



Strategic Leadership Practices and Academic Performance in Public Secondary Schools in Kericho County, Kenya

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ABSTRACT

Academic performance among learners has been pulled into much consideration in the worldwide field in this manner, requiring the execution of the essential procedures to help improve and keep up performance in auxiliary schools. Strategic leadership practices are fundamental in schools due to the changing climate, unpredictable, dubious, and vague. It stays to be one of the significant impacts on the academic performance of understudies in auxiliary schools. The examination tries to discover the strategic leadership practices and academic performance in open auxiliary schools in Kericho County, Kenya. The essential objective of the study was; to inspect the impacts of strategic leadership styles, the stakeholder's involvement, resource allocation, and school laws and guidelines on academic performance in public secondary schools in the Kericho county. This investigation was founded on Path-goal theory, transformational leadership approach, and trait leadership theory. The investigation utilized a descriptive examination design because the design focuses on finding relationships between variables. A stratified random sampling method was utilized to choose the respondents from the sampling outline. The objective populace for the examination was 540 subjects. The sample size of the examination was 108, including 18 school heads, 36 departmental heads, and 54 class educators in optional schools in Kericho County. Information was gathered utilized an organized survey with both open and closed questionnaires. Information was dissected by use of both descriptive and inferential statistics with the guide of SPSS software. The outcomes were introduced in different configurations, including diagrams, pie graphs, and recurrence tables. Cronbach's alpha was used to estimate the degree of reliability of the exploration instruments. The ANOVA and T test were used in data analysis to generate quantitative reports through tabulations, percentages, frequencies and measures of central tendency. The study found out that there is a significant relationship between strategic leadership practices and academic performance. The study found out that the leadership style, stakeholder's involvement, resource allocation, and school rules and regulations greatly influence academic performance in public secondary schools in Kericho County, Kenya. According to the study, the principal should use the most appropriate leadership styles that facilitate collective responsibility in order to create a conducive environment for teaching and learning; school management should develop capacity building programs to empower both the principal and teachers in their leadership skills and styles; and teachers should be involved. To guarantee that academic performance in the region is improved, the principal should work closely with school boards of management and the ministry of education. Besides, there is need for keen management of schools and continuous meetings between the principal, teachers, and the parents for planning and monitoring academic progress of the pupils. Lastly, the recruitment of principals and teachers should be taken as a serious practice by the teacher's service Commission to ensure the deployment of the most qualified and experienced principals and teachers.

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1.0 Introduction

The essential rationale of learning overall is to secure information, ingrain designs of good conduct and gain specialized capability (Krashen, 2016). In this manner, schooling is the way to overall advancement strategy and an establishment of financial and economic development in different countries. The parts affecting the scholarly execution in institutions and their surroundings seems to be a wellspring of stresses to guidance scientists globally (Moshtaq and Khans, 2012). A bit of the factors evaluated concerning scholastic execution in institutions is strictness obstacles, medicine and substance abuse, and system, among others (Singh et al., 2016). Regardless, one space of stress practically identical to scholastic execution is the essential administration rehearses applied in institutions and their scholarly exhibition (Awuor, 2019). School pioneers need vital initiative practice to regulate administration and the board issues considering the creating natural factors (Awuor, 2019). Different researchers saw that the climate in the 21st-century in numerous affiliations would encounter an interesting sort of initiative. Other than this acumen, different researchers have made more experiences showing that schools need key authority practices to react and direly to challenges concerning understudy's achievements (Koki, 2015). Besides, different researchers have shown that essential initiative practices assist manage understudy execution issues (Makgone, 2012; Mahdi and Almsafir, 2014; Latham, 2013; Deeboonmee and Ariratana, 2014). This shows a few assessments were facilitated on partner schools that insist the recreation of key administration rehearses on scholarly execution.

Understudies' presentation is properly energetically associated with key administration rehearses applied. As Singh et al. (2016) indicated, the possibility of initiative picks how useful an association is. He imparted that essential initiative practices are the central factor in an arrangement foundation and that sensible authority is the reaction to improving school quality. This way, the predetermination of optional schools in the significantly veritable 21st century relies upon the constraint of the pioneers in schools to recognize vital authority rehearses. This is because essential initiative practices are immovably journalist to understudy's presentation in aide schools. The overall target of this appraisal will investigate and depict crafted by essential administration rehearses on understudies' presentation in optional schools in Kericho County in Kenya. The fundamental musings in this examination will be vital initiative practices, understudies' exhibition, and optional schools in Kericho County. The going with parts will rapidly take a gander at such contemplations. Performance at the institutions' level is a task of the rudimental administration's association and is seen as part of the crucial necessities of an acculturated growth; there is a set laws for everybody to comply with (Lathams, 2013). All actions consequently turns around an indisputable plan of rules. In an institution's structure, execution should be a critical essential, and therefore should principally requests what one has understood throughout the association of guidance and planning. Performance in institutions includes fulfilling the put-out objectives, accomplishments and targets set contingent upon projects or courses understudies decide to join. Carter and Greer (2013) portray academic performance as the level of data showed up around there, or the subject appeared differently from the standard. It is generally assessed using the assessment point typical.



