

**THE RELATIONSHIP BETWEEN TEACHERS SERVICE COMMISSION POLICY ON
SUCCESSION PLANNING AND SUCCESSION MANAGEMENT OF PRINCIPALS ON
ACADEMIC PERFORMANCE OF SECONDARY SCHOOLS IN BUSIA DISTRICT,
BUSIA COUNTY**

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D53/OL/15266/2008**

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SEPTEMBER, 2012

Otawa, A. Shikuku
*The relationship
between teachers*



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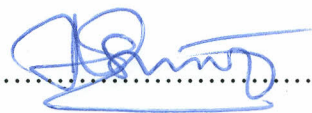
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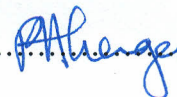
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DEDICATION

I dedicate this project to school managers in Busia district and stake holders involved in transition matters of school leadership in the district because of the support given to make this project a success. I hope the information provided will propel the academic performance in the district to higher echelons. Finally I dedicate this project to my family and my son Elvis J. Badia for their encouragement throughout the research period.

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LIST OF ACRONYMS AND ABBREVIATIONS

APS	Australian Promotion System
CEO	Chief Executive Officer
KEMI	Kenya Education Management Institute
NAPA	National Academy of Public Administration
PC	Potential Capability
RO	Requisite Organization
TSC	Teachers Service Commission
MOEST	Ministry of education science and technology Science and Technology
BOG	Board of Governors
DQASO	Director of Quality Assurance Officer
P.D.E	Provincial Director of Schools
KUPPET	Kenya union of post primary teachers
KNUT	Kenya national union of teachers
ACK	Anglican church of Kenya

OPERATIONAL DEFINITION OF TERMS

Academic Performance:	The ability of students to meet examination requirements set out by schools and government through relevant examining departments
Identification:	The process of choosing the most suitable candidate for a post.
Head of institution:	Refers to all heads of secondary and primary institution.
Principal:	Refers to all heads of tertiary institutions.
Succession Planning:	A process whereby an organization ensures that employees are recruited and developed to fill each key role within the company.
Strategic:	The managerial process that involves defining the business (Vision& mission), formulation of strategies, Implementation of strategies, evaluation and control. Basically it's a process of planning, implementation, evaluation and control.
Succession management:	A strategic, systematic and deliberate activity to ensure institution's future capability to fill positions of responsibility without patronage or favoritism.
Selection:	The process of screening job applicants to ensure that the most appropriate candidates are hired.
Training:	A deliberate and systematic process of providing employees with specific knowledge and skills in order to enable them performs specific tasks.
SCHOOL 1	A boy school in Busia district.
SCHOOL 2	A boy school in Busia district.
SCHOOL 3	A girl school in Busia district.
SCHOOL 4	A girl school in Busia district.
SCHOOL 5	A good performing high profile school in Bungoma County.

ABSTRACT

Succession management has not been a distinct initiative undertaken by educational organization in their strategic planning. The former has been clearly established in several high profile schools to ensure smooth transition of leadership. From several literatures, proponents of strategic planning have called for organizations to seriously consider succession management and planning as an indispensable initiative. This is because it promotes a clear vision of shared values, personnel efficiency and effectiveness and institutional credibility. Therefore, it was undertaken by the educational organization as it promotes positive outlook within. Subsequently, it acts to provide motivational booster for the workers as in talent pooling, customers' satisfaction due to institutional effectiveness and the organization competent management at large. This study aimed at assessing the effects of strategic succession management on academic performance in secondary schools in Busia district. The specific objectives were to; analyze factors that influence succession decisions among secondary schools in Busia district, determine succession management plans used for secondary schools in Busia district, T.S.C policy on transfer of heads and determine how strategic succession management approaches affect academic performance in secondary schools in Busia district. The design for the study was a survey of schools in Busia district. The population for the study was 18 secondary schools in Busia district from which a purposive sample of 4 secondary schools was selected. A purposive sample of one high profile performing school in Bungoma was selected. Sampling of schools where transition of principalship in Busia was done. Purposive sampling was very useful in this situation where the researcher needed to reach a targeted sample quickly and where sampling for proportionality was not the primary concern. From each of the sample schools 8 officials from the Board of Governors were selected purposively for the study. The B.O.G chairperson, chairperson academic, BOG secretary, 2 educationists and 2 parent representative (members of PTA representative) and the sponsor were selected. The DEO, 2 sponsors (ACK and catholic), chairman district heads association, KUPPET chairperson, KNUT chairperson, PDE and DQASO were also selected for the study from the district education board. The data for the study was collected using questionnaires and secondary data techniques. The data collected was analyzed by the use of descriptive statistics, where frequencies, percentages tables were used. The following findings; that academic performance in KCSE dropped in secondary schools in Busia whenever succession in principal ship occurred, indicated that there were incidences of complicated, and sometimes hostile, transitions to principal ship and support systems that were informal, arising out of previous relationships and the acumen of the new principal which presented more challenges in managing the transition thus affecting academic performance. Academic performance in the high profile school was maintained even after succession. Based on the findings of the study, the following recommendations were made all school stakeholders should be involved in succession, succession should be based on performance as its objective and schools should endeavor to consider succession management in their strategic planning.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Succession management has not been a distinct initiative undertaken by educational organization in their strategic planning. The former has been clearly established in several high profile schools to ensure smooth transition of leadership. From several literatures, proponents of strategic planning have called for organizations to seriously consider succession management as an indispensable initiative (Bernthal *et al*, 1999) since school leadership plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling. The function of school leadership is now increasingly defined by a demanding set of roles, which include financial and human resource management and leadership for learning. There are concerns across countries that the role of principal as conceived for needs of the past is no longer appropriate. In many countries, principals have heavy workloads; many are reaching retirement, and it is getting harder to replace them (Hargreaves *et al*. 2003).

According to Orr (2003) and Peterson (2002), more than ever, in today's climate of heightened expectations, principals are in the hot seat to improve teaching and learning. They need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and expert overseers of legal, contractual, and policy mandates and initiatives. They are expected to broker the often-conflicting interests of parents, teachers,

students, district office officials, unions, and state and federal agencies, and they need to be sensitive to the widening range of student needs. It is at this point that discussions on succession, the concept of succession and how it is managed across leadership positions and contexts emerge.

Boeker and Goldstein (1993) define succession as the action of one party, person or product being replaced by another that has become obsolete, incapacitated, retired or deceased. Ideally, a successor will fill the role of its predecessor, being fully compatible with all other entities in place and perfectly functional without any interruption in service. For these processes listed in the definition of succession to be effective and realistic, the way succession itself is managed comes into focus. Succession management is a common strategy utilized in the private sector to sustain effective leadership. Succession management is the set of strategic practices organizations use to identify, develop, and sustain leadership (Leibman *et al.* 1996). The growth of succession management in the private sector has been driven in large part by the recognition that talented managers are a scarce resource, the lifetime loyalty contract is largely an artifact of the past, and leadership development interventions can produce genuine long-term results (Conger and Fulmer, 2005).

Purposeful succession management processes enable organizations to grow-their-own-leaders by strategically selecting from the already existing talent pool within the organization and grooming those individuals through developmental experiences that will give them the skills they need to meet the future demands of their organization. A district with an effective succession management system identifies teachers with high leadership potential early and provides them

with the necessary leadership development opportunities for a career in administration; however, few districts have such systematic processes in place, particularly for school leadership positions (Grunow *et al.* 2009).

Succession management involves a planned and systematic effort to project and respond to leadership requirements throughout the organization now and in the future. Several steps are involved Identify critical roles within the organization and develop a clear understanding of the capabilities required for effectiveness and high performance in those roles. Undertake a risk assessment by forecasting potential shortages and surpluses of potential candidates for those roles. This step should draw on agency demographic analysis and may include analysis of recruitment and retention patterns, projected skills requirements and the need for specific jobs: it could also include an analysis of market factors such as where skills could be sourced externally, as well assessing where internal development resources should be focused. Identify people who could potentially fill and perform highly in such roles (Rioux, 1999). Develop the required capabilities in those people already within the organization through a program of learning experiences, planned collaboratively by the organization working with the individual. This development may be accelerated if necessary to ensure a ready supply of staff for future role requirements, and/or undertaken as part of the agency's established performance management framework.

Effective succession management is seen as the key to the ability of organizations to ensure that system leaders keep current with the developments of the organization itself. The report goes on to say that, "An organization's strategic goals can only be achieved if an effective program. To

address leadership succession issues in education one needs to consider the full scope of succession. This means that plans need to be developed that range from the initial identification of emerging leadership talent through to the sustainability level where existing leaders foster the development of future leaders (Fullan, 2005). Without developing specific succession plans there is a concern that school boards will have inadequately prepared administrators who have difficulty dealing with the demands of school leadership. Not to have a policy in place that works smoothly could result in a growing number of schools with hastily and, perhaps, inadequately trained administrators or administrators who are new to the position and inexperienced in dealing with the complexities of administration (Brayman *et al*, 2006).

The essence of succession management in public education is for school systems to have plans in place that can address the issue of a need for leadership that continuously cultivates future leaders who are skilled in the abilities to bring about continuous improvement. Fullan (2005) discusses leadership succession in terms of sustainability. He explains sustainability as, "...the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose." Sustainable succession is found where there, "...are leaders at all levels of the system who proactively and naturally take into account and interact with larger parts of the system as they bring about deeper reform and help produce other leaders."

On the other hand, school leadership in an international age of accountability concerns itself with generating constructive change and has "...five core mind-action sets – moral purpose, understanding change processes, relationship building, knowledge building, and coherence building..." (Fullan, 2005). It is leadership that is transformational in that it sets direction,

develops people, redesigns the organization, and manages the instructional program (Leithwood & Jantzi, 2005; Leithwood *et al.* 1999). This concept is reinforced and augmented by the work of Marzano, Waters, and McNulty (2005) whose meta-analysis of the research literature articulated twenty-one leader “responsibilities”, or behaviors, that highlight the instructional leadership aspects of the school leader role over that of the managerial. These research studies are not focused on ‘clearly specified tasks’ and they do not articulate the work of a manager but an instructional leader focused on improving student learning.

The concept of “sustainable leadership” accounts for schools’ need to retain their long-term goals and institutional strengths even after the departure of the principal. Without planning effectively for future leadership, schools run the risk of losing their hard-won improvements with each leadership transition. Effective school leaders plan for succession and take the time to groom replacements by encouraging in-house career development among teachers and distributed leadership roles among the staff. In addition, efforts to retain effective principals are crucial in order to sustain on-going improvements in a school (Hargreaves and Fink, 2003; Zellner, *et al.* 2002). Hargreaves’ and Goodson’s study (2006) on American and Canadian school leadership concludes that the failure to plan for changes in school leadership causes much of the insecurities schools face when there is a transition, including the failure of recent improvements to take hold, and a reversion to previous patterns of inefficiency. By rotating experienced principals through different schools in a single district, instead of keeping effective leadership in one location, districts undermine their own success and school improvement suffers.

One of the most significant influences on school improvement is the quality of school leadership (Leithwood, *et al*, 1994). The leadership of a school shapes the school's character (Sergiovanni, 2000), orchestrates people's efforts within it, sets a common direction, and establishes the expectations for student achievement as well as the means and the motivation to achieve them (Murphy 1994). Along with the quality of teaching and teachers, the quality of leadership is the key human factor that shapes the future of all students and the fortunes of everyone in schools (Starratt, 1993). Leadership is, in many ways, our first and last hope for successful school change.

