had on the academic performance.

### **2.3 Conceptual Framework**

This is a rationally formed, articulated, and elaborated network of relationships among diverse elements that are crucial to understanding the dynamics of a situation. Therefore, it makes sense to convey a certain attribute in a subject in this way. (2003) Mugenda & Mugenda. A dependent variable is one that has a positive or negative impact on the dependent variable. (Kothari, 2004)

It is conceptualized that good academic performance depends on the leadership principles employed by the leaders in place. Therefore, the leaders in this case who are the school principals require to employ several leadership principles in their leadership to be able to influence the academic performance in their schools. However, variables which moderate the relationship between leadership principles and their influence on academic performance of a school include; diversity, focus on change and team work.

**Figure 2.0 Conceptual Framework**



**Source: Researcher data (2023).**

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Research Design**

A descriptive research design was adopted for this study. It analyzed the effect of one entity on another, (Sharma Sohil, 2019) in this case, the effect of independent variable on dependent variable. The design helped to describe the influence of leadership principles to the academic performance in schools. The descriptive approach aided in providing specific information about the study's problem. This gave a broad overview and helpful hints about the factors being tested quantitatively.

#### **3.1.1 Variables/ Categories of Analysis**

Academic achievement was the dependent variable, whereas the research's independent factors were teamwork, diversity promotion, and a focus on change. The study included some teachers, students and the school administration.

#### **3.1.2 Location/ Site of the study.**

Kajiado County is one with four sub-counties found in the Rift-valley region in Kenya. Its physically vast though mostly populated in the town areas. The research will take place in the Kajiado North Sub-County which has a total of 50 secondary schools. Out of the 50 schools only 10 have been scoring a mean of 5.0 and above for the past 5 years. The researcher picked on this location in order to find out why

the academic performance was not even average yet there was leadership in all the 50 schools and only a few were performing above average academically.

The sub-county borders the Capital city and has access to both physical and structural amenities and access to proper human resource yet the performance in most schools is below average.

### **3.2 Target Population**

This refers to the entire group, event, or thing that the researcher seeks to study. (Sekaram, 2003). All Principals and D/Principals also known as Administrators in this context, were the research's target group, HODs & DOS's, teachers, and students. Each sample size made 0.3%, 1.1%, 2.8% and 95% of the sample population consecutively.

**Table 3.0 Population size**

<b>Category</b>	<b>Sampling Frame</b>	<b>Percentage (%)</b>
Administrators (Principals & D/Principals)	100	0.3
Dean of studies & H.O.Ds	300	1.1
Teachers	758	2.8
Students	25352	95
<b>Total</b>	<b>26510</b>	<b>100</b>

(Source: CDE Kajiado office, 2023)

### **3.3 Sampling Techniques and size**

A given sample were interviewed by the researcher using a random sampling procedure. Carlo Ebeto (2017) claims that in simple random sampling, a smaller selection of people will be chosen at random but with the same probability from a bigger set. To collect the necessary data, 9%, 15%, 30%, and 45% of respondents from each stratum was chosen.

**Table 3.1 Sample size**

Category	Population	Percentage	Sample
Administrators	100	9%	30
D.o.S & H.o.D's	300	15%	50
Teachers	758	30%	100
Students	25352	45%	150
<b>Total</b>	<b>26510</b>	<b>100%</b>	<b>330</b>

### **3.4 Data Collection Instrument**

Data from the respondents was gathered via questionnaire. The study's input came from the research instrument, hence the output (findings), including its quality and validity, was exclusively depended on it. Both open and closed-ended questions were included in the survey in order to collect both quantitative and qualitative data. According to Mugenda & Mugenda, (1999), questionnaires provide a detailed solution to challenging issues.

### **3.5 Research Instruments**

The research collected data using a questionnaire. Data collection method in this case refers to the methodology and instrument used by the researcher during the data collection process. (Kothari, 2004).

### **3.6 Validity and Reliability**

Prior to giving the questionnaire to the chosen sample, it will be tested. Mugenda & Mugenda (1999), define validity as the precision and significance of conclusions drawn from research findings. To check for validity of the questionnaire, expert opinion was sought by discussing and assessing the relevance of the content used in the questionnaire developed. Feedback on the questionnaire from experts was incorporated in the final questionnaire.

On the other side, a research instrument's reliability refers to how consistently it produces results after numerous trials. The test-retest method was used to assess reliability. Three respondents from each subgroup received the questionnaire; replies were recorded, and the same respondents received it again two weeks later. A co-efficient was obtained and thus the questionnaire found reliable.