In each organization, performance is pivotal for reasons for accomplishing an instructive objective. Awuor (2019) concedes that scholastic exhibition is the outcome given by the understudies and it is consistently appeared through grades from school". In partner schools, achievement is usually reviewed through the exhibition of understudies during outer assessments. Among different assessments, assessments are used to weigh the up-and-comers' degree of achievements and clarify their degree of instruction and preparation. Moreover, they give the reason for evaluating the educational program both at the neighborhood and public level. Mahdi and Almsafir (2014) show that terrible showing is viewed as what may prompt separating the school or coming up short of the school. Anything that obstructs the instruction cycle's smooth help evokes significant responses from the public authority, guardians, and different partners who have put vigorously in training. Notwithstanding the diverse purposeful endeavors to check factors that impact horrible showing among understudies, still the presentation issues win (Omar and Kavale. 2016). The cases identified with dismal appearance have changed to a predominant issue in each and every schools. Understudies' presentation is encountered across different plans from the sort of school, the workplaces open through the workplace, the educator's abilities, scholastic charisma, school principal's capacity and authority style, and the school and teachers (Felix, 2011).

In Uganda, research demonstrated that the extent of understudy scholastic execution has diminished rate keen paying little regard to the reliable development in understudy numbers (Nsubuga, 2008). This is financed by low instructor motivation and current government help convincing the educators to work at more than one school. Helper schools need to extend occasions of indiscipline, which impacts the idea of preparing brings about schools. Katamei and Omwono (2015) announce that various discretionary schools don't have the functional exhibition necessities, due to lacking resources, vulnerable workplaces, or more all, on account of defenseless administration. In Kenya, understudies' performance has been the primary discussion space in numerous events because of understudies' disappointment. Simiyu (2013) set up that initiative practices applied fundamentally adds to understudies' scholarly exhibition. It further shows that the availability of an especially stacked library, fundamental course books, and all-around prepared educators, extensive homerooms are factors that can prompt outstanding academic performance. Onyara (2013) indicated that horrible showing from understudies results from lacking learning offices and assets and as helpless supervision of learning exercises. Hence, this exploration had plans to discover how much strategic leadership practices impact understudies' performance to discover an answer for this danger.

Leadership practices in a significant viewpoint in the 21st -centenary associations. This is because of erratic ecological changes in different schools (Deeboonmee & Ariratana, 2014). Sure researchers have characterized strategic leadership practice as the capacity of a pioneer to envision, predate, think strategically, upgrade adaptability, and team up with adherents to bring changes that produce a plausible future for the association (Deeboonmee & Ariratana, 2014). A strategic pioneer can impact supporters to accomplish the ideal assumptions. Leadership in this way is the capacity to discharge obligations given command towards a set target (Omari and Kavali, 2016). Solid leadership practices are basic for schools to work effectively as it is significant for the association to run effectively. Kilonzi (2009) expressed that school chiefs should complete three significant jobs: specifically, to decide and shape the advancement of objectives and strategies; to make and arrange instructive associations liable for arranging and carrying outfitting projects; and to get and deal with the assets essential to support the instructive framework and its arranged projects. Also, the detailed examinations on strategic leadership practice show that such practices incorporate deciding strategic



heading, developing and maintaining outstanding center capabilities, enhancing human resources, bolstering a thriving authoritative culture, asserting moral practices, and constituting adjusted strategic controls are all things that need to be considered (Jooste and Fourie, 2010).

This appraisal spins around evaluating the effect of vital administration rehearses on scholastic execution in open optional schools in Kericho County. Gakenia et al. (2017) inspected initiative difficulties against scholastic execution and showed different issues that need vital administration rehearses. As Karimi and Minja (2010) illustrated, key initiative practices are key since they guarantee the improvement of vital plans that impact an association's compelling key practices. Key administration rehearses permit pioneers in a relationship to manage their partners to offer feasibly according to the association's objectives and targets (Obiwuru *et al.*, 2011). In addition, vital authority rehearses have been announced to bring about genuine execution and have been affirmed to be likewise fitting optional schools as they besides need execution (Awani et al., 2012). As per Karimi and Minja (2010), affiliations' occurrences are an aftereffect of the misfortune of vital administration practices, that emerges out of the feebleness to market the vision of the relationship via pioneer to other partners, nor persuading aficionados to be blazing regarding the connection and not compelling workers dedicated to the association's dreams investigators like Mahdi and Almsafir (2014) enunciated that sensible and convincing key administration will pass on execution in right hand schools. The four certain essential authority rehearses recommended in this assessment are: picking the essential course, making HR, moral administration practices, and asset assignment.