Even predictable change – anticipated promotions, transfers, and expected retirements – needs to be carefully planned for in advance in order to mitigate some of the potentially harmful effects of administrative transience and to create a smooth transition to new leadership. Changes in leadership, especially if unexpected, can leave the school community distrustful of a new, incoming principal, and reverse previous accomplishments if not handled thoughtfully (Macmillan, *et al*. 2004; Shields, 2000; Hargreaves, 2005; Leithwood, *et al*. 2008). In many public school districts, principal ship often operate as a rotating position in which a new person is placed at a school for two or three years before being promoted to a different school in the district or to a higher position in the district's administration; this constant mobility prevents constructive improvements from taking hold within individual schools (Fink and Brayman, 2006). Advance planning for anticipated and unexpected principal turnover, as well as implementing policies to help increase principal retention, can help create the stability necessary for the institutionalization of best practices (Glasspool, 2006).

Principal behaviors are ultimately related to student performance through their interactions with other people, most notably teachers. Theoretically, the principal is both a dependent and independent variable (Pitner, 1988). As a dependent variable, administrative behavior is subject to the influence of other variables within the school, such as teachers, students, organizational culture, and parents. As an independent variable, the principal influences the actions of teachers, the school, and student achievement (Hallinger & Murphy, 1985; Leithwood, Begley, & Cousins, 1990).

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Educational leadership enhances learners' outcomes through creation of an environment where learning permeates the organizational culture. This means that an educational leader is able to promote a shared vision, mobilize people, lead curriculum and pedagogical practice, administrate effectively, and reflect critically on all practice. He or she needs to be involved with teachers in seeking to promote quality learning for all learners. Kristina (2010) argues that leadership produces change and movement. Management means to exercise executive, administrative and supervisory direction of a group or organization. Kristina (ibid) states that management produces order and consistency, and that it involves planning and budgeting; setting schedules; establishing agendas; allocating resources; organizing and staffing; establishing rules and procedures; controlling and problem solving; developing incentives; and taking corrective action. Educational managers have to engage with both internal and external audiences in leading their institutions; especially in as far as value education is concerned. It is in this context that this study focused on the issue of leadership at the points of succession and how the management of this process impacts on academic achievement in schools.

1.2 Statement of the Problem

There is evidence to show that school leadership impacts directly on performance of schools in various areas. According to Hallinger and Heck (1996), school principals “exercise a measurable, though indirect, effect on school effectiveness and student achievement”. Leadership appears to particularly impact the quality of teaching in schools (Tamara, 2002). School leaders provide focus and direction to curriculum and teaching and manage the organization efficiently to support student and adult learning. Principals also evaluate teachers and make decisions about their classroom assignments. When classroom instruction is weak in under performing schools, or when large numbers of teachers are teaching out-of-field in these schools, significant responsibility rests with the principal (Ingersoll, 1998).

Oduol (2006) observed that studies exploring factors that influence student achievement have been numerous. Findings from such studies have shown that the varying levels of student achievement were attributed to socioeconomic factors, student ability and family circumstances implying that school facilities, curriculum and teacher characteristics had a minor influence on student achievement (Coleman *et al.* 1966; Jencks *et al.* 1972).

According to a Kenya Education Staff Institute report (2007) on the rate of turnover of schools’ leadership in Kenya, the founding principal continued to lead in only 16% of public schools, while 48% percent had one change and 36% experienced two or more changes. Of those that did experience a change in leadership, 47% had their first principal changes within the first four years of opening. In these changes, the report noted that the academic performance in Busia district was affected by incidences of complicated, and sometimes hostile, transitions to principal

ship and support systems that were informal, arising out of previous relationships and the acumen of the new principal which presented more challenges in managing the transition thus affecting academic performance. Some Principals reported that they received some support from the previous principal, though this was based on prior relationships and not institutionalized in any way and was subject to personality and availability.

This survey sought to find out the aspect of change in leadership of secondary schools and the entire process of managing succession and how it impacts on school established systems, performance and staff morale among other issues in Busia District.

1.3 Objectives of Study

1.3.1 General objective of the study

To establish the relationship between teachers service commission policy on succession planning and succession management of principals on academic performance in secondary schools in Busia district.

1.3.2 The specific objectives

- i) To determine TSC policy issues on succession and transfer of principals in public secondary schools.
- ii) To determine the role of B.O.G in succession planning and succession management of school heads in Busia district.
- iii) To compare effect of succession management approaches used in some good performing high profile schools in Bungoma county and schools in Busia district.

1.4 Research Questions

This study was guided by the following research questions;

- i) How does Teachers Service Commission policies affect succession and transfer among public secondary schools?
- ii) How does B.O.G affect succession planning and succession management of heads in Busia district?
- iii) How does succession management approaches in schools in Busia district affect academic performance of students?
- iv) How does succession planning and succession management in some high profile schools in Bungoma affect academic performance compared to schools in Busia district?

1.5 Significance of Study

The findings of this study will be a useful forum for current and school managers in Busia District to reflect on the way succession has been managed in the past and how the process can be improved upon. The findings of the study will be a useful addition to the broad literature on school leadership and succession management. The findings will also be useful to key stakeholders in the education sector including the Ministry of education science and technology staffing department, schools boards of governors and parents. All these stakeholders will be able to see any weaknesses in certain succession management approaches and be able to assist in managing the process better so that performance in schools is not compromised during succession.

1.6 Scope of the study

Although schools have been in existence in Busia District for a long time and many have experienced succession in leadership, the study limited itself to secondary schools which have had change in leadership in the period between 2001 and 2010. The study is in the view that this period is sufficient in assessing any changes in academic performance on the scale of +3, -3, +2, -2 or +1,-1 year before and after change in leadership depending on individual schools.

1.7 Limitations of Study

The assessment of academic performance in schools required access to certain records whose availability also depended on the availability and reliability of officers in charge. In the event that these officers become unavailable or too busy for the researcher, delays in data collection occurred. The researcher was also required to travel to all the schools identified for data collection. Some of these schools are very far from each other and as a result, these distances caused delays in data collection besides being expensive.

The limitations were overcome by use of a questionnaire as data collection instrument. The questionnaires were mailed to the respondents with a request to return them after completion. These minimized costs and gave the respondent enough time to respond to the questions. Only respondents who were willing to participate in the survey were involved. Analyzed academic results of some schools were accessed online.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section covers; the concept of succession, strategies of succession, models of succession management plans, succession management and its impact on various indicators of performance.

The section will also provide theoretical and conceptual frameworks to guide data collection and analysis.

2.2 Theoretical review

There are several theories that guide the process of succession management e.g competency theory, expectancy theory and requisite organizational theory.

Competency theory is based on competency models employed by an organization that can easily support their succession management in creating a sustainable competitive advantage by selecting, developing and promoting best people in an organization. This involves identification, selection and learning in development of a potential successor (Portia, Dewhirst, 2003).

Competency profiles must include the competencies that employees must have both now and in the future to ensure that organization can achieve its vision and support its values.

Competency models build from the vision, values and strategic business priorities of the organization (Dubois & Rothwell, 2004).

Expectancy theory of succession management by Vroom, assumes that behavior results from conscious choices among alternatives whose purpose is to maximize pleasure and minimize pain.

The key elements to this theory are expectancy (E), instrumentality (I) and valence (V). Critical to this theory is that each of these factors represents a belief. He realized employee's

performance is based on individual's factors such as personality, skills, knowledge, experience and abilities. Expectancy theory says that individuals have different sets of goals and can be motivated if they believe there is a positive correlation between efforts and performance, favorable performance will result in a desirable reward, the reward will satisfy an important need and the desire to satisfy the need is strong enough to make the effort worthwhile.

Valence refers to the emotional orientations people hold with respect to outcomes. Expectancy states that employees and levels of confidence about what they are capable of doing. Management must discover what resource training or supervision employees need. Instrumentality thus employees perception whether they will actually get what they desire even if it has been promised by a manager. It's a probability belief linking one outcome (performance) to another outcome (reward). Management must ensure that promises of rewards are fulfilled and that employees are aware of that. Vroom suggests that employees believe that expectancy; instrumentality and valence interact psychologically to create a motivational force such that the employee acts in a way to bring pleasure and avoid pain.

Individuals will consider outcomes associated with various levels of performance and elect to pursue the level that generates greatest reward for him/her. People elect to pursue levels of job performance that they believe will maximize their overall best interests (Ratzburg, 2006).

The study proposes used the Requisite Organization Theory by Jaques Elliot (1998). According to Jaques' Requisite Organization Theory (RO), an employee's potential capability is the key factor in identifying talent within a succession management strategy and is measured in the unit

of time-horizon. An individual's time-horizon is the length of time into the future that (s) he can plan and work. Making plans and carrying them out in the future requires an increasing amount of complex mental processing the further the distance into the future. It follows that ability to handle complexity of mental processing is proportional to potential capability. Therefore, one's ability to plan into the future, or time-horizon, is the unit by which potential capability is measured. Jaques defines PC as a person's highest current level of mental complexity, or the maximum level at which someone could work at the present time, given the opportunity to do so and provided that the work is of value to him/her, and given the opportunity to acquire the necessary skilled knowledge. This level of work is the level that people aspire to have and feel satisfied they can get. When people have work at their current PC, they feel they have an opportunity for the full expression of their capability.

The current study has identified pertinent tenets in this theory that will be useful in guiding fieldwork activities. The study is of the view that one of the most critical components of succession management is the identification of talented replacements in positions of school leadership. As the theory puts it, that succeeding staffs who have left need to have the ability to plan ahead and work towards those plans. They must possess high mental capability that can fit into the new systems; new culture and either improve performance, or sustain any excellence of former heads of schools. This theory appears to place focus on the leadership and mental ability of the individuals taking over office and how they can fit into the succession management complexities that come with a new office and mostly, a new environment.

2.3 Empirical review

2.3.1 The Concept of Succession Planning

Succession planning defined as “deliberate and systematic effort by an organization to ensure leadership continuity in key positions, retain and develop intellectual and knowledge capital for the future and encourage individual” (Rothwell, 2010). Succession planning is no longer limited to top managers, nowadays need to successor for every job in the organization is evident, especially with more involvement of employees to the organization and distribution of decision making to empowered employees across organizations. Literature search will typically include articles that refer to analogous such as: replacement planning –to plan who will replace which key leaders in the firm; talent management – selection of candidates for future leadership but not for a specified position but for forming an acceleration pool of appropriate candidates; and career development –helping managers to plan their future in the organization by themselves and be ready for taking responsibility.

In general, process of succession planning demands three steps: 1) identifying and analyzing key jobs, 2) creating and assessing candidates and 3) selecting the right individuals who will fill up the key positions (Dessler, 2005). Top management and human resource department based on the firm’s strategic goals identify the company’s future key position requirements; management looks into the jobs and assesses candidates for these jobs. This is followed by identifying potential internal candidates for future key positions, and provides them with the developmental experiences they require to fill up the future positions. Then, these people will be assessed and selected to fill up the key positions in the firm.

Succession planning process is change management and process management, including function and sub-processes like strategic view of succession planning, management commitment, implementation considerations etc. Succession plan makes sure that; organization has access to required human resource, quantitatively and qualitatively. This plan will determine promotion opportunities and developmental needs of candidates and build management commitment (Christie, 2005). But the problem is that, while companies may have succession planning in place, they may fall out of sync with what the company needs to grow or expand into new markets. Therefore, it is very vital to link succession plan to business strategy to obtain need kind of people with the needed set of skills for the future.

Succession planning is a process whereby an organization ensures that employees are recruited and developed to fill each key role within the company. Through your succession planning process, you recruit superior employees, develop their knowledge, skills, and abilities, and prepare them for advancement or promotion into ever more challenging roles. Actively pursuing succession planning ensures that employees are constantly developed to fill each needed role. As your organization expands, loses key employees, provides promotional opportunities, and increases sales, your succession planning guarantees that you have employees on hand ready and waiting to fill new roles. Effective, proactive succession planning leaves your organization well prepared for expansion, the loss of a key employee, filling a new, needed job, employee promotions, and organizational redesign for opportunities. Successful succession planning builds bench strength (Rothwell, 2002, Grove, 2007).