### **3.7 Data Analysis**

Both quantitative and qualitative data was generated through the study. Using the SPSS, descriptive statistics and inferential analysis was used to analyze quantitative data. This method provided straightforward summaries of the sample data and manageable quantitative descriptions. Gupta (2004). (2004). To make the data easier to interpret, frequency distribution tables, bar charts, and pie charts were used.

Using a sample of a large population, inferential data analysis is used to draw generalizations about that population. A random sample of individuals from the wider group of people that one is interested in learning about was used in inferential analysis. On the basis of samples from each population, general inferences were drawn about each population in this study. (Andereck, K.L 2011).

Content analysis processed qualitative data gathered from key informants. It dealt with the quantitative approach's shortcomings. It looked at the other predictor variables as well as the academic performance response variable. The study questions determined how this strategy was utilized to analyze interviewee responses.

Multiple regression model was used for regression analysis. This method provided a way to model a quantitative outcome variable from regressor variables.

### **3.8 Ethical considerations**

Interview subjects' rights, interests, dignity, and values were all respected. These also covered moral concerns regarding the privacy of names and information provided, the security of the respondents, their health, and issues of equality and diversity.

### 3.9 Operational Definition of Variable

**Table 3. 2: Operational definition of Variables**

Objectives	Variables	Indicators	Measurement Scale	Data collection method	Data analysis method
To establish the influence of diversity on academic performance in Secondary schools in Kajiado.	<u>Independent Variable</u>	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Education</li> <li>• Work experience</li> <li>• Ethnicity</li> </ul>	Nominal	Questionnaire	Descriptive statistics
To determine the influence of change on academic performance in secondary schools in Kajiado.	<u>Independent Variable</u>	<ul style="list-style-type: none"> <li>• Input</li> <li>• Output</li> <li>• Outcomes</li> </ul>	Nominal	Questionnaire	Descriptive statistics

To examine influences of teamwork on academic performance in secondary schools in Kajiado.	Independent variable	<ul style="list-style-type: none"> <li>• Team leader roles</li> <li>• Work load</li> <li>• Discussion groups</li> <li>• Shared vision/goals</li> <li>• Formation of departments</li> </ul>	Nominal	Questionnaire	Descriptive statistics
Academic performance in Secondary schools	<u>Dependent Variable</u>	<ul style="list-style-type: none"> <li>• High grades</li> <li>• Discipline referrals</li> <li>• High transition</li> </ul>	Nominal	Questionnaire	Descriptive statistics

## **CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS**

### **4.1 Introduction**

Study findings have been presented in this chapter in form of tables, which are then interpreted. The findings are organized in accordance with the objectives indicated in Chapter One. The data was analyzed using descriptive statistics. The presentation is organized chronologically and mirrors the arrangement of the questionnaire questions.

### **4.2 Questionnaire return rate**

In the study that was conducted, respondents received 330 questionnaires, 293 of which were correctly completed and returned. This translated into a return value of 88.8%. Zikmund et al. (2010), stated that having at least 70% of the research instruments returned is sufficient and passes the test for empirical statistics, it was carefully considered that this rate would be extremely consistent for generalizing the study discoveries.

**Table 4.0 Response Rate**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Returned	293	88.8
Not returned	37	11.2
<b>Total</b>	<b>330</b>	<b>100</b>

#### **4.2 Reliability Results**

The Cronbach Alpha Coefficients were calculated by the researcher using the completed questionnaire. Table 4.2 shows the determined and summarized results.

**Table 4.2: Reliability Results**

	<b>Number of Items</b>	<b>Cronbach Alpha Coefficient</b>
Workforce diversity	4	.835
Focus on change	4	.742
Team work	4	.842

The research instrument used in this study to collect data was regarded as credible because it provided a very high Cronbach's alpha coefficient which is above 0.7. The content validity of the research instrument greatly increased as a result of the researcher consulting regularly with the supervisor and other specialists in the

education sector. When creating the study instrument, straightforward wording was also used to aid respondents in understanding the questionnaire's content. These Cronbach's alpha coefficients are consistent with Yin (2017)'s prescription of 0.7 and above as the dependability threshold.

### **4.3 Demographic characteristics**

Personal data of each respondent was gathered to determine their personalities with reference to their understanding of the accuracy and dependability of the information they provided. Age, gender, and the respondents' level of education were factors that the researcher wanted to ascertain.

#### **4.3.1 Age**

Division of age groups was done and respondents asked to fill in their ages. This is significant because it allows us to determine if the respondents were normally distributed.