Over the most recent long term, the cases ascending from terrible showing have been accounted for in Kericho County (Ariko, 2015). A basic assessment of Kericho District K.C.S.E results uncovered a great deal of variety in the performance of understudies. Numerous understudies will, in general, perform ineffectively, notwithstanding the way that they follow a typical public prospectus. A few schools are exceptional and concede just brilliant understudies yet perform inadequately (Mbera, 2015). However, others concede standard understudies and perform sufficiently. If suitable precautions are not put in place, the locale will linger behind. Simiyu (2013) calls attention to unmistakably that if any nation district lags behind likewise, the number of students who join schools or in the number of understudies who breeze through assessment, that area can't adequately participate in the democratization of training. The financial improvement of such an area will, in a real sense, be hindered. Taking a gander at the K.C.S.E performance of 2008 to 2018 in Kericho, it is low when contrasted with different provinces in the country (Ariko, 2015). If relevant precautions are not placed, the area's financial benefits might not be suitably misused and created.

1.1 Statement of the Problem

Despite government attempts, discretionary schools are at this point defied with execution challenges among understudies. Execution is a basic need in each school structure, and it is an affair that is of public concernment, mainly among the tutors, instructors, government, and parents. Suraya and Yunis (2012) set up that various schools perform incapably in Kenya as a result of awful authority. As demonstrated by Kericho sub-region guidance official's (2012-2014) report, the sub-area had recorded the greatest number of ghastly appearances diverged from the connecting sub-locales. For as long as four years, the exhibition by majority of sub-districts in Kericho County is under the public mean appraisal. An example is in 2018, where kipkelion youths registered a mean score of (5.1), kipsitet registered 4.4 while Getartwet had 3.828 under the public mean score of 4.795. In 2015, both kipkelion and Bureti registered a



mean score of 3.22 and 3.54 independently under the mean public evaluation of 4.87 (Rono et al., 2014). There is a different region in Kenya with better than Nakuru County. For instance, in 2015, Baringo County registered a mean score of 4.958, while Trans Nzoia County registered a mean score of 5.719 contrary to a mean score of 4.833 in Nakuru County in that very year. In the year 2016, Laikipia County registered a mean score of 4.225, while the Nakuru locale registered a mean score of 3.937. This issue came on due to the essential authority rehearses employed (Rono et al., 2014).

Key administration practice is fundamental in accomplishing and keeping up reasonable scholastic execution in optional schools' design (Makgone, 2012). Drysdale and Gurr (2017) saw that authority is basic in picking scholastic execution and limiting school indiscipline levels. Among the extensive assessments completed in Kenya concerning key administration, evaluating the understudy's exhibition is in progress. Jabene et al. (2019) surveyed the principal instructor's authority style influenced work fulfillment amidst public optional schools' teachers. Nyongese (2014) zeroed in on the impact of the authority style of principal instructors on school scholarly execution in Kenya Secondary Schools. Ariko (2015) evaluated the correlation among principal-instructors' initiative styles and understudies' scholastic presentation in open optional schools in Kericho County. Moreover, Nyambogi et al., (2014) inspected the effect of authority styles on the presentation of optional state funded schools in the overall examinations in Tana River County, Kenya. In the long run, these evaluations neglect to audit the essential administration practices and scholarly execution according to partner schools in Kericho County, Kenya.

Against this foundation, this to and from development research targets managing public optional schools' scholastic exhibition from the setting of vital authority rehearses. Subsequently, the assessment endeavors to fill the opening openings in essential administration practices and scholarly execution in collaborator schools in Kericho County. Joostie and Fourie (2010) asserts that accomplishing the real outcomes in affiliations needs a remarkable sort of administration considering the present-day climate is progressively certifiable and vary continually. This administration ought to consider vital initiative works on bringing about higher scholastic execution (Alayobi et al., 2020). For this sense, the researcher attempted to examine the effect of strategic leadership practices on the academic performance of public secondary schools in Kericho County, Kenya.

1.2 The objective of the Study

- i. To examine the effects of leadership styles on academic performance in secondary school in Kericho County.
- ii. To determine how stakeholder involvement affects academic performance in public secondary schools in Kericho County.
- iii. To find out how resource allocation affects academic performance in public secondary schools in Kericho County.
- iv. To find out how school laws and regulations affect academic performance in public secondary schools in Kericho County.