2.3.2 Strategies in succession planning

According to Boeker and Goldstein (1993) if the succession challenge is not addressed in a strategic fashion, the substantial investment being made in infrastructure and reform will not bring the benefits in student achievement that we might otherwise anticipate. One option could be to re-configure the school system to ensure greater central control over head teacher and senior leader appointments than at present. However, this would undermine the principles of highly devolved system and self-managing schools. The strategic response, therefore, needs a range of actions that rely on influence rather than controlling levers. It requires committed action at national, regional and local level, with the implication of much higher levels of collaboration across the educational system.

The specific actions research has proposed take account of; the complexity of the challenge, which requires a multi-faceted response, the context of the education system, with high levels of devolution and multiple forms of organization at local level, variations in the scale, nature of the challenge in different areas in the country, short-term responses and longer-term initiatives and the need to address not just numbers and supply, but quality, development and deployment and the important contribution to be made by existing heads in proactively identifying and nurturing future leaders.

In succession planning, companies should also evaluate their processes to ensure they effectively accomplish the following; educate the company on the new trends in succession planning and instill a strong process to build succession bench strength, ensure that succession planning is integrated with other processes of talent management including performance management,

training and development, compensation, and assessment, link succession planning to competency management and include a reporting and analytics component, integrate with career development tools, automate the succession planning process for greater efficiency and less operational risk and develop both a top-to-bottom approach and also a bottom-up approach for succession planning (Dodd, 2001).

2.3.3 Succession management

2.3.3.1 Etymology of Concept

It has been proposed that succession management emerged from frustration with succession planning, as the latter was not able to effectively respond to organizational restructures, team based work systems, diversity issues, global outsourcing, or talent shortages (Baruch, 1999; Byhamet *al.*, 2001; Metz, 1998). Succession management was formulated as a fundamentally and philosophically distinct course of action from succession planning. Succession management is a process that is used in the identification and development of high potential and talented staff in the search for an effective way to deal with the changing work environments of contemporary corporations.

Ideally, it is a transparent approach that is embedded in organizational decision-making and actively supported by all levels of management. Succession management incorporates a broader range of standardized performance evaluation methods and involves gathering information on employee performance from multiple perspectives. It is thorough, and supplements subjective judgments of potential with independent objective assessment data related to key capabilities.

The process involves the determination of required organizational capabilities, assessment and developing planning and programmed evaluation.

Succession management is a strategic, systematic and deliberate activity to ensure an organization's future capability to fill vacancies, without 'patronage or favoritism... [and] within the Framework of the merit principle and the APS Values (Kemp, 1999).' It specifically focuses on ensuring the availability and sustainability of a supply of capable staff who are ready to assume key or critical roles, if selected through normal APS competitive selection processes. Succession management may include some reference to external recruitment markets, lateral recruitment from other APS organizations, and in some cases, involve the short-term 'purchase' of skills. A significant emphasis will be on the development of internal capability, which can also contribute to organizational readiness when contingencies occur. The critical roles in question may be at senior levels within an agency, or at other levels requiring particular technical or management capabilities that are crucial to achieving the organization's outcomes. If these roles are unfilled, or filled with staff without the required levels of capability, an agency may not be able to deliver the required outputs that contribute to achieving the desired outcomes of the government of the day. Such roles may exist currently or they may emerge over time as the organization implements strategic decisions and directions.

Succession management is not an end in itself, or an add-on activity. It forms a subset of broader agency approaches to workforce planning which seek to ensure in general that the right people are in the right place at the right time to achieve successful business outcomes (Rioux, 1999). Like workforce planning, succession management involves questions about the changing nature

of work and the sorts of roles that are likely to emerge rather than focusing solely on today's roles that may not be required in the future. The focus of succession management is to ensure a flow of candidates who have the skills, knowledge and attributes to compete for vacancies in critical roles when they arise (NAPA, 1997), rather than looking at the aggregate staffing needs for entire job families across the organization. Other strategies that contribute to integrated workforce planning include undertaking robust and comprehensive demographic analysis, and the implementation of initiatives such as targeted recruitment programs, retention strategies, performance management strategies, knowledge management systems, and learning and development interventions. Succession management strategies, which focus on developing employee capability, enable organizations to respond to change.

In a clear change from succession planning techniques, succession management practices focus on identifying and developing leadership capabilities, not specific job requirements. There appears to be consensus in the literature that a well-designed and operated succession management process can deal with dynamic work environments, as it can be continually realigned to reflect current organizational business strategies and vision (Leibman *et al.*, 1996; Rioux & Bernthal, 1999; Rothwell, 2000). The dynamic work environment to be served by succession management includes corporate downsizing, reengineering, decimated organizational levels, and broadened spans of managerial controls (Grossman, 1999). These processes are also intended to be more inclusive with respect to diversity aspects (Caudron, 1996; Wallum, 1993).

According to Byham (2001) in an environment of rapid change there are significant concerns about the need 'to ensure organizational sustainability, flexibility and responsiveness' in

delivering services to the community. Our capacity to perform and deliver services whilst dealing with issues such as an ageing of the workforce and labor and skills shortages requires new approaches to ensure the public service has the capacity to sustain our performance and responsiveness in the future. It is within this context that organizations, and more importantly leaders and managers, need to look with increased scrutiny at the need to manage employee succession effectively to ensure they have the future leadership, management and technical capacity to deliver government business. Agencies that have a high impact succession management system will more successfully manage high caliber employees, which will positively impact on long-term leadership quality and business performance.

2.3.3.2 Succession Management Components

In practical terms, succession management programmes can be located anywhere along a continuum of application. At the top-end are processes aimed solely at CEO replacement, ‘the process which plans an organization’s transference of ultimate executive authority from one to another and the outcome which implements the process’ (Santora, Clemens & Sarros, 1997). At the other end of the continuum succession management programmes expansively encompass leadership development at all levels within an organization. That is, “any effort designed to ensure the continued effective performance of an organization, division, department or work group by making provision for the development and replacement of key people over time” (Rothwell, 1994). The processes for both the top-end only and top to bottom end approach are the same; it is only the scope that varies.

Regardless of the particular organization's location on the continuum, the developmental focus of succession management is a consistent component. This focus involves the process of creating a clear picture of existing human resource strengths, relating them to anticipated needs and identifying areas requiring action (Cornerstone Consulting, 1999). Succession management is also viewed as a dynamic, on-going process of systematically identifying, assessing and developing leadership talents for future strategic tasks (Hagberg Consulting Group, 1999). Given this set of attributes, Walker (1998) has proposed that succession management might be better termed 'executive resource planning' or 'leadership depth assurance' to reflect its primary focus of developing staff capabilities. Byham, Smith and Paese, (2001) have added that the key to a successful succession management scheme is periodic re-evaluation along with buy-in and involvement of current executives.

In particular, existing studies have revealed that the management style of the CEO can be an indicator of his/her attitude to succession and the chances of success or failure of succession management within an organization (Schall, 1995; Sonnenfeld, 1997). Also, the composition of company boards has been found to impact succession processes. For example, Boeker and Goodstein's (1993) longitudinal study spanned 22 years and 231 succession events and revealed that the greater the proportion of insiders on the boards, and the greater the concentration of ownership among board insiders, the more likely it was that an insider would be selected. Hambrick, Geletkanycz and Federickson (1993) found that there was a strong tendency for leaders to try and clone themselves, which influenced succession decisions. Anecdotal learning would also indicate that the identification and development of a pool of talented employees can have a deleterious effect on the morale of those outside the selected group and can also lead to

expectations of fast tracking that organizations may not be able to fulfill. This latter issue is particularly relevant to the public sector where the current interpretations of merit selection and organization structure may reduce timeliness and flexibility in capitalizing on developed talent (National Academy of Public Administration, 1997).

2.3.3.3 Models of succession management in schools

Since the 1990s, competencies have formed the basis for the human resources and strategic management practices of recruiting, selecting, placing, leading, and training and evaluating performance of those charged with leadership of educational institutions (Dubois, 1993; and Lucia & Lepsinger, 1999). Competency models also have been used to classify jobs in both the private and public sectors. For example, the competency based structured interview and other assessment tools, such as simulation exercises, group exercises, written exercises, and a technical interview, are being used in combination to select health care professionals because multiple behaviors and attitudes can be assessed with the use of one or more measures (Patterson, Lane, Ferguson, & Norfolk, 2001). When engaging in succession planning, competency models are used by business to prepare and advance competent incumbent workers to vacant positions of leadership. To be used successfully in an organization or other professional network, competencies must be inclusive or integrated throughout all of the human resources practices (Montier, Alai, & Kramer, 2006 and Rothwell & Wellins, 2004). Accordingly, competency models should not be used in isolation but integrated with activities within the rest of the phases.

In theory, every teacher has the same opportunity to pursue a school leadership position by earning an administrative credential. This process for career advancement into administration fits

loosely into what is called contest mobility (Turner 1960). Turner distinguished between two models of occupational mobility: *contest* and *sponsored* mobility. Under contest mobility, every candidate has an equal chance to attain a position through fair and open procedures and each candidate's success depends on his or her merits. If hiring authorities are skillful at identifying and selecting the most promising candidates, then this system provides equal opportunities for equally promising leaders and reflects pure contest mobility. In practice, however, contest mobility may not be the best description of the principal pipeline process.

While most school districts lack a formal succession management system – based upon criteria for leadership recruitment aligned with district goals that are widely understood by current and prospective leaders - some utilize informal sponsored mobility practices (i.e., tapping). In other words, in the absence of a succession management system, principals and others often identify and encourage teachers whom they think should become school leaders. The outcomes of this strategy could be positive or negative.

Assuming that tapping does indeed increase a teacher's interest in pursuing school leadership, if principals are skillful at identifying promising teachers with the competencies to be effective school leaders, tapping can be beneficial. However, if principals encourage teachers who are not the best equipped to successfully lead schools, tapping can be counterproductive. In most districts a teacher can take up a leadership position for as long as he/she has job group M. He/she is then subjected to the informal succession management process that may include competency-structured interviews and other assessment tools as academic performance, performance in co-curricular and capacity building courses.

2.3.3.4 T.S.C Policy on succession in school

Mobility for teachers to substantive positions by teachers' service commission follows the following procedure; identification of vacancies, the vacancy is advertised, short listing is done, invitation for interviews and communication.

Identification of vacancies; schools establish administrative posts of head teachers, deputy head teachers and heads of departments. Substantive positions are determined by considering school size and enrolment. Vacancies for these positions arise as a result of natural attrition; death, retirement and resignation or increased enrolment, school's expansion, development of new schools and change of curriculum. The commission identifies vacant positions yearly.

Identified vacancies for various positions are advertised in the mainstream daily newspapers, mainly Daily Nation and Standard. Specific requirements are clearly spelt out for each post advertised. Application forms are distributed to T.S.C agents; D.E.Os and P.D.Es for accessibility. A four-week notice is given before the deadline in submitting application forms.

The process of short-listing qualified candidates is done by a panel in the commission that strictly looks into the requirements for posts as stipulated in the advert. Shortlisted candidates are invited for interviews based on the set programme within a month. The interview panel consists of agent of T.S.C, professionals from ministry of education science and technology science and technology. Following this process, successful candidates are informed. (Teachers' Image, Vol.9 2004).

2.3.3.5 School management and academic performance

There is evidence to show that school leadership impacts directly on performance of schools in various areas. According to Hallinger and Heck (1996), school principals “exercise a measurable, though indirect, effect on school effectiveness and student achievement”. Leadership appears to particularly impact the quality of teaching in schools (Tamara, 2002). School leaders provide focus and direction to curriculum and teaching and manage the organization efficiently to support student and adult learning. Principals also evaluate teachers and make decisions about their classroom assignments. When classroom instruction is weak in under performing schools, or when large numbers of teachers are teaching out-of-field in these schools, significant responsibility rests with the principal (Ingersoll, 1998).