**Table 4.3.1: Distribution of respondents by age**

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
15-20	136	47.4
21-30	43	14.6
31-40	36	12
41-50	48	16
Above 50	30	10
<b>Total</b>	<b>293</b>	<b>100</b>

According to the study's findings regarding participant ages, the bulk of respondents 136 or 47.4% were between the ages of 15 and 20, while the minority 30 or 10% were above 50 years. Students were the majority of the respondents and thus the percentage. The age of the participants indicates their maturity levels and the path they take in answering the questions. In this situation, most participants were over 20 years, indicating that they were prepared to react objectively to the discussion topics.

#### **4.3.2 Gender of the respondents**

The research also considered the participants' gender. This was necessary in order to estimate the male to female participant ratio. This was critical information about the importance of gender balance. Gender responses are displayed in a table.

**Table 4.3.2: Distribution by gender**

Gender	Frequency	Percentage (%)
Female	127	43.3
Male	166	56.7
Total	293	100.0

According to the table, the majority of respondents (56.7%) were men and 43.3% were women. This indicates that respondents from both genders participated in the survey. The perception of the environment is influenced by gender in both social and biological ways. Men and women have distinct perspectives on the world and their experiences. Knowing the respondents' gender let the researcher better understand how gender disparities influenced their answers to the questions posed.

#### **4.3.3 Respondents' level of Education**

The research investigated the highest qualifications in terms of academics of the respondents. This provides information about the accuracy of the data collected based on the respondents' level of understanding.

**Table 4.3.3: Respondents level of Education**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Secondary	136	46.4
Diploma	42	14.3
Degree	99	33.7
Postgraduate	16	5.6
Total	293	100

The level of education showed that majority of the respondents who were students 46.4% had secondary education. 14.4% had diploma education, 33.7% had a degree, and 5.6% had postgraduate certification. The education level of the respondents was crucial in assisting the researcher in determining how knowledgeable and accurate the respondents would react to the questions. In other cases, if the students did not have a clear understanding of the question's assistance was given to help interpret the questions. As a result, recognizing the interviewees' academic level informed their knowledge level on the topic of discussion, which influenced how they responded to the questions in the questionnaire.

#### **4.4 Promotion of diversity and Academic performance.**

The sole aim of the study was to establish the influence of diversity on academic performance of secondary schools in Kajiado County. The replies thus judged the

extent to which the Promotion of diversity conformed to the academic performance in the stated schools.

#### **4.4.1 Descriptive statistics for Promotion of diversity and Academic performance.**

The respondents' opinions were gathered using a five-point rating scale. Four constructs were presented as indicators of Promotion of diversity to the respondents. The responses were according to Likert's scale. The highest being (5) which is strongly agree to the least (1) which is strongly disagree.

<b>STATEMENTS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>	<b>Std. Dev.</b>
The diversity of the workforce has had a positive impact on students' performance.	22.7%	36.6%	17.4%	12.7%	10.6%	3.82	0.887
The institution employs diverse personnel.	20%	30%	19%	21.3%	9.7%	3.51	0.631
Teachers have received support from the school administration in overcoming obstacles related to diversity.	26.1%	39.3%	16.3%	10.3%	8%	4.12	0.575

Equal treatment is given to teachers from various ethnic backgrounds.	12.7%	20.3%	19.3%	29.7%	18%	2.71	0.681
<b>Composite/Average mean</b>						3.54	0.694

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N = 293

**Table 4.4: Promotion of diversity**

Table 4.4 presents the findings. The study participants agreed that the diversity of the workforce has had a positive impact on students' performance (Mean=3.82, SD=.887) and that the institution employs diverse personnel (Mean=3.51, SD=.631). Respondents agreed that teachers have received support from the school administration in overcoming obstacles related to diversity (Means =4.12, SD=.575). Lastly, the study respondents disagreed that equal treatment is given to teachers from various ethnic backgrounds (Mean=2.71, SD=.681). The composite mean for all the constructs was 3.54. This indicates that most school principals and their administration embraced diversity of workforce and this helps boost the academic performance of learners.

#### 4.4.2 Correlation between Promotion of diversity and Academic performance

To examine the connection between Promotion of diversity and academic performance of secondary schools in Kajiado County, Pearson Moment correlation coefficient which measures the strength of the relationship between the independent and dependent variables was used. The computing of the correlation was done using scores for Promotion of diversity as independent variable whereas Academic performance of secondary schools in Kajiado County was used as the dependent variable.