2.0 Literature Review

2.1 Theoretical Review

This section incorporated theoretical thoughts and precisions whilst referring to feasible academic composition (Sinclair, 2007). This will make a justification separating, comprehension, and creating arrangements on techniques for inspecting associations inside well-disposed structures. The theoretical perspectives of assessing strategic leadership



practices and understudy's performance fuses included path-goal leadership, transformational leadership theory, and trait theory.

2.1.1 Path-Goal Theory

The theory was cultured by Robert J. House in the year 1971 and was accredited to Martin G. Evans in the year 1970. The advertisers of this hypothesis report that the second in command are approached to labour by the clear degree of independence, recognize that their job demand they give a specific prize or result, and recognize that a result or results is fulfilling (Droris et al., 2013). This hypothesis demonstrates that crafted by a pioneer is to energize the second in command by reimbursing execution and accomplishment of objectives. A great pioneer shows the second in command a way to comply with and approaches to manage butchering difficulties to the objective accomplishment. Pioneers who employ way objective authority hypothesis can redress and draw in their sweethearts towards objective accomplishment (Dixon and Hart, 2010). Way objective hypothesis changes pioneers towards knowing the appropriate strategical heading for the connection and the trained professionals. Malik (2012) announced that this hypothesis expects the pioneer's immediate which is tremendous in understanding workers' inspiration and the understudies' presentation. Like this contention, Northouse (2013) asserts that pioneers select express practices that best fit the necessities of their representatives (instructors) and the workspace.

The examination applies the way objective hypothesis updates subordinates' inspiration by investigating the ways pivotal in accomplishing scholastic execution. Key initiative practice is considered to contribute strikingly to perceiving scholarly execution and vivifying different schools to follow a near bearing. This hypothesis is significant for this appraisal as it gives features the pioneer's (head) work in rousing subordinates (educators) towards guaranteeing that scholastic exhibition is developed. The two, Path-objective theory and vital administration acts are fought to be result organized. Consequently, there is a correlation between way objective hypothesis and vital authority since the two are result-organized. The hypothesis keeps up the conversation that essential authority practice impacts scholarly execution therefore the essential to create.

2.1.2 Transformational Leadership Approach

The theory is followed by the evaluation made by James McGregor Burns in the year 1978, which Bernard Bass explained in 1985. The hypothesis interfaces the speculations of attribute with social speculations. The hypothesis bids to partners' ethics and ideal attributes, from now on driving them towards considering issues late (Northouse, 2013). This hypothesis is identified with vital authority's objective since it expects, imagine, keeps up the adaptability, and fortifies people to empower the essential change needed in an alliance (School). The hypothesis of groundbreaking initiative is basic to pioneers since administration is known to mix the impression of conviction, love, and commitment in the adherents, animates partners mentally, blend new thinking about issues, uses surprising distinctions to foster execution very, makes an and submits people to move and converts fans into pioneers (Northouse, 2013).

A pioneer's groundbreaking level is overviewed through his impact on the partners, trust in the connection vision, moral commitment, sensation, obviously, certification, inventiveness, and trust by the agents (Gill, 2011). His adherents energize trust, respect, dedication, and view for the pioneer. Because of the properties of the pioneer on groundbreaking authority, they become willing to work more really than or from the start expected by offering more energy and being submitted. The individual changes and persuades pupils through their impact, spilling over with examinations, scholarly activation, and novel thoughts.



Understanding the groundbreaking administration concerning scholarly execution decides to legitimize the need for culinary professionals and instructors to have critical initiative practices and actions in order to alter their schools' execution quality. Groundbreaking administration hypothesis shows the relationship between the adaptability of initiative and progress in the vibe of authentic bearing in depicting the errand and regulating interrelationships inside schools. This methodology is vital for the evaluation because essential authority rehearses, for example, initiative styles, are gigantic in redesigning influence in scholastic execution.