Oduol (2006) observed that studies exploring factors that influence student achievement have been numerous. Findings from such studies have shown that the varying levels of student achievement were attributed to socioeconomic factors, student ability and family circumstances implying that school facilities, curriculum and teacher characteristics had a minor influence on student achievement (Coleman *et al.* 1966; Jencks *et al.* 1972).

According to a Kenya Education Staff Institute report (2007) on the rate of turnover of schools’ leadership in Kenya, the founding principal continued to lead in only 16% of public schools, while 48% percent had one change and 36% experienced two or more changes. Of those that did experience a change in leadership, 47% had their first principal changes within the first four years of opening. Some Principals reported that they received some support from the previous

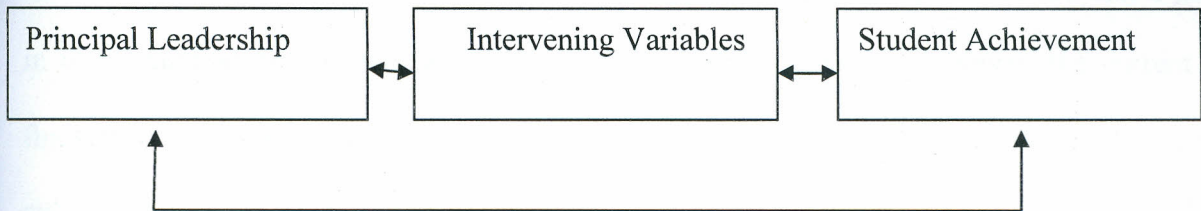
principal, though this was based on prior relationships and not institutionalized in any way and was subject to personality and availability.

While bureaucratic and scientific management theories—top-down views of school leadership—dominated the education landscape during most of the 20th century, many now believe that the days of the principal as the lone leader of the school are over (Hart, 1995; Lambert, 2002). Standards-based reform efforts that emphasize instructional improvements and student achievement as the measures of leadership success created an impetus for change in the way schools are led (Elmore, 2000). Because the typical principal's working day is consumed by managerial tasks having little or no direct bearing on the improvement of instruction, a single administrator cannot fill all of the leadership roles in a school without substantial participation by other educators (Elmore, 2000; Olson, 2000; Spillane, Halverson, & Diamond, 2001).

Succession management has not been a distinct initiative undertaken by educational organization in their strategic planning. The former has been clearly established in several high profile schools to ensure smooth transition of leadership. From several literatures, proponents of strategic planning have called for organizations to seriously consider succession management as an indispensable initiative (Bernthal *et al*, 1999) since school leadership plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling. The function of school leadership is now increasingly defined by a demanding set of roles, which include financial and human resource management and leadership for learning. There are concerns across countries that the role of principal as

conceived for needs of the past is no longer appropriate. In many countries, principals have heavy workloads; many are reaching retirement, and it is getting harder to replace them (Hargreaves *et al.* 2003).

Pitner (1988) offers a theoretical model and the understanding of the possible link between school leadership and student achievement. Called the *reciprocal-effects model* (Figure 1), it reflects the reciprocal nature of the interaction of leadership, intervening variables, and student achievement, and suggests various interactions through which principals might exhibit leadership behavior in schools over time. Any subsequent changes in the condition of the school would produce feedback that will, in turn, impact the principal's future leadership actions.



Source: Pitner (1988)

Figure 2.1 Reciprocal Effects Model

Figure 2.1 Modeling school leadership effects on student achievement

The reciprocal-effects model assumes that some or all of the relationship between administrators and student achievement occurs through interaction with features of the school organization (Hallinger & Heck, 1996).

2.3.3.6 Role of Board of Governors in school succession.

The appointment of a principal of a school under a board of governors shall be made by the teachers service commission in consultation with and as far as possible with agreement of the sponsor or the board of governors (Education Act.1968, 1980,part III (3)(b). The principal should be able to teach or enforce religious knowledge of the denomination of the sponsor. (Ministry of education General circular No. GEN/68/19 OF 10/6/1968). Experience shows that very, often the government is not sensitive enough to the wishes of sponsors regarding the appointment of principals. (www.eted.Ltd.Library, ku.ac.ke- Role of B.O.G school management).

2.4 Summary of literature and Research Gap

This study acknowledges that the various studies cited provide invaluable information regarding the concepts of succession and succession management. The details provided are useful insights in understanding how organizations approach succession periods. However, the current study finds that the issue of relating succession management to specific indicators within a multi-cultured and multi-generational environment such as a school has not been adequately studied and documented. Most of the studies have focused on companies and organizations, most of which have a limited staff in which competing interests and attitudes might be as pronounced as in a school environment. It is at that point of contributing knowledge on succession management within an environment in which there is a variety of performance indicators that this study comes in.

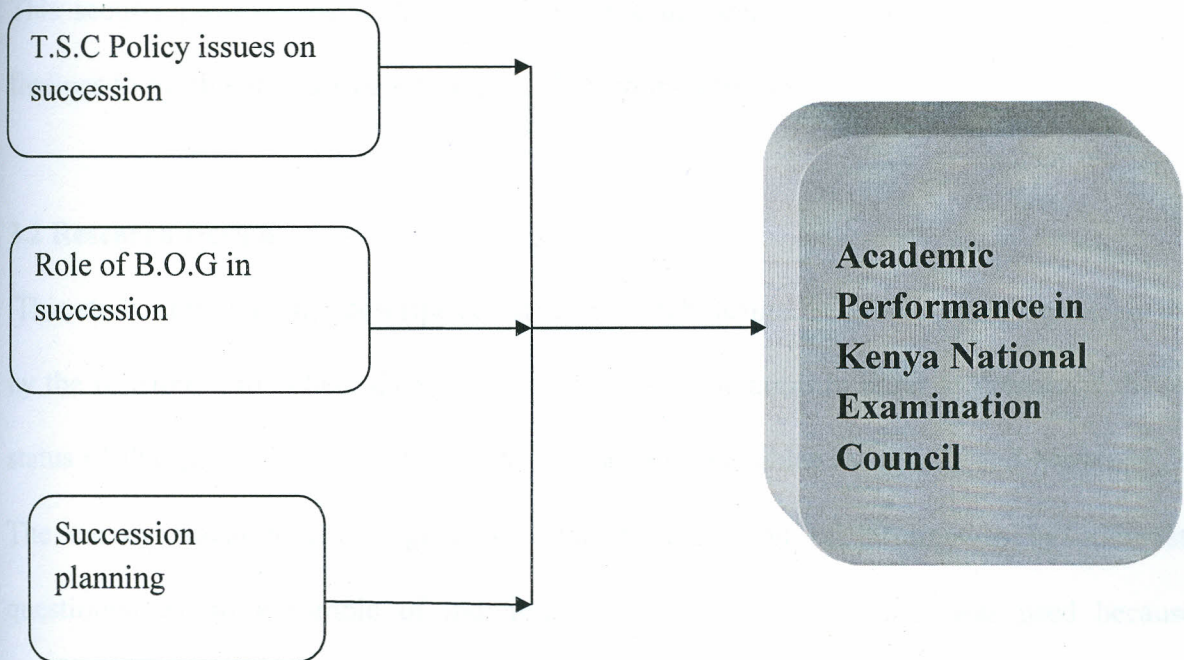
2.5 Conceptual Framework

To be able to capture the various variables involved in the current study, the conceptual framework in Figure 2.2 was adopted.

The study proposes to use the conceptual framework shown in Figure. 2.2

Independent variables

Dependent variable



Source-Author

Figure 2.2 Conceptual Framework

In Figure 2.2, Teachers' service commission policy on succession in secondary schools, role of B.O.G in succession and succession planning are the independent variables. As a result of their interaction, they influence other issues among them; school stability, teacher/student motivation and academic performance in national examinations. These factors are therefore the dependent variables. Academic performance will be determined by how succession in any given secondary school is managed. Poor management will lead for example, to instability of certain established systems in respective schools such as hierarchy and financial management, which could in turn influence the performance of other areas.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section provides steps that the study took in sampling, data collection and analysis of findings to be able to draw conclusions and recommendations.

3.2 Research Design

This study employed the descriptive survey research design. A survey was a deliberate attempt by the researcher to collect data from members of population in order to determine the current status of that population with respect to one or more variables (Mugenda and Mugenda, 2003). The survey research design generally entailed collection of information by administering questionnaires, to a sample of individuals. Survey research design was used because the population to be studied was too large to observe directly, therefore useful because of the economy of taking a sample of the population to generalize results for the whole population. (Creswell, 2003& Kothari, 2004).

3.3 Target Population

The study accessed a population of 18 registered secondary schools in Busia District (Republic of Kenya and Ministry of education science and technology statistics, 2006) that have had changes in leadership between the year 2000 and 2010. Consequently, the study accessed analyzed records of student performance over periods where transitions took place those schools. The study also accessed a population of Board of Governors of 18 schools and 14 officials of the District Education Board in Busia District. Ex-officials of the board of governors will not be

considered because they don't deal with matters of academics directly. This group was involved in the study because they were able to provide information on succession management approaches used whenever transition in leadership takes place.

3.4 Sampling design

3.4.1 Sample technique

For this survey, a purposive quota sampling design was used since required data is valid if it's obtained by convenience or judgment from respondents directly involved in transition of leadership in schools. This tool was used to identify those schools relevant to the survey (Kothari, 2004). The sample subjects were put in strata. Boy schools were put in one-quota and girl schools in another. Schools with good performance were put in one quota and those with poor performance in another. Out of the quotas, sample subjects' representatives to the study were picked by judgment.

3.4.2 Sample size

A Purposive sample of 4 secondary schools where transition in leadership has occurred were selected from among the registered secondary schools in Busia district to provide analyzed student performance records in years preceding and after a transition. This constitutes 22% of schools in Busia district. A purposive sample of 1 high profile performing school in Bungoma County was selected to put control measure to the study. Analyzed results from the school were obtained to offer a comparison in academic performance between schools in Busia and Bungoma. Further to these samples, purposive sample of 8 officials from Board of Governors in the 5 schools that have experienced transitions were selected. This constituted 41% of the B.O.G officials needed for the study. The B.O.G officials included the sponsor, chairperson, chairperson

B.O.G academic subcommittee, B.O.G secretary, two parents (members of PTA executive) and two educationists. Lastly, the study selected a purposive sample of 8 Ministry of education science and technology officials directly dealing with matters of transitions in schools. The officers were the DQASO, 2 sponsors(Catholic Church and ACK), chairman heads association, KUPPET chairperson, KNUT chairperson, DEO and PDE. This constituted 47% of D.E.B. All these samples constituted an overall sample size of 48 respondents, of the accessible population relevant to the study.

3.5 Data collection instruments and procedure

The data collection instruments were secondary data and questionnaires.

3.5.1 Reliability of Research instruments

To test the effectiveness of the instruments developed for this study, a pilot exercise was undertaken on the sampled population. The study administered the questionnaire for example, to pilot subjects in exactly the same way as it was administered in the main study. Respondents were required to provide feedback to identify ambiguities and difficult questions. The study recorded the time taken to respond to questions and decided whether it is reasonable. This assisted in discarding all unnecessary, difficult or ambiguous questions and assessed whether each question gave an adequate range of responses. Piloting assisted in establishing that replies could be interpreted in terms of the information that required re-wording or re-scaling any questions that were not answered as expected.

3.5.2 Data collection procedure

3.5.2.1 Secondary data

The study gathered relevant information from analyzed academic results for sample schools. All these provided both the pre-field work preparation on the research topic as well as valuable comparative and authenticating analysis of the data the current study collected from the field.