**Table 4.4:1 Correlation for Promotion of diversity and Academic performance.**

		<b>Academic performance of secondary schools in Kajiado County</b>
<b>Promotion of diversity</b>	Pearson Correlation	.704**
	Sig. (2-tailed)	.000
	N	293

\*\*Correlation is significant at 0.01 level (2 tailed)  $r = 0.704$ ,  $N = 293$ ,  $P < .01$

From Table 4.4.1, The findings demonstrated a high positive correlation ( $r=.704$   $N=293$   $p.01$ )

between the influence of Promotion of diversity and the academic performance of secondary schools in Kajiado County. This outcome concurs with a study previously done by Kalev, Dobbin, and Kelly (2020), having a diverse workforce can improve

students' academic achievement. They discovered that workplace diversity can promote the exchange of ideas and viewpoints, which can result in creative solutions to issues. Another study by Bell et al. (2011) discovered that workplace diversity can help students achieve better academic results by exposing them to various cultures and points of view. Learning in varied surroundings might encourage students to question their own prejudices and presumptions, which could improve their critical thinking and problem-solving abilities. The study is also consistent with one by Jackson, Ruderman, and Stone (2010), which revealed that when students believe their workplace is inclusive, it might have a good impact on their academic achievement. Diversity is therefore viewed as a strength rather than a weakness in inclusive workplaces, where employees feel appreciated and respected.

#### **4.4.3 Regression Analysis for Promotion of diversity and Academic performance.**

To determine whether Promotion of diversity was a significant predictor of academic performance of secondary schools in Kajiado, a coefficient of determination ( $R^2$ ) was done by use of regression analysis.

**Table 4.4:3 Regression analysis for Promotion of diversity and Academic performance.**

**Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.704 <sup>a</sup>	.644	.601	.565

Predictors: (*Constant*), Promotion of diversity, Dependent variable: Academic performance of secondary schools in Kajiado County

As indicated on the Table 4.4.3 the R value is at .704. This depicts a strong positive influence of Promotion of diversity on academic performance of secondary schools in Kajiado County. R<sup>2</sup> shows .644 on variation on academic performance of secondary schools in Kajiado County caused by Promotion of diversity.

To determine whether Promotion of diversity was a significant predictor of academic performance, an ANOVA test was also conducted. The results were summarized in Table 4.4.4 below.

**Table 4.4.4: ANOVA of Promotion of diversity**

<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	147.345	1	147.345	164.634	.000 <sup>b</sup>
	Residual	151.117	292	.474		
	Total	298.462	293			

a. Dependent Variable: Academic performance of secondary schools in Kajiado County

b. Predictors: (*Constant*), Promotion of diversity

In Table 4.4.4, [F (1, 292) = 164.634, P<.05], this is evident that Promotion of diversity influences academic performance of secondary schools in Kajiado County. It is therefore a significant predictor.

#### **4.5 Focus on change and academic performance.**

The study sought to establish whether focus on change determines academic performance of secondary schools in Kajiado County.

##### **4.5.1 Descriptive Statistics for Focus on change and Academic performance**

Table 4.5.1 is a summary of four opinion statements on Focus on change. This was a five-points scale varying from strong agreement (5) to a less agreement. (1).

**Table 4.5: Focus on change and academic performance**

<b>STATEMENTS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>	<b>Std Dev</b>
Students' academic performance is improved when the school administration makes changes to its routines.	26.6%	37.7%	10.4%	18.6%	11.7%	3.85	0.787
The school administration focuses on change to improve its leadership.	20.7%	29.3%	20%	16%	15%	3.60	0.812
Changes are implemented frequently to improve student performance.	15.1%	25.3%	10.3%	29.3%	19%	2.64	0.663
The school administration always notifies parents and teachers of changes made at the institution.	23.7%	34.3%	16.3%	15.7%	10%	3.71	0.612
<b>Composite/average mean</b>						<b>3.45</b>	<b>0.704</b>

N=293

The focus of this section is focus on change and academic performance of secondary schools in the said region. The study participants agreed that students' academic performance is improved when the school administration makes changes to its

routines (Mean=3.85, SD=.787), They also agreed that the school administration focuses on change to improve its leadership. (Mean=3.60, SD=.812). They disagreed that changes are implemented frequently to improve student performance (Mean=2.64, SD=.663). Furthermore, the participants agreed the school administration always notifies parents and teachers of changes made at the institution (Mean=3.71, SD=.612). The overall mean for all the constructs was 3.45 which implies that participants agreed that the school administration focused on change management in the institutions and this helped improve academic performance.