2.1.3 Trait Leadership Theory

The key work underpinning trait theory blend; Stogdill in 1948 and 1974, and Lord in 1991; the judgment on trait theory was startling in exactly on time and late 1990s. Trait theory is among the essential theories that zeroed in on the importance of a persuading pioneer and not what, for example, a pioneer need. The trait theory contests the existence of a collection of qualities and characteristics associated with a functional pioneer. These connect sociological, verified features with inborn highlights that enhance a pioneer's accomplishment (Bhatia, 2009). As demonstrated by Northouse (2013), the trait theory evaluations have displayed two or three traits that add to an alliance's sensibility and performance. The quick overview of pioneers is, at any rate, gigantic and keeps arising. Notwithstanding the different assessments concerning the theory, specific reactions have arisen. For example, it is battled that leadership isn't something regular yet can be learned, infiltrated, and upheld. Another academic is that there isn't too much divine or perplexing leadership characteristics (Northouse, 2013). This shows that pioneers don't get their prosperity because of certain traits yet contributed by other characteristic repercussions. Northouse (2013) endeavored to close the conversation traits by pulling out five traits that add to authentic change unequivocally understanding, certainty, assertion, reliability, and congeniality. Traits are associated with strategic leadership practices in understanding pioneers' highlights, cutoff points, and reasonableness in an alliance. Knowing the significance of leadership traits in strategic leadership acts is urgent, mainly where achievement isn't reliant upon one factor. This is more key in a school setup considering how a particular supervisor has certified the motivation driving why they are a colossal resource in adding to better performance in academics.

2.2 Empirical Literature Review

2.2.1 Leadership Styles and Academic Performance

The style is known for being extremely forthright in motivating subordinates to pursue the affiliation's aims (Marshall, 2015). Yahawya and Ibrahim (2016) investigate three authority names tyrant, lassies reasonable, and vote based. A more critical piece of rule authority bases on sharing. Marshall (2015) confirms that administration should be vote-based, containing intensity, disregard, strength, and class. Administration should also not exclusively fuse giving solicitations. The supervisor recollects the subordinates for dynamic. The subordinates recall the accessories for dynamic after a conversation and plan (Yahaya and Ebrahim, 2016). The supervisor runs the risk of instilling in his understudies habits, convictions, and remarkable pride in the belief that if he is not supervised or inspired, he will keep up the principles of excellent direction and apply them in their adult lives.

The achievements of a school on a very basic level rely upon its head. Mwaura (2006) sees that the managers' administrative oversight and initiative styles pick the scholarly presentation. The executives ought to do an approach which is open along these lines, causing understudies to go ahead and look for counsel from the school's manager to discover answers for their difficulties, advance noticeable quality-based relationship in school where



understudies can pick their supervisors, give an idea box and permit understudies to make thoughts that could benefit the school. Head teachers lead the school with the aid of teachers, according to an assessment in public secondary schools in Nairobi, Kenya. Simultaneously, those supporting the free endeavor style of administration wound up generally not many (Mbogori, 2012). Universality based authority style best influenced the control of the understudies.

Another assessment drove by Sang, et al. (2009) shows that expecting to procure capability with the relationship between the techniques of initiative and understudy of optional institutions in Kenya had the clarification of the appraisal that the basic's association approach affected the scholastic execution concerning whether it included or avoided instructor's responsibility in it. Alalfya and Elfattaha (2014) investigated important management styles and how they are implemented in Egyptian institutions through an undeniable way of thinking and gave an idea on utilizing key initiative practices in schools around Egypt to settle handiness issues practicality. Mutia (2015) inspected utilizing an illustrative correlational appraisal on essential authority style and church progression in Kenya. The assessment consolidated a model size that contained 95 ministers and 387 pastorates. The outcomes showed a fundamental relationship between essential initiative practices and the social event's headway, studied by various things. Okode (2013) investigated the association between the essential authority styles of optional schools and the scholastic exhibition of understudies in Rachuonyo North District. The results suggest that there is a strong link between vital initiative types and academic execution.

2.2.2 Stakeholder's Involvement and Academic Performance.

Stakeholder alludes to any person who has put resources into the government assistance and accomplishment of a school and its understudies. Educators may add to terrible showing by being ill-equipped because of the delay or non-appearance; this prompts most understudies to take part in indiscipline cases like making a commotion in class additionally escaping the classes as the instructors are nowhere to be found. Educators are worried about the order of their understudies. Thus, they don't wish to concede their control. They are told that the ability to manage a class is what distinguishes a good educator (Taylor, 2007). Such power over their understudies and class is viewed as an estimation of the good nature of an instructor by the organization. Overseers are often intrigued by an instructor if they don't send understudies to the office. It proves that an educator is in full control of the understudies and works hard, making the understudies be focused (Visser, 2009). An assessment done in Zimbabwe by Tull and Hawking (2006) examined how emanation acknowledges a basic part in expecting conduct among understudies in optional school shows that the information On how understudies see initiative procedures and their ability to change them, it may be determined whether they improve understudy execution. Tuli and Hawkings correspondingly express those outlooks cause understudies to respond to articles, conditions, or thoughts in a way that is considered either sure or badly designed. This can comparably be an environment masterminded by a person towards another individual, article, subject, or even natural factors. This assessment was done in Zimbabwe, an uncommon country from Kenya; like this, there is a need to study the adequacy of vital authority rehearses in driving scholastic execution inside Kericho domain, Kenya.