3.5.2.2 Questionnaire

The study administered questionnaires especially to ministry of education science and technology officials and officials from Board of Governors of respective schools. The questionnaires were mailed to the respondents with a request to return them after completion. Through the questionnaire, the study obtained information regarding government policy on succession management and individual school boards on the same issue. The questionnaire was preferred due to low cost even as the universe was large and widely spread geographically. It was free from the bias of the interviewer. Respondents had adequate time to give well thought answers. Respondents who were not easily approachable were also reached conveniently and results more dependable and reliable (Kothari, 2004).

3.6 Data analysis

The data analysis strategy laid out the specific procedures for addressing each of the research questions and the nature and form of the expected results. When analyzing data, the following processing operations were considered; editing, coding, classification and finally tabulating. Editing entailed examination of collected raw data to detect errors, omissions and how these could be corrected. Editing was done after all questionnaires were completed and returned.

Coding involved assigning numerals or symbols to answers so that responses could be put into limited number of categories for efficient analysis (Kothari, 2004). Classification involved putting data with common characteristics in one class. The data was then divided into groups. Classification according to attributes was done since the phenomenon is qualitative. Thereafter the assembled data was summarized and displayed in compact statistical tables for further analysis. The data was orderly arranged in columns and rows. This was to facilitate the process of comparison, detection of errors and omissions (Kothari, 2004).

The data collected was analyzed by the use of descriptive statistics, where tables, frequencies and percentages were used. A number of tables and charts were used to present data findings. Analysis carried out on records of students' performance before and after transition periods to determine any changes. Data collected was analyzed according to the nature of the response. This was then tallied to establish frequencies, which were converted to percentage of the total number. Responses from questionnaires were transcribed. The transcribed data was then organized in themes and categories that emerge.

3.7 Ethical Considerations

The respondents were assured that their responses were confidential and for the purpose of the research study only. The respondents were not required to write their names on the questionnaires. The researcher also took individual responsibility for the conduct and consequences of the research by adhering to the time schedule agreed upon with the offices and schools administration. The researcher was open and honest when dealing with respondents. The respondents were also assured of getting the feedback from the research if they need it after the study. This was aimed at securing co-operation from them.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

This chapter deals with data analysis, presentation, interpretation and discussion of the research findings. Descriptive statistics were used to analyze the responses to the specific objectives of the study as provided by the respondents in the questionnaires and secondary data. The purpose of this study was to determine the effects of teachers' service commission policy on succession planning and succession management of principals on academic performance in secondary schools in Busia district. The research findings are discussed to attain the general goal of the study that aims to analyze the following specific objectives: to determine TSC policy issues on succession and transfer of principals in public secondary schools, to determine the role of B.O.G in strategic succession planning and succession management of school heads in Busia district and to compare effect of succession management approaches used in some good performing high profile schools in Bungoma county and schools in Busia district.

4.2 Response rate and Background analysis

Fourty eight (48) respondents out of 84 filled questionnaires and this translates to 57% of the response rate. Forty (40) were B.O.G officials and eight (8) members of the D.E.B. Out of 48, twelve (12) were female and thirty six (36) were male. 59% (28) were in their current job groups or positions for more than five years. 29% (14) were in the job groups for less than five years the same proportion of 6% were in the job groups for less than 3 years respectively. This provided respondents who were experienced, thus collected data reliable. For each question the respondents were to tick the answer. The questionnaires were edited to eliminate ambiguity and

to clarify the respondents' feedback. The responses were then coded and orderly presented in columns and rows in the tables below, a (-) in the table indicates there were no multiple choices.

4.3 T.S.C Policy Issues On Succession of Principals in Public Schools

The respondents were asked items related to Policy issues used by Teachers' Service Commission and Ministry of education science and technology on succession in secondary schools. Their responses are summarized in the following sub-sections.

4.3.1 Education stakeholders who decide when a Principal Should Be Transferred

A responded who decides when a principal should be transferred is shown in Table 4.1.

Table 4.1: Responses on who decides when a principal should be transferred

Response	Frequency	Percent
TSC	9	18
DEO	9	18
BOG, DEO, TSC	28	58
Principal	2	6
Total	48	100.0

Source – Survey data 2012

The respondents were asked to state the person who decides when a principal should be transferred. As indicated in Table 4.1, over half (58%) of the respondents stated that Board of governors, district education officer and teachers service commission were the parties that determined when a principal should be transferred to another learning institution. An equal proportion of 18% asserted that Teachers service commission and District education officer

determined this respectively. Only 6 % (2) stated that the principal could decide when to be transferred.

The research findings agree with Teachers' image, vol. 9.2004, that T.S.C agents, D.E.O and P.D.E, determine a vacancy for the position of a principal or his/her transition. Thus mobility for teachers to substantive positions by teachers' service commission involves establishment of administrative posts depending on school size and enrolment. They determine when a principal should be transferred. The outgoing principal cannot decide when he/she should be succeeded and if he/she does the full mandate to effect the transfer is with B.O.G, D.E.O and T.S.C.

4.3.2 Teachers Service Commission Policy issues on transfer of principals

Table 4.2 shows responses on TSC policies that govern transfer of principals.

Table 4.2 Responses on Teachers service commission policies that govern transfer of principals

Policies	Frequency	Percent
Exceptional performance	42	88
Job group M and above	42	88
Capacity building course by K.E.M.I	42	88
Been a deputy principal for not less than two years.	42	88
Been identified, strongly recommended, and inducted by the outgoing principal	6	12

Source – survey data 2012

It is indicated in Table 4.2 that majority (88%) of the respondents stated that there were Teachers service commission/ministry of education science and technology policies that govern transfer of

principals. However, the remaining 12 % (6) stated that there were no TSC policies on transfer of principals. For those who asserted that there were TSC and Ministry policies that govern the transfer of principals, all stated that the policies were: Exceptional performance; Job group M and above; Capacity building course by Kenya Educational Management Institute (K.E.M.I); One must have been a deputy principal for not less than two years. Only 12% were of the opinion that a person should be identified, strongly recommended, and inducted by the outgoing principal.

The research findings agree with Teachers' image, vol. 9, 2004 that vacancies for administrative positions as a result of natural attrition, resignation, increased enrolment, school expansion, development of new schools and change in curriculum are filled after interviews. Thus competencies have formed the basis for the resources and strategic management practices of recruiting and evaluating performance of those charged with leadership of educational institutions. (Dubois, 1993; and Lucia & Lepsinger, 1999). When engaging in succession planning, schools prepare and advance competent incumbent workers to vacant positions of leadership, use competency models. Thus T.S.C policy emphasizes succession planning a process that entails identification of key jobs, creating and assessing candidates and selecting individuals who fill up the positions (Teachers' image, vol. 9. 2004).

4.3.3 Outgoing Principals' Participation in Succession

Table 4.3 shows responses on the participation of outgoing principal on succession.

Table 4.3: Responses on Outgoing principals' participation in succession

Response	Frequency	Percent
Recommends his/her successor	0	0
Identifies his/her successor	0	0
Appoints his/her successor	0	0
Identifies, inducts, and participates in appointment of his/her successor	0	0
He/she does not participate	48	100

Source – survey data 2012

The study further established that the outgoing principal does not participate in the process of succession. All the respondents who participated in this study stated this. Majority (82%) stated that it was not necessary for the outgoing principal to participate in succession process. The remaining (18%) saw it necessary for the outgoing principal to participate in the succession process.

The research findings agree with Teachers' image, vol. 9, 2004 that mobility teachers to substantive positions and succession of principals involves establishment of vacancies by a school, the vacancy is advertised the interviews done to select the most suitable candidate. Thus, the outgoing principal does not participate at all in determining who his/her successor should be.

4.3.4 Principals role in succession

Table 4.4 shows responses on recommended role of outgoing principals in succession.

Table 4.4: The extent to which principals should be involved in the process of succession

Responses	Frequency	Percent
In identification of successor	6	12
Recommendation and induction	42	88
Recommendation of successor	0	0
None of the above	0	0
Total	48	100

Source – survey data 2012

Concerning the extent to which the outgoing principal should be involved in the process of succession, majority (88%) stated that the outgoing principal should participate in the recommendation and induction of the new principal ones the minimum requirement set by Teacher service commission/ministry of education science and technology are attained. Another (12%) stated that the outgoing principal should assist in the identification of a successor.

The research findings agree with Leibman *et al.* (1996), Rioux & Bertnthal, (1999), and Rothwell (2000) that the outgoing principal should be involved in the process of succession management that is used in the identification and development of high potential leadership capabilities amongst staff in the search for an effective way to deal with changing work environments of the school. The outgoing principal should identify and induct his/her successor.

4.3.5 Management of succession by TSC/Ministry of education

Table 4.5 shows responses on how TSC/MOE manages succession in secondary schools.

Table 4.5: Management of succession TSC/Ministry of education

Responses	Frequency	Percent
Satisfactory	14	29
Not Satisfactory	34	71
Total	48	100

Source – survey data 2012

As shown in Table 4.5, 71% (34) of the respondents were of the opinion that the Teachers service commission/ministry of education science and technology mismanages succession in secondary schools. The rest 29% (14) stated that it was satisfactory.

Research findings agree with Turner (1960) that every teacher has same opportunity to pursue leadership position by earning administrative credential and this depends on his/her merits which is not the best description of the principal pipeline process. According to T.S.C policy on succession, after identification of vacancies, advertisement, shortlisting and interviews held, successful candidates are informed (Teachers' image, vol.9 2004), thus succession in secondary schools isnot satisfactorily managed.

4.3.6 Role of Principals' during transition in school leadership

Table 4.6 shows the recommended role of principals when issues of transition in school leadership arise

Table 4.6: Role of Principals in transition in school leadership

Role	Frequency	Percent
Identify and recommend a successor	6	12
Appoint a successor	2	6
Induct a successor	0	0
None of the above	40	82
Total	48	100

Source – survey data 2012

On whether the respondents' recommendation of the outgoing principal was required during succession of leadership in secondary schools, majority (12%) of the respondents stated that principals identify and recommend a successor. 82%, stated that he/she does not participate in succession process while 6% stated that he/she appoints his/her successor.

The research findings agree with Turner (1960), most districts lack a formal succession management system hence use informal mobility practices as tapping. Thus principals and others often identify and encourage whom they think should become school leaders. The outcome of this strategy could be positive or negative. If the encouraged teachers are not best equipped to successfully lead schools, tapping can be counterproductive. Experience shows that very often the government is not sensitive to wishes of principals because it was counterproductive (www.etd.Library, k.ac.ke).

4.3.7 Policy that guides the process of succession in secondary schools in Busia

Table 4.7 shows respondent's responses on policy that guides the process of succession in schools in Busia

Table 4.7: Policy that guides the process of succession in secondary schools in Busia

Response	Frequency	Percent
TSC policies on promotion and transfer	32	67
Political connections	16	33
Recommendations of the outgoing principal	0	0
Total	48	100

Source –survey data

When asked to state the policy that guides the process of succession in secondary schools in Busia district 67%(32) asserted that Teacher service commission/ministry of education science and technology policies on promotion and transfer of principals guide the process of succession in secondary, whereas 33%(16) stated political connections influence succession.

Research findings agree with T.S.C policy on succession, that substantive positions are filled by teachers only when there are vacancies established by TSC (Teachers' image, vol.9.2004). In addition to the formal T.S.C policy on promotion and transfer of principals, political will affected succession process.

4.4 The role of B.O.G in strategic succession management of school heads in Busia district

The second objective of this study was to determine the role of B.O.G on succession planning and succession management. The responses are shown in the following sub-sections.