#### **4.5.2 Correlation for Focus on change and Academic performance**

To ascertain the association between focus on change and academic performance of secondary schools in Kajiado County, a calculation of scores using Pearson Moment correlation coefficient was used on focus on change as a variable that is independent and academic performance of secondary schools in Kajiado County as a dependent variable.

**Table 4.5.1: Correlation for Focus on change and Academic performance.**

		<b>Academic performance of secondary schools in Kajiado County</b>
<b>Focus on change</b>	Pearson Correlation	.663**
	Sig. (2-tailed)	.000
	N	293

\*\*Correlation is significant at the 0.01 level (2-tailed).  $r = 0.663$ ,  $N = 293$ ,  $P < .01$

Findings revealed a significant positive correlation ( $r=.663$   $N=293$   $p<.01$ ) between influence of focus on change and academic performance of secondary schools in Kajiado County as shown in Table 4.5.1. This result is in line with other studies on how change affects institutional performance and management. For instance, a study by Chatterjee et al. (2021) discovered that higher academic performance in secondary schools is positively associated with having a clear and precise focus on change. This entails putting an emphasis on increasing school leadership, fostering student participation, and enhancing teaching and learning processes. The review also makes the case that successful change initiative execution is essential for getting results. This entails including all interested parties in the transformation process as well as providing teachers and school administrators with adequate tools and assistance. The review emphasizes the significance of tracking and analyzing how change initiatives affect academic performance. This makes it easier to spot problem

areas and guarantee that resources are being used efficiently. Similar to this, it is argued by (Bhattacharyya, 2019; Datta & Sahu, 2017) that strengthening teaching and learning techniques is crucial for boosting academic performance in secondary schools. This entails putting into practice research-backed instructional practices, giving instructors chances for professional growth, and employing technology to enhance learning. The evaluation also noted the significance of school leadership in fostering transformation and raising academic achievement. Good leadership can encourage teachers and students, help to develop a shared vision for the school, and make sure that resources are used efficiently. The review contends that motivation and student involvement are crucial elements in obtaining academic achievement. Schools that put a lot of effort into fostering student motivation and engagement often achieve improved academic results. Examples of these tactics include project-based learning, individualized learning, and extracurricular activities.

#### **4.5.3 Regression analysis for Focus on change and Academic performance**

To establish the level of influence of focus on change and academic performance of secondary schools in Kajiado County and whether focus on change was a significant predictor of academic performance of secondary schools the said county. A coefficient of determination ( $R^2$ ) was used using regression analysis.

**Table 4.5.2: Regression analysis for Focus on change and academic performance**

**Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.663 <sup>a</sup>	.581	.522	.485

a. Predictors: (Constant), Focus on change

The R value is at 0.663 in the Table 4.5.2 which documents a strong influence of focus on change on academic performance of secondary schools. R<sup>2</sup> shows .581 on variation on academic performance of secondary schools in Kajiado County caused by focus on change.

An ANOVA test was also done to ascertain whether focus on change was a significant predictor of academic performance of secondary schools in Kajiado County.

**Table 4.5.3: ANOVA of Focus on change**

<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1 Regression	138.224	1	138.224	258.332	.000 <sup>b</sup>
Residual	160.238	292	.361		
Total	298.462	293			

a. Dependent Variable: Academic performance of secondary schools in Kajiado County

b. Predictors: (Constant), Focus on change

Table 4.5.3 shows  $[F(1, 292) = 258.332, P < .05]$ . This is evident that focus on change has an influence on academic performance of secondary schools in Kajiado and therefore a significant predictor.

#### **4.6 Influence of Team work on academic performance**

The study sought to investigate how team work influences academic performance of secondary schools in Kajiado County.

##### **4.6.1 Descriptive statistics for Team work and Academic performance.**

Team work-related four opinion statements were utilized, with responses on a five-point scale stretching from strongly agree (5) to strongly disagree (1). Table 4.6 below shows the results.