Du Plessis (2008) facilitated an examination on the effect of teacher experience on school violence in South Africa. The assessment showed that presumably the alarming limitation for instructors is dealing with savage understudies in the homeroom. Even though confrontations were not recorded step by step in each homeroom, most discretionary school teachers were obliged to deal with an understudy acting argumentative and standing up in their examination



lobby. When an instructor fails to cater to the learning patterns of specific understudies, an appalling look might result (Lochan, 2010). When an activity isn't captivating, understudies are probably going to be depleted, which achieves unsettling influences, for instance, talking with one another during practices without assent, similarly as wrongdoing. Ozegwu (2009) saw that a couple of practices appeared by instructors achieved indiscipline. Youngsters are fragile and may be obliged into accomplishing something that may bring about a standoff (Dongah 2007).

2.2.3 Resource Allocation and Academic Performance.

The distribution of resources is extremely important in creating a conducive learning environment (Lee and Zuzeh, 2011). Such assets could give more significant and exceptional headings for the educators than the individual endeavors without materials. Strategic leadership practice comprises asset preparation in different schools to frame a facilitative and conducive encompassing to upgrade academic performance. Otieno (2010) indicated that training assets incorporate human, monetary, physical, and material assets. The school's HR incorporates educators, research facility partners, custodians, and subordinate staff. Furthermore, tangible assets include, among other things, courses, research facilities, and dwellings. It is critical for strategic leadership to put together the necessary training assets to ensure academic success. This is because asset accessibility promotes learning perspectives by ensuring that essential resources for learning, such as research facilities and their hardware, homerooms, libraries, instructors, course readings, and other assets necessary in schools, are available.

Furthermore, Willner et al. (2015) argued that resource openness was linked to academic performance in schools. Schools that get a variety of educational resources have been shown to perform better than schools that receive insufficient resources. This is because the exceptionality of a school's contribution of practical and good resources, such as books, library materials, research focuses, and a large group of other visual and auditory appearance aids, which advance quality assessments in open appraisal, is dependent on how extraordinary a school is contributed with practical and good resources, such as books, library materials, research focuses, and a large group of other visual and auditory appearance aids. Regardless, Akomolafe and Adesua (2016) found that the consumption of such resources is disproportionately large when compared to the total number of resources. This is due to the fact that schools with ample resources may fail to employ them effectively, whereas institutions with limited resources may do so well, resulting in exceptional academic execution. Owoyeye and Olatunde Yarah (2011) examined school workplaces and academic accomplishment in optional school developing science in Ekiti State, Nigeria. They say that learning assets inside learning affiliations are vital for understudy scholarly execution. The assessment showed that accessibility of library assets, and labs in like way pick practical scholastic execution. In this specific condition, the evaluation displayed showing five-star graduate results, in vital initiative activities, goliath refreshes in learning and instructing are necessary measures.