4.4.1 Role Played By B.O.G during Succession of Principals

Table 4.8 Shows responses on the role played by BOG during succession of principals

Table 4.8: Role played by B.O.G during succession of principals

Role	Frequency	Percent
None	35	82
Identify and recommend suitable candidates	7	18
Part of the interviewing panel that selects principals	0	0
Total	48	100

Source – survey data 2012

As shown in Table 4.9, 82 % (35) of the respondents stated that BOG don't have any role to play during succession of principals while the remaining (18%) of the respondents identify and recommend suitable candidates.

Research findings agree with Kenya education staff institute report (2007), that the government very often is not sensitive enough to the wishes of sponsors and board of governor in the process of succession of principals. In some schools where their input was required, the B.O.G was restricted to recommendation of a suitable candidate which was disregarded. Experience shows that very often the government is not sensitive enough to the wishes of sponsors regarding the appointment of principals ([www.etd.library, ku.ac.ke](http://www.etd.library.ku.ac.ke)).

4.4.2 Expectations' of B.O.G during Succession of Principals

Table 4.9 shows responses on the role to be played by BOG during succession of principals

Table 4.9: role to be played by B.O.G during succession of principals

Role	Frequency	Percent
Identify and recommend suitable successor	38	71
Induct a successor	0	0
Not necessary	0	0
Part of the interviewing panel that selects principals	10	29
Total	48	100

Source – survey data 2012

It is instructive to note that 71 % (38) of the respondents asserted that BOG being the managers of the school should identify and recommend suitable successor(s) to DEB and TSC. (29%) were of the view that B.O.G be part of the interviewing panel that selects principals.

Research findings agree with Education Act 1968, 1980, which the appointment of a head teacher of a school under a BOG shall be made by the TSC in consultation with and as far as possible with agreement of the sponsor or the BOG. The head teacher should be able to teach or enforce religious knowledge of the denomination of the sponsor (ministry of education General circular No .GEN/68/19).

4.5 The effect of succession planning and succession management of principals on academic performance in secondary schools in Busia district

The third objective of this study was to determine how succession planning and succession management approaches used by schools affect academic performance in secondary schools in Busia district. The responses are shown in the following sub-sections.

4.5.1 Academic Performance Before and After Succession in Secondary Schools in Busia

Table 4.10 shows responses on academic performance before and after succession in secondary schools in Busia district.

Table 4.10: Academic Performance Before and After Succession in Secondary Schools in Busia

Response	Frequency	Percent
Dropped	40	82
Maintained	0	0
Improved	8	18
Total	48	100

Source –survey data 2012

It is indicated in Table 4.11, that 82 % (40) of the respondents stated that academic performance of most secondary schools in Busia district dropped after succession. However, 18% (8) stated that the performance had improved after the succession in most schools in the area of study.

Research findings agree with Kenya Education Staff Institute report that academic performance in Busia district was affected whenever there was change in leadership.

4.5.2 Causes of the Changes in Academic Performance before and After Succession in Secondary Schools in Busia

Table 4.11: causes of the changes in Academic Performance Before and After Succession in Secondary Schools in Busia

Causes	Frequency	Percent
Instability of established systems	0	0
Motivated staff and students	10	24
Strong financial base and improved communication with stakeholders	0	0
Demotivated staff and students, poor financial management, poor communication channels and unstable governance	38	76
Total	48	100

Source –survey data 2012

When asked to state what caused the change in academic performance, 76% (38) stated that it was due to the de motivated staff and students, poor financial management, poor communication channels and unstable governance while 24% (10) mentioned that it were due to motivated staff and students.

The findings as indicated in the secondary data agree with Pitner (1988), that the possible link between school leadership and academic performance is reciprocal in nature, thus intervening variables and student’s achievement reflect a reciprocal interaction. Academic performance dropped whenever there was change in leadership in secondary schools in Busia district. This

was attributed to de motivated staff and students, poor financial management, poor communication channels and unstable governance (Kenya Education Staff Institute report, 2007). It's only in few cases that the staff and students were motivated after succession.

4.5.3 The extent to which the academic polices of the outgoing principals are embraced in schools where succession has occurred

Table 4.12 Shows responses on the extent to which academic policies of the outgoing principals were embraced in schools where succession occurred.

Table 4.12: The extent to which the academic polices of the outgoing principals are embraced in schools where succession has occurred

Responses	Frequency	Percent
Highly	8	17
Satisfactory	4	12
Lowly	36	71
Status quo maintained	0	0
Not sure	0	0
Total	48	100

Source –survey data 2012

On the academics polices of the outgoing principals, 71%(36) stated that it was lowly embraced in the respective schools where succession has occurred, while 17%(8) stated that the policies were highly embraced and another 12%(4) stated that it was satisfactory embraced in the schools where succession had occurred.

Research findings agree with Kenya Education Staff Institute report (2007), on the rate of turnover of schools that the founding principal continued to lead in only 16% in public schools. Of those that did experience a change in leadership, 47% had their first principal changes in policies within the first four years.

4.5.4 Level of succession planning

Table 4.13 shows responses on level which succession planning was done

Table 4.13: Responses on level succession planning was done.

Responses	Frequency	Percent
Principal and deputy principal	48	100
All levels of management	0	0
Not done at all	0	0
Total	48	100

Source –survey data 2012

All the respondents were of the opinion that succession planning is done at the principal and deputy principal level.

Research findings agree with empirical review, that succession planning is an approach that is embedded in schools decision-making and is actively supported by top levels of management. Thus succession planning is done at the level of principal and deputy principal level only. The process plans organizations transference of ultimate executive authority form at the top end aimed replacement of managers' i.e principals and deputy principals (Santora, Clemens & Sarros, 1997: 109).

4.6 The effect of succession approaches used in some good performing high profile schools in Bungoma County and schools in Busia district

The study sought to compare the academic performance of high profile schools in relation to succession approaches.

4.6.1 Comparison of Academic Performance in Secondary Schools in Busia and Bungoma

Table 4.14 shows the comparison of academic performance in schools in Busia and a high profile school in Bungoma after succession.

Table 4.14: comparison of academic performance in secondary schools in Busia and Bungoma

Responses	Frequency	Percent
Busia dropped while Bungoma maintained	45	90
Busia maintained while Bungoma dropped	3	10
Busia improved while Bungoma	0	0
Total	48	100

Source – survey data 2012

The respondents were asked to give their opinion concerning the academic performance before and after succession in most secondary schools in Busia district and the selected schools from Bungoma. As shown in Table 4.17, 90 % (45) of the respondents stated that the academic performance in Busia dropped while Bungoma maintained. Another 10 % (3) stated that the academic performance in Busia maintained while Bungoma dropped.

Research findings agree with Kenya staff institute report (2007) and secondary data, thus academic performance in schools in Busia district dropped whenever there was change in leadership while in Bungoma the academic performance was maintained.

4.6.2 Participation of B.O.G in succession in Bungoma schools

Responses on the extent to which BOG are involved in the academic policies of the outgoing principals are shown in Table 4.15.

Table 4.15 Role of BOG in succession in Bungoma schools

Responses	Frequency	Percentage
Recommend in agreement with sponsor	45	94
Not involved	3	6
Total	48	100

Source – survey data

When asked to state the role of BOG in the selected high profile school, 94% (45) asserted that BOG recommend a suitable candidate and the recommendation must be in agreement with the sponsor that. 6% (3) stated that BOG was not involved.

Research findings agree with Education Act 1968, 1980 that the appointment of a school head teacher of a school under a BOG shall be made by TSC in consultation with and as far as possible with agreement of the sponsor.

Table 4.16: Extent to which the academic polices of the outgoing principals were embraced in Bungoma schools where succession occurred

Responses	Frequency	Percent
Highly	39	70
Satisfactory	7	25
Lowly	2	5
Not sure	0	0
Total	48	100

Source – survey data 2012

Concerning the extent to which the academic policies of the outgoing principals were embraced in Bungoma schools where succession occurred, 70% (39) of the respondents stated that the policies were highly embraced. 25 % (7) considered it as satisfactory embraced. Only 5% (2) stated that the policies were lowly embraced.

Research findings disagree with Kenya Education Staff Institute report (2007), that the founding principal continued to lead by only 16% in public schools. Some principals reported that they received some support from previous principals, though this was based on prior relationship and not institutionalised in any way and subject to personality.

Table 4.17 Shows analyzed K.C.S.E results from school 1 in Busia from 2001-2010 and the principal who present during a particular year.

Table 4.17 Year, Mean score and Principal of SCHOOL 1

Year	School K.C.S.E Mean score	principal
2001	6.145	A
2002	5.765	B
2003	6.8082	B
2004	6.3645	B
2005	6.4167	C
2006	5.9405	C
2007	5.4818	D
2008	4.7407	D
2009	4.9714	D
2010	5.640	D

Source –survey data 2012

The above means scores for **SCHOOL 1** in Busia can be further analyzed as below for easier identification of fluctuations in academic performance.

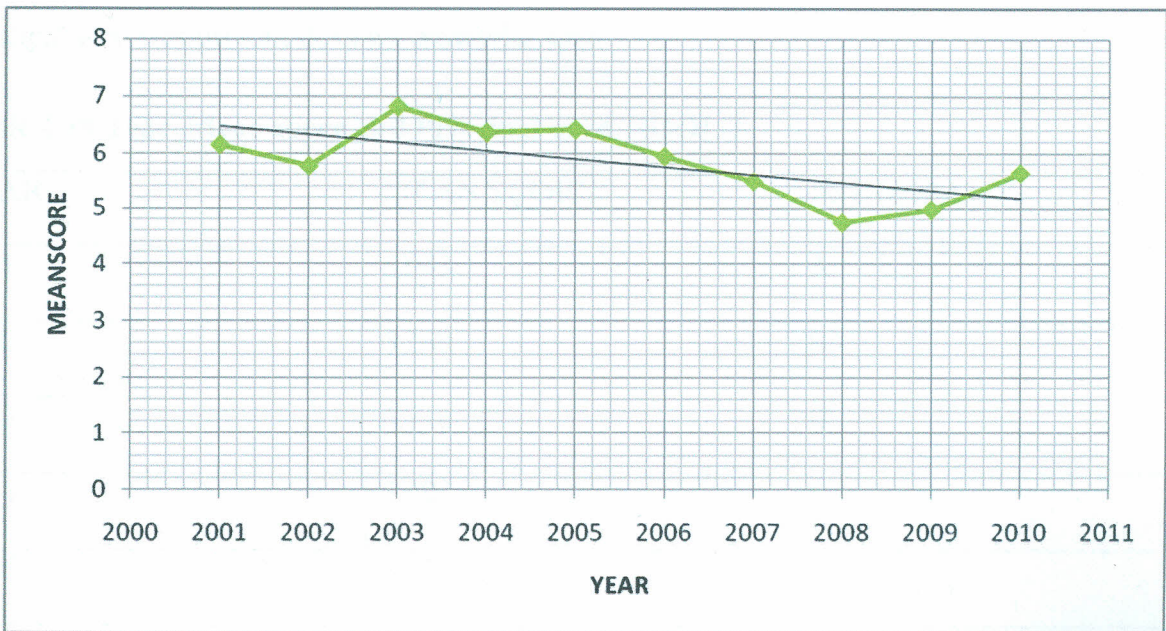


Figure 4.1 Graph of Mean score against year

Principal A was succeeded by B in 2002. From 2002 to 2004 school 1 was under the leadership of principal B. In 2005 under principal B, the K.C.S.E mean score dropped from 6.1417 to 5.9405. In 2007 when there was change in principal ship from C to D the K.C.S.E mean score dropped from 5.9405 to 4.747.

Research findings agree with Kenya education staff institute report (2007) that the academic performance in KCSE was affected whenever there was a change in principal ship. Hence there is evidence that school leadership impacts directly on performance of schools as the exercise a measurable though indirect effect on school effectiveness and student achievement (Hallinger and Heck, 1996).

Table 4.18 Shows analyzed K.C.S.E results from school 2 in Busia from 2001-2010 and the principal who was present during a particular year.