**Table 4.6: Team work and Academic performance.**

<b>STATEMENTS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>	<b>Std. Dev.</b>
The school has functional departments with departmental heads.	27.7%	43.6%	10.4%	8.7%	6.6%	4.51	0.635
The teamwork of the teachers has enhanced students' academic success.	20%	28.3%	18%	17%	17.7%	3.41	0.741
The administration of the school promotes teamwork among the staff and inspires them to do so.	21.1%	30.3%	19.3%	18.3%	11%	3.70	0.705
The administration organizes team building activities.	13%	17.3%	18.3%	30.7%	20.7%	2.31	0.612
<b>Composite/Average mean</b>						<b>3.5</b>	<b>0.673</b>

N=293

Table 4.6 presents the study results on team work and academic performance of secondary schools in Kajiado County. Generally, participants agreed that schools had functional departments with departmental heads (Mean=4.51, SD=.635). The

study participants agreed that teamwork of the teachers had enhanced students' academic success (Mean=3.41, SD=.741) and that the administration of the school promotes teamwork among the staff and inspires them to do so (Mean=3.70, SD=.705).

On the other hand, respondents disagreed that the administration organizes team building activities (Mean=2.31, SD=.612). The overall composite mean for all constructs was 3.5 which implies that participants generally agreed that there was team work and this positively influenced the academic performance of secondary schools in Kajiado County.

#### **4.6.2 Correlation for Team work and Academic performance.**

To examine how team work and academic performance of secondary schools in Kajiado County are related, a calculation of the scores using Pearson Moment correlation coefficient was one for team work as the independent variable and academic performance of secondary schools in Kajiado County as a dependent variable. Table 4.16 shows this relationship.

**Table 4.6.1: Correlation for Team work and Academic performance.**

		<b>Academic performance of secondary schools in Kajiado County</b>
<b>Team work</b>	Pearson Correlation	.780**
	Sig. (2-tailed)	.001
	N	293

\*\*Correlation is significant at the 0.002 level (2-tailed).  $r = 0.780$ ,  $N = 293$ ,  $P < .01$

Table 4.6.1 shows an association that is strongly positive ( $r = .780$ ,  $N = 293$ ,  $p < .01$ ) between influence of team work and academic performance in the region of study. Studies have found that organizational teamwork can have a significant impact on performance. Salas et al. (2015) found that cooperation can improve communication, coordination, and decision-making, which can improve performance in complex activities. Similarly, teamwork was found to be positively associated to total team performance and individual job satisfaction in a meta-analysis by Mathieu et al. (2019). In order to encourage teamwork inside a company, leadership is essential. According to a study by Wang et al. (2020), transformational leadership, which entails inspiring and motivating staff, can strengthen organizational teamwork and boost productivity. In a similar vein, Huang et al. (2016) discovered that supportive leadership can promote teamwork and raise productivity. Implementing good organizational teamwork presents difficulties

despite the potential rewards. For instance, Salas et al (2018)'s study discovered that team conflict, a lack of confidence in one another, and a breakdown in communication can all affect performance. Furthermore, a study by Rico et al. (2020) discovered that virtual and distant teamwork can provide extra difficulties for organizational teamwork, such as a lack of face-to-face contact and problems establishing trust.

#### 4.6.3 Regression analysis for Team work.

To show the level of influence of team work and whether it is a significant predictor of academic performance of secondary schools in Kajiado County, a coefficient of determination ( $R^2$ ) using regression analysis was used.

**Table 4.6.2 Regression analysis for Team work and Academic performance.**

#### Model Summary

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.780 <sup>a</sup>	.742	.683	.563

a. Predictors: (Constant), Team work

The above Table 4.6.2 the R value is at .780 which shows a strong positive influence of team work on academic performance of secondary schools in Kajiado County.  $R^2$  shows .742 on variation of academic performance of secondary schools in Kajiado County caused by team work.

An ANOVA test was also done to demonstrate if team work was a significant predictor of academic performance of secondary schools in Kajiado County.

**Table 4.6.3 ANOVA of Team work and Academic performance.**

<b>Model</b>		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	48.97	1	48.97	110.443	.000 <sup>b</sup>
	Residual	89.472	292	.669		
	Total	138.442	293			

a. Dependent Variable: Academic performance of secondary schools in Kajiado County

b. Predictors: (Constant), Team work

As shown on Table 4.6.3 where  $[F(1, 292) = 110.443, P < .05]$  it clearly shows that team work influences academic performance of secondary schools in Kajiado County. A significant predictor has therefore been realized.

#### **4.7 The Regression Model**

A multivariate regression model was used to determine how important the independent factors are in relation to the dependent variable— academic performance of secondary schools —this study used a multivariate regression model. This is useful in establishing the predictive factors' statistical significance in this investigation. The study looked at how well the predictor variables would forecast the academic performance of secondary schools. The employed regression model looked like this;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

**Where:**

Y = academic performance of secondary schools in Kajiado County

$\beta_0$  = Y intercept

$\beta_1, \beta_2, \beta_3, \beta_4$  = the slope of the regression line for each independent variable

$X_1$  = Promotion of diversity

$X_2$  = Focus on change

$X_3$  = Team work

$\epsilon$  = Error term.