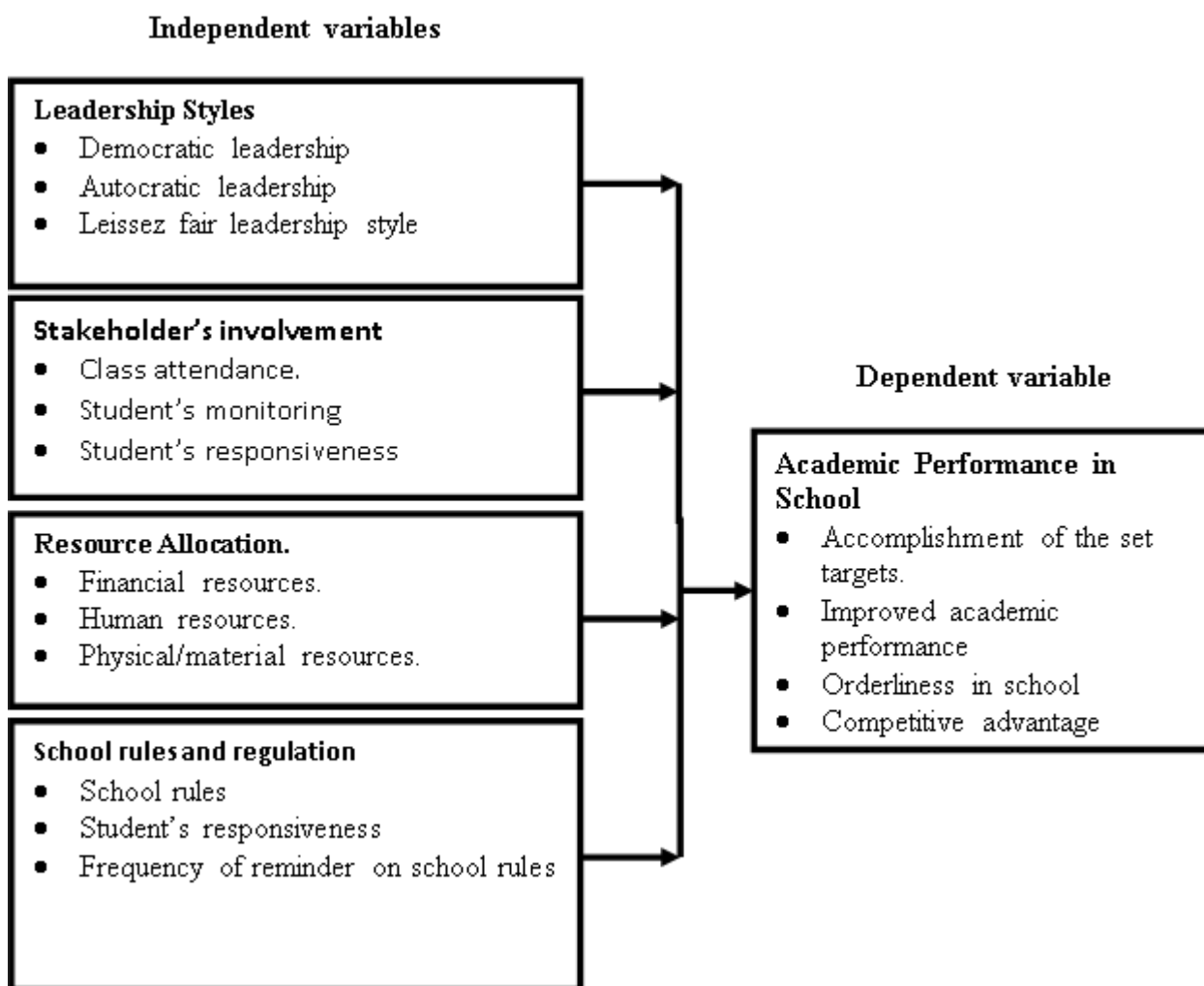
2.2.4 School Rules and Regulations and Academic Performance.

School regulations and standards are one of the ways used to improve appropriate behavior among understudies. Aforesaid guidelines and guidelines include poise, efficiency, appropriate conduct, and being faithful to the school authority. Upon affirmation, understudies are given outlines that show the school's assumptions, particularly among understudies conceded to the auxiliary school level (Adams, 2003). The common assumptions for certain groups of individuals are known as rules and standards of behaviour.



They incorporate that as a social example of adequate conduct for every individual in a gathering (Harris, 2003). These rules and guidelines provide specific assumptions for students by demonstrating what they should and should not do. Kigudu (2009) conducted research on what general overseen school norms entail for understudies' academic presentation in selected private assistant schools in Busiro County, Wakiso District, Uganda. A cross-sectional examination plan was also employed in the evaluation. Information accumulated from a cross-sectional layout was not conscious for reviewing the characteristics in the particular income space. The cadenced development study utilized an expressive examination research plan zeroing in on get-together systematic data from a particular region. Kabandizie (2004) found that rules and regulations are implemented through the understudy chamber, relationship of watchmen, disciplinary sheets of trustees, and trustees' teachers in his study on the control of understudies through laws and standards issued by Ugandan schools. Cotton (2000) also argued that quality outcomes may be improved by informing students about school rules and regulations on a regular basis and assessing their compliance with the rules. Green (2009) asserts that a student's level of control improves academic performance. In a perfect world, schools decide laws and guidelines that provide genuine coordination of the numerous aspects of life. Schools considered great show sound exhaustive practices (Okumbe, 2001).

2.3 Conceptual Framework



3.0 Research Methodology

The study used a descriptive design of inquiry to analyze the strategic leadership styles impacting academic success in public secondary schools in Kericho County. Target population was 540 people, including head teachers, section's heads, and class instructors from Kericho County's three sub-areas. The researcher collected a 20% sample from the target group of 540 people using a stratified random sampling approach. A total of 108 people were included in the final sample. The investigator used both close ended and unstructured open-ended kind of requests for the assessment. More coordinated responses were accomplished from close-ended requests to ensure an obvious proposition in encouraging the surveys. With Open-ended requests, the respondents will offer a complete chance to impart their viewpoints about a given marvel (Orodho, 2009). They advance coordinated requests appropriately, improving the quality of the data gathered.