Table 4.18 Year, Mean score and Principal of SCHOOL 2

YEAR	MEAN SCORE	PRINCIPAL
2001	6.043	A
2002	6.260	B
2003	6.716	B
2004	6.79	B
2005	6.328	C
2006	5.638	C
2007	6.32	D
2008	4.80	E
2009	5.445	E
2010	6.20	E

Source –survey data 2012

The above means scores for **SCHOOL 2** in Busia can be further analyzed as below for easier identification of fluctuations in academic performance.

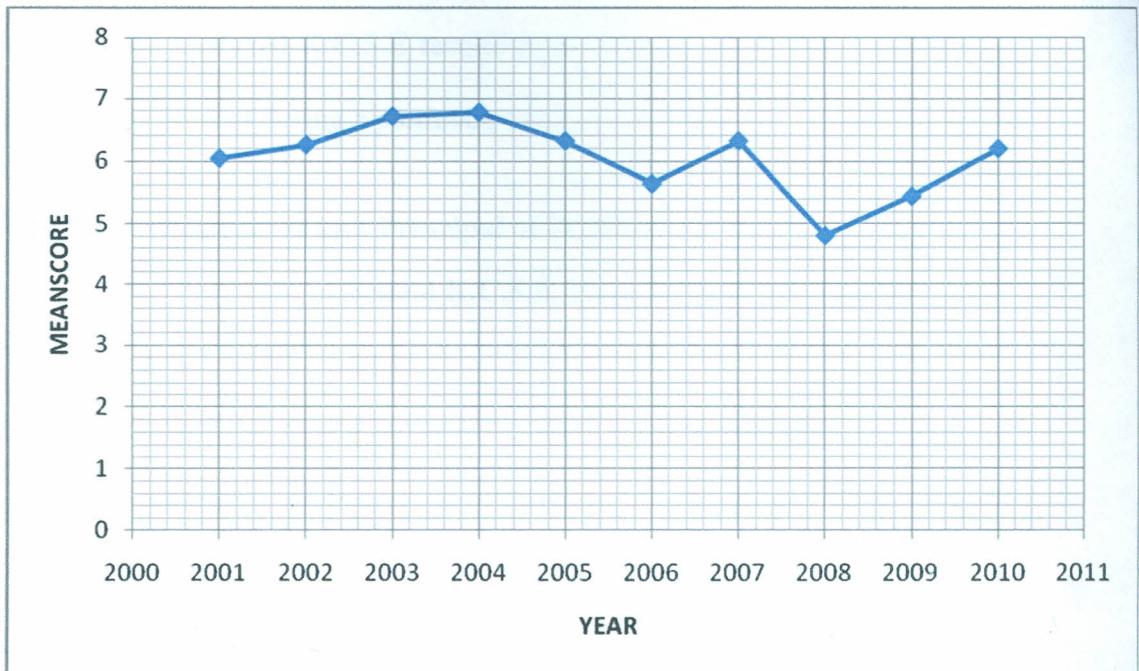


Figure 4.2 Graph of Mean score against year

School 2 registered a very high turnover of principals from 2001 to 2010.

In 2001 principal A was in charge of the school, the school had a mean score of 6.043. Between 2002 and 2004 principal B was in charge. The school means score improved from 6.043 to 6.79.

In 2005 there was a change in principal ship from B to C, with a drop in K.C.S.E mean score from 6.79 to 5.638. In 2007 the mean score dropped from 6.79 to 5.638. In 2007 the mean score dropped from 6.32 to 4.80 after a change in headship from principal D to E.

Research findings agree with Kenya education staff institute report (2007) that the academic performance in KCSE was affected whenever there was a change in principal ship. Hence there is evidence that school leadership impacts directly on performance of schools as the exercise a measurable though indirect effect on school effectiveness and student achievement (Hallinger and Heck, 1996).

Table 4.19 Shows analyzed K.C.S.E results from school 3 in Busia, from 2001-2010 and the principal who was present during a particular year.

Table 4.19 Year, Mean score and Principal of SCHOOL 3

Year	School K.C.S.E Mean score	Principal
2001	6.05	A
2002	5.37	B
2003	6.29	B
2004	6.14	B
2005	6.01	B
2006	4.98	C
2007	5.86	C
2008	5.47	D
2009	5.36	D
2010	5.79	D

Source –survey data 2012

The above means scores for **SCHOOL 3** in Busia can be further analyzed as below for easier identification of fluctuations in academic performance.

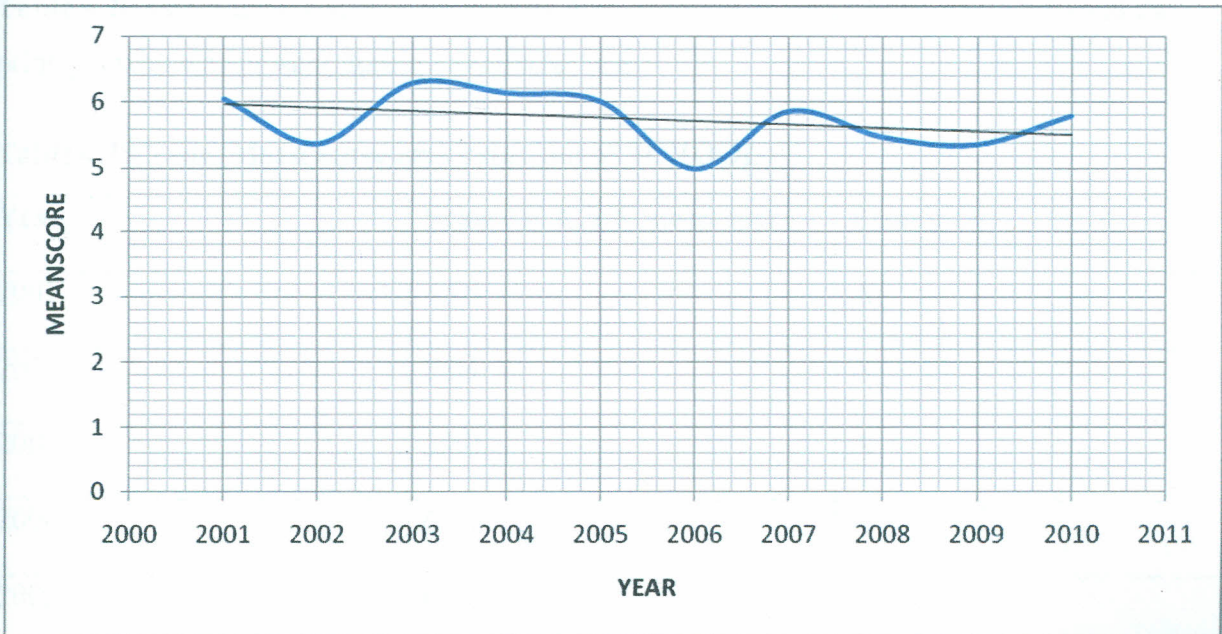


Figure 4.3 Graph of Mean score against year

In 2001 the school registered a mean score of 6.05 under principal A. a drop in academic performance was registered in 2002 from 6.05 to 5.37 when there was a change in leadership. Therefore the academic performance improved from 5.37 to 6.01 in 2005. in 2006 the mean score dropped to 4.98 when there was change in leadership from principal B to C. In 2008 principal D replaced principal C and the mean score dropped from 5.86 to 5.47.

Research findings agree with Kenya education staff institute report (2007) that the academic performance in KCSE was affected whenever there was a change in principal ship. Hence there is evidence that school leadership impacts directly on performance of schools as the exercise a measurable though indirect effect on school effectiveness and student achievement (Hallinger and Heck, 1996).

Table 4.20 shows analyzed K.C.S.E results from school 4 in Busia from 2001-2010 and the principal who was present during a particular year.

Table 4.20 Year, Mean score and Principal of SCHOOL 4

Year	School K.C.S.E mean score	Principal
2001	4.70	A
2002	5.04	A
2003	5.80	A
2004	6.04	A
2005	6.09	A
2006	5.75	B
2007	5.288	B
2008	5.699	B
2009	5.667	B
2010	6.504	B

Source –survey data 2012

The above means scores for **SCHOOL 4** in Busia can be further analyzed as below for easier identification of fluctuations in academic performance.

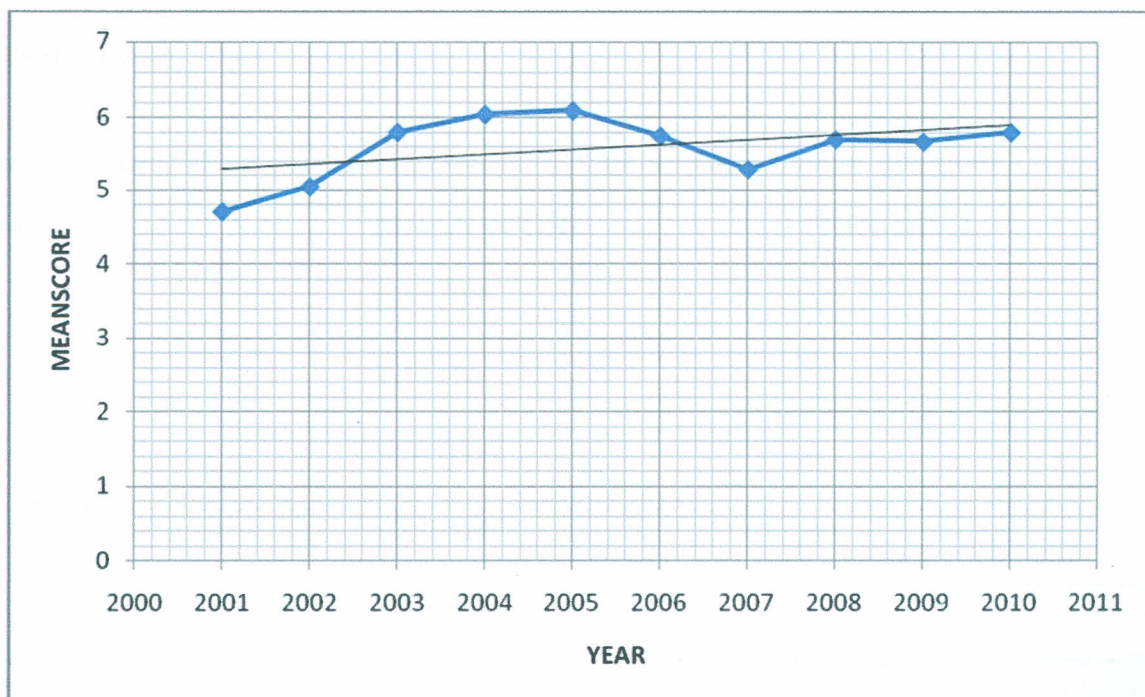


Figure 4.4 Graph of Mean score against year

The principal turnover was low with only two principals heading the school within a span of two years. Principal A led the school from 2001 to 2005, within which the mean score rose from 4.70 to 6.09. In 2006 there was a change in leadership from principal A to B. the K.C.S.E mean score dropped from 6.09 to 5.75, to 5.28 in 2007 and thereafter the mean score improved to 6.504 in 2010.

Research findings agree with Kenya education staff institute report (2007) that the academic performance in KCSE was affected whenever there was a change in principal ship. Hence there is evidence that school leadership impacts directly on performance of schools as the exercise a measurable though indirect effect on school effectiveness and student achievement (Hallinger and Heck, 1996). The academic performance improved in the index +2, +3, +4 years after transition.

Table 4.21 shows analyzed K.C.S.E mean scores and principal in a high profile school in Bungoma County.