**Table 4.7: Regression Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.764 <sup>a</sup>	.722	.707	.523

a. Predictors: (Constant), Promotion of diversity, focus on change, Team work

b. Dependent variable: academic performance of secondary schools in Kajiado County

Table 4.7: R value which is the correlation between the predictors and the dependent variable was .764. The findings suggests a strong influence of promotion of diversity, focus on change and team work on academic performance of secondary

schools in Kajiado County. The percentage of variance in the dependent variable that was accounted for by the predictor(s) in our sample data was shown by the coefficient of determination ( $R^2$ ), which was .722, or 72.2% of the variance in the academic performance of secondary schools in Kajiado County as a result of the independent variables. 72.2% is a higher result, indicating that the model fits the data well, because  $R^2$  is always between 0 and 100%, with a level of 0 showing no variability in the response data and a level of 100% demonstrating that the model explains all variability of the response data around its mean.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

The chapter includes a summary of the previous chapter, conclusions reached, and suggestions the author felt were essential. This chapter also outlines recommendations for additional research.

### **5.2 Summary**

The topic was to assess leadership principles and its influence on academic performance in Kenyan secondary schools, a case of secondary schools in Kajiado County. Objectives included: To establish the influence of diversity on academic performance in Secondary schools in Kajiado County, to determine the influence of change on academic performance in secondary schools in Kajiado County and to examine influences of teamwork on academic performance in secondary schools in Kajiado County.

#### **5.2.1 Promotion of diversity and the influence on Academic performance**

This was the first objective, which looked into how promotion of diversity affects the academic performance of secondary schools in Kajiado County. The composite mean of the study was 3.54, and 0.694 as the standard deviation for all factors. This indicates that most school principals and their administration embraced diversity of workforce and this helps boost the academic performance of learners. Additionally,

a correlation of 0.704 showed a strong association between Promotion of diversity and the academic performance of secondary schools. The significance p-value in the correlation table, which was less than 0.05, showed that there was a statistically significant link between these variables.

### **5.2.3 Influences of Focus on change on academic performance.**

Second, the research examined how focus on change affects the academic performance of secondary schools in Kajiado County. The overall mean for all the constructs was 3.45 which implies that participants agreed that the school administration focused on change management in the institutions and this helps improve academic performance. This objective showed a 0.663 strong positive correlation between focus on change and academic performance of secondary schools in Kajiado County. The P value was statistically significant since it showed values of less than 0.05.

### **5.2.4 Influences of Team work on academic performance.**

This established how team work influence the academic performance of secondary schools in Kajiado County. The overall composite mean for all constructs was 3.50 which implies that participants generally agreed that there was team work and this positively influenced the academic performance of secondary schools in Kajiado County. Additionally, a correlation of 0.780 was discovered, demonstrating a

significant and strong connection between team work and academic performance of secondary schools in Kajiado County. The correlation table produced a significance p-value of 0.001, which is less than 0.05, this was an indication of a statistically significant association between team work and academic performance of secondary schools in Kajiado County.

### **5.3 Conclusion**

The researcher explored how the independent variables i.e. Promotion of diversity, focus on change and team work influenced academic performance of secondary schools in Kajiado County. From the findings, all the independent variables greatly influenced the academic performance of secondary schools. All the variables had positive correlations with influence of team work having the highest correlation of 0.780.

The study concludes that Promotion of diversity significantly influences the academic performance of secondary schools in Kajiado County. Participants agreed to most of the constructs in the questionnaire. For instance, 36.6% of respondents agreed that diversity of workforce in schools had a positive impact on students' academic performance. Similarly, 39.3% respondents agreed that teachers received support from the school administrations in overcoming obstacles related to workforce diversity. However, majority of the respondents, 29.7% disagreed that equal treatment was given to the teachers from various ethnic backgrounds. The

results imply that school leadership should fully embrace employee diversity as this will boost the academic performance of their institutions.

The study found out too that focus on change impacted significantly on the academic performance of secondary schools in Kajiado County. It also discovered that students' academic performance was improved when the school administration made changes to its routines, school administrations focused on change to improve its leadership and that the school administrations always notified parents and teachers of changes made at the institution.