Table 4.21 Year, Mean score and Principal of high profile school in Bungoma County

YEAR	MEAN SCORE	PRINCIPAL
2001	9.30 (B)	A
2002	9.40 (B)	A
2003	9.90 (B+)	A
2004	10.10 (B+)	A
2005	9.87 (B+)	A
2006	10.18 (B+)	A
2007	9.70 (B+)	A
2008	9.98 (B+)	B
2009	9.96 (B+)	B
2010	9.97 (B+)	B
2011	10.29 (B+)	B

Source-survey data 2012

The school means score improved from 2001 to 2004 then dropped and thereafter in 2006 the school means score reached its peak (10.18) then dropped slightly during the leadership of principal A. During succession in 2008, the schools' mean score improved slightly to 9.98 then three years down the line the school attained the highest mean score since inception under principal B.

Research findings agree with Baruch, 1999; Byham *et al* that when the process of identifying and development of a high potential and talented principal who could effectively deal with the changing environment is successful, academic performance is not compromised. Succession management approach used was thorough, and supplemented subjective judgments, was appropriate thus the academic performance was not compromised during transition. Thus academic performance was maintained even after transition.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of summary of the study, conclusion and recommendations. The three areas will be guided by the specific objectives of the study.

5.2 Summary

Mobility of teachers to substantive positions is by teachers' service commission. T.S.C identifies vacancies; the vacancies are advertised, short listing done, interviews done and then communication. The interview panel consists of T.S.C officials and M.O.E.S.T officials. The panel sets minimum requirements for the candidates in addition to other competency tests. Boards of governors (B.O.G) have not been actively involved in succession process of principals. In a few cases, they have given recommendations that were disregarded. Unlike in the high profile school in Bungoma County, the B.O.Gs' recommendations were considered and thoroughly scrutinized among other factors before succession decisions were made.

In School 1, analyzed K.C.S.E results indicated a drop in academic performance whenever there was a change in leadership.

School 2 shows a similar trend. School 3 and School 4 are not exceptions. For the school, which was purposively selected from Bungoma County the academic performance trend, was different compared to schools in Busia. Over the years, the academic performance has been maintained in the high profile school selected even after a change in leadership. In Busia the trend is similar in all schools, thus whenever there was a change in leadership, the academic performance dropped.

All the sample schools tend to recover after 3 years.

5.3 Conclusion

Based on the findings of the study, it can be concluded that one's a teacher is in job group M, has attended a K.E.M.I course, has been a deputy principal for two years and has displayed exceptional performance he/she can be appointed a principal. Statistics from the data collected indicate that T.S.C policy on succession has not been implemented fully in all case of succession in Busia district.

It was also found that Boards of governors in Busia district have not been actively involved in matters of succession. Only in few cases have they recommended successors as a formality. Further, the academic performance dropped whenever there was a change in leadership. This was as a result of incidences of complicated and sometimes hostile transitions to principalship and support systems that were informal, arising out of previous relationships of the new principal. All this factors presented more challenges in managing the transition. The study concludes that Succession management has not been a distinct initiative undertaken by schools in Busia district in their strategic planning. The former is clearly established in the high profile school in Bungoma County.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made; all school stakeholders should be involved in succession process. Succession should be based on performance, as it is objective. Schools should endeavor to consider succession management in their strategic planning. No principal should be transferred or dropped before lapse of five years. Deputy Principals' should be actively involved in all matters of school administration as this

would serve as on the job training and induction as future bank of principals. This should be supervised by the agents of T.S.C and M.O.E.S.T.

Capacity building courses and refresher courses for deputy principals should be organized at local and nation level to check the growth and development of their management skills and competencies. Succession planning should be replaced by succession management that focuses on the process of creating a clear picture of existing human resource strengths, relating them to anticipated needs and identifying areas requiring action in a particular institution. This will ensure an ongoing process of systematically identifying, assessing and developing leadership talents for future strategic tasks. The key to a successful succession scheme is periodic re-evaluation of the strategies used along with buy-in and involvement of current executives or school stakeholders.

The boards of governors should be actively involved in the process of succession. I recommend they should be tasked with identification and recommendation of suitable successor(s) to the district education board for further scrutiny. For cases of succession planning where banks of potential principals are to be kept, a few current boards of governors from selected schools be part of the interviewing panel.

To ensure that academic performance is not compromised during succession, schools should endeavor to include succession management in their strategic planning. If possible, a successor should have taught in that school at one point in their teaching career and preferably been part of the administration i.e a class teacher, subject head, head of department or a deputy principal. This provides a successor with more insight of the system, its strengths and weakness that would

guide him/her in avoiding threats and capitalizing on opportunities that would propel the school to higher echelons.

Above all other factors under consideration during succession, the successor should have displayed exceptional performance. The competency tests used should consider the fact that school environments differ and the students' entry behavior of differs from one school to the other. The teachers' service commission agents in Busia, district education board members and other officials in Busia directly involved in matters of succession of leadership should do benchmarking with high profile schools in Bungoma, in the country and the rest in the world to determine how they can improve their succession strategy. This would go a long way in improving education standards and safeguarding the already established systems in schools from mismanagement.

5.4.1 Suggestions for Further Research

Further research should be done on the following areas:

- i. A similar study should be conducted to cover many schools in the county.
- ii. A study on the role of the community in succession planning and management in secondary schools in Bungoma County should be conducted.

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Appendix I: Questionnaire cover memo

ST. ANNES BUNYALA GIRLS HIGH SCHOOL

P.O BOX 35- 50423,

MUBWAYO, BUSIA (KENYA).

BY: OTAWA A. SHIKUKU.

The study will administer this instrument to officials from B O G of the respective schools, officials from the M O E based in Busia district, officials from the District Education Board, directly involved in transition matters of the school leadership in the district. The importance of the survey is to determine the policy of TSC and MOEST on succession decisions and movement of secondary principals in Busia district. To determine whether there are any strategic succession management approaches used by the government to transfer school heads in Busia district. Investigate the factors that influence succession decisions among secondary schools in Busia district. The findings of this survey will be useful forum for current and future school managers in Busia district to reflect on the way succession has been managed in the past and how the process can be improved upon. All education stakeholders will be able to see any weakness in certain succession management approaches and be able to assist in managing the process better so that performance in schools is not compromised during succession. I take this opportunity to thank you for taking time to respond to my questions regarding succession management in secondary schools in Busia district .Be assured that the information you provide apart from being very useful to the subject of succession management and how it affects academic performance in schools, will be treated with utmost confidentiality

Appendix II: Questionnaire

Section A: Policy issues used by Teachers' Service Commission and Ministry of education science and technology on succession in secondary schools.

This section contains questions that will draw responses to answer the first and second research questions. The respondent shall be required to use tick () to indicate the appropriate answer.

Sex	a) Male () b) Female ()
Nationality	a) Kenyan () b) Non-Kenyan ()
Current position	a) DQASO () b) D.E.O () c) B.O.G chairperson () d) Sponsor () e) B.O.G academic chairperson()
Years in current position/Job group	a) ≤ 5 () b) ≥ 5 () c) ≈ 5 ()

1. Who decides when a principal should be transferred?

- (a) Teachers service commission ()
- (b) District education officer ()
- (c) Board of governors, district education officer, teachers service commission ()

(d) Principal ()

2. Are there any Teachers service commission/ministry of education science and technology policies that govern transfer of principals?

(a) Yes ()

(b) No ()

3. If yes identify them ()

(a) Exceptional performance ()

(b) Job group M and above ()

(c) Capacity building course by Kenya education staffing institute (K.E.M.I) ()

(d) Been a deputy principal for not less than two years. ()

(e) Been identified, strongly recommended, and inducted by the outgoing principal.()

4. How does the outgoing principal participate in the process of succession?

(a) Recommends his/her successor ()

(b) Identifies his/her successor ()

(c) Appoints his/her successor ()

(d) Identifies, inducts, and participates in appointment of his/her successor ()

(e) He/she does not participate ()

5. In your opinion is it necessary for the outgoing principal to participate in succession process?

(a) Yes

(b) No

6. To what extend should he/she be involved in the process of succession

(a) In identification of successor

(b) Recommendation, identification, induction and appointment ones the minimum requirement set by Teacher service commission/ministry of education science and technology has been attained

(c) Recommendation of successor

(d) None of the above

7. What is your opinion on how Teachers service commission/ministry of education science and technology manages succession in secondary schools?

(a) Satisfactory

(b) Not satisfactory

8. Is your recommendation required during succession of leadership in secondary schools?

(a) Yes

(b) No

9. What role should you play when issues of transition in school leadership arise?

- (a) Identify and recommend a successor ()
- (b) Appoint a successor ()
- (c) Induct a successor ()
- (d) None of the above ()

10. In your opinion what policy guides the process of succession in secondary schools in Busia district?

- (a) Teacher service commission/ministry of education science and technology policies on promotion and transfer of principals ()
- (b) Political connections ()
- (c) Its guided by the recommendation of the outgoing principal ()
- (d) All the above ()
- (e) Am not aware ()

11. Briefly state possible suggestions on how the process can be improved and any other information that may be useful to the this study

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Section b: Role of B.O.G on succession planning and succession management.

The responses shall answer the second research question that was formulated from the second objective.

1. What role does B.O.G play during succession of principals?

- (a) None ()
- (b) Identify and recommend suitable candidates ()
- (c) Be part of the interviewing panel that selects principals ()

2. In your opinion is it necessary for B.O.G to participate in succession of principals?

- (a) Yes ()
- (b) No ()

3. Being the managers of the school what role should they play during succession?

- (a) Identify and recommend suitable successor(s) ()
- (b) Induct a successor ()
- (c) Not necessary ()

(d) Be part of the interviewing panel

()

4. State any other information that may be necessary to this survey.

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Section c: Academic performance in schools where succession has occurred.

This section will have questions in line with effect of succession management approaches/plans to academic performance in secondary schools in Busia district. The responses will answer the third research question.

1. How was the academic performance before and after succession in most secondary schools in Busia district?

(a) Dropped

()

(b) Maintained

()

(c) Improved

()

2. What caused the change in academic performance?

(a) Instability of established systems

()

(b) Motivated staff and students

()

- (c) Strong financial base and improved communication with stakeholders ()
- (d) Demotivated staff and students, poor financial management, poor communication channels and unstable governance ()
- (e) Not sure ()

3. To what extent are the academics policies of the outgoing principals embraced in the respective schools where succession has occurred?

- (a) Highly ()
- (b) Satisfactory ()
- (c) Lowly ()
- (c) Status quo maintained ()
- (d) Not sure ()

4. From your opinion, at what level is succession planning done in schools in the district?

- a) Principal and deputy principal ()
- b) All levels of management ()
- c) Not done at all ()

5. Which of the following is not a reason why succession planning frustrated the proponents?

- a) Its subjective ()
- b) Done by few individuals ()

c) Successor is not subjected to thorough and standardized competency tests ()

d) Short term ()

e) Its objective ()

6. State any other information that may be significant to the study.

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Section d: Comparison between academic performance in Busia district and few selected high profile performing schools in Bungoma after succession of principals.

1. How can you compare the academic performance before and after succession in most secondary schools in Busia district and the selected schools from Bungoma?

(a) Busia dropped while Bungoma maintained ()

(b) Busia maintained while Bungoma dropped ()

(c) Busia improved while Bungoma ()

2 .Which of the following is not a cause of the change in academic performance?

- (a) Instability of established systems in Busia ()
- (b) Motivated staff and students in Busia ()
- (c) Motivated staff and students, strong financial base and improved communication with stakeholders in Bungoma ()
- (d) Demotivated staff and students, poor financial management, poor communication channels and unstable governance in Busia ()
- (e) Not sure ()

3. To what extend are B.O.G involved and academics polices of the outgoing principals embraced in Bungoma schools where succession occurred?

- (a) Highly ()
- (b) Satisfactory ()
- (c) Lowly ()
- (d) Not sure ()

4. State any other information that may be relevant to the study

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Appendix V

Map of Busia District