Finally, the study discovered that the academic performance in Kajiado County secondary schools was significantly influenced by team work. It discovered that schools had functional departments with departmental heads, the teamwork of the teachers in most schools enhanced students' academic success. It was also discovered that most school administrations promoted teamwork among the staff and inspired them to do so. However, the study revealed that most school leaderships did not organize team building activities for their staff.

The study also concluded that there could be more factors that affected academic performance in this region rather than just the leadership principles discussed above. There is actually minimal academic performance in some of the schools in Kajiado despite the fact that the above leadership principles (teamwork, focus on change and work diversity) have been put in place.

## **5.4 Recommendations**

1. Enhancing workforce diversity in schools is a multifaceted issue that requires a comprehensive approach. School administrations should implement targeted recruitment strategies, retention strategies, and inclusion strategies to create a more diverse and inclusive teaching workforce that benefits all students.
2. In order to effectively handle change in secondary schools, leaders should provide adequate resources and support: Change initiatives require resources and support to be effective. School leaders should ensure that teachers have access to professional development opportunities, technology, and other resources to support the implementation of change initiatives. They should communicate regularly and transparently: Communication is key in successful change management. School leaders should provide regular updates on the progress of change initiatives and be transparent about any challenges that arise.
3. School administrators should regularly monitor and evaluate the progress of change initiatives to ensure that they are on track and achieving their goals. This helps to identify areas for improvement and ensures that resources are being used effectively. They should work with teachers and other stakeholders to identify and address any concerns or challenges that arise.
4. To foster teamwork schools should provide opportunities for teachers to

collaborate on lesson planning, curriculum development, and other projects. This can help build relationships and trust among staff and foster a sense of teamwork. Schools administrators should encourage open and transparent communication among staff members. This can include regular staff meetings, feedback sessions, and opportunities for teachers to share their ideas and concerns. A positive school culture can also promote teamwork among staff. Schools should work to create a supportive and inclusive environment that values teamwork and collaboration.

5. School administrators should give room to bench-marking with other performing schools and school leaders within and outside the county to find out more on what the others are doing to achieve high academic performance.

### **5.5 Recommendations for further studies**

Based on this study, a number of other related studies can be recommended. These are:

1. Factors affecting overall performance of learners in secondary schools in Kajiado, Kenya.
2. Influence of leadership development programs on the academic performance of learners in secondary schools in Kenya.
3. A similar study could also be carried out but from a different location.

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**Section B: Promotion of diversity**

The following scale will be applicable:

*5=strongly agree 4=agree 3=neutral 2=disagree 1=strongly disagree*

The statements on promotion of diversity are as listed below. Please rate each statement's level of agreement. Apply a scale of 1 to 5.

	<b>Promotion of diversity</b>	1	2	3	4	5
a)	The diversity of the workforce has had a positive impact on students' performance.					
b)	The institution employs diverse personnel.					
c)	Teachers have received support from the school administration in overcoming obstacles related to diversity.					
d)	Equal treatment is given to teachers from various ethnic backgrounds.					

**Section C: Focus on change**

Below are statements about focus on change by the school administration. Kindly indicate your level of agreement or disagreement

	<b>Focus on change</b>	1	2	3	4	5
a)	Students' academic performance is improved when the school administration makes changes to its routines.					
b)	The school administration focuses on change to improve its leadership					
c)	Changes are implemented frequently to improve student performance.					
d)	The school administration always notifies parents and teachers of changes made at the institution.					

**Section D: Team work**

1. Below are statements on team work. Kindly indicate your level of agreement.

	<b>Team work</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a)	The school has functional departments with departmental heads					
b)	The teamwork of the teachers has enhanced students' academic success.					
c)	The administration of the school promotes teamwork among the staff and inspires them to do so.					
d)	The administration organizes team building activities					

**Thank you for your participation**



### Appendix iii : Authorization Letter



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Internal Memo

FROM: Executive Dean, Graduate School

DATE: 24<sup>th</sup> March, 2023

TO: Decima Damian Mutimba  
C/o Public Policy and Administration Dept.

REF: C153/OL/CTY/20853/2020

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting 16<sup>th</sup> March, 2023 approved your Research Project Proposal for the M.FPA Degree Entitled, "Leadership Principles and Its Influence on Academic Performance in Kenyan Secondary Schools: A Case of Secondary Schools in Kajiado County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.

ELIJAH MUTUA  
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL

c.c. Chairman, Public Policy and Administration Department.

Supervisors:

1. Dr. Edna Moi  
C/o Department of Public Policy and Administration  
Kenyatta University

24/3/23