A questionnaire was utilized as a research tool to gather information. The examination incorporated two units. One unit covered demographic factors while the other unit applied a 5-point Likert framework. The Likert scale instrument is known to have agreeable degrees of dependability and legitimacy across different settings. The piece of study was shaped relying on the objectives of the evaluation. The respondents obtained articulations to show their degree of comprehension or conflicts with one as the base choice concurred with five as the choice lion's offer concurred. The master utilized crucial information, which fused the usage of studies. From the start, the specialist got a letter from Kenyatta University offering a prologue to lead the assessment. The analyst visited the various schools to book approaches, set up likenesses, and quest for permission from the bosses in just schools to gather information. The researcher visited the schools to organize studies to the headteachers, head of sections, and teachers to fill, fit to be accumulated following three days on the research-plan dates. This permitted the respondents to fill the examination and quest for explanations from the prepared proficient.

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

4.0 Data Analysis

Strategic leadership practices, such as leadership styles, stakeholder participation, resource allocation, and school rules and regulations, In Kericho County, Kenya, they were investigated to determine if they were associated to academic success in public secondary schools. The degree, significance, and direction of the relationships among the independent variables (strategic leadership practices) and dependent variables were determined in this study (academic performance). Table 4.13 exhibit the Pearson correlation coefficients retrieved. The coefficients' strength was determined using the following criterion proposed by Sedgwick (2012): +/-0.00 to.19 indicates a faint signal, +/-0.20 to.39 indicates a weak signal, +/-0.40 to.59 indicates a moderate signal, +/-0.60 to.79 indicates a strong signal, and +/-0.80 to 1.0 indicates a very strong signal. The test was carried out at a significance level of 0.05.

There was a substantial and favorable link between leadership styles and academic achievement ($r=0.988$, $p=0.000$, $p<0.05$), according to the data. Furthermore, as evidenced by



($r=1.000$, $p=0.000$, $p<0.05$), the data revealed a substantial and favorable link between stakeholder participation and academic achievement. Similarly, in public secondary schools, resource allocation was found to have a substantial and positive association with academic achievement ($r=0.956$, $p=0.000$, $p<0.05$). Furthermore, the data revealed a substantial and favorable link between school rules and regulations and public secondary school academic achievement ($r=0.974$, $p=0.000$, $p<0.05$).

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

Table 1: Correlations

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

Source: research Data 2021

The impact of strategic leadership practices like as leadership styles, stakeholder participation, resource allocation, and school statutes and regulations on academic achievement in Kericho County public secondary schools was investigated using regression analysis. Strategic leadership practices and academic success in Kericho County public secondary schools have a significant positive relationship. Variations in the academic performance of public secondary schools in Kericho county may be explained by leadership styles, stakeholder involvement, and resource allocation, according to the coefficient of determination (R Square) of 1.000. These findings indicated that leadership styles,



stakeholder participation, and resource allocation were all adequate factors for explaining academic achievement in Kericho County's public secondary schools.

From the findings, it shows that an improvement in strategic leadership practices will result in a positive change in academic performance. This implies that an improvement in leadership styles, stakeholders' involvement, resource allocation, and school rules is likely to result into a positive change in academic performance.

Table 2: Model Summary

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

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

b. Dependent Variable: Academic performance of public secondary schools in Kericho County

Source: Research Data 2021

The study looked at the validity of the model that was used to show the link between strategic leadership practices and academic achievement in Kericho County's public secondary schools. The model used to illustrate the relationship between strategic leadership practices and academic performance in public secondary schools under the research was statistically significant, as shown in table 3 ($f(3,4)=.000$, $p=0.000<0.05$). Leadership styles, stakeholder participation, and resource allocation were shown to be adequate predictors of academic success in Kericho County public secondary schools.

Table 3: Testing the Model Fitness

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5067.200	3	1689.067	.	. ^b
	Residual	.000	1	.000		
	Total	5067.200	4			

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

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

Source: Research Data 2021

The results of the regression, as shown in Table 4, aided the researcher in identifying the impact of strategic leadership techniques on academic achievement. This was accomplished by looking at the coefficient, as well as the related t statistic and p value. Given $2.769E-12$, $t=.000$, $p=.000<0.05$, the data revealed that leadership styles had a substantial beneficial influence on the academic performance of public secondary schools in Kericho County. The findings indicated that an increase in the leadership styles applied positively impacts the academic performance of public secondary schools in Kericho County by $2.769E-12$ units holding all other factors constant.

Furthermore, as indicated by $=.891$, $t=2486458.408$, $p=0.000$, $p<0.05$, the data suggest that stakeholders' participation significantly influenced academic performance in public secondary schools in Kericho county. The findings suggested that, if all other conditions remained constant, more stakeholder participation would result in improved academic performance in Kericho County's public secondary schools. Furthermore, the data revealed a favorable relationship between resource allocation and academic performance in Kericho County public secondary schools, as evidenced by $=.110$, $t=199394.740$, $p=0.000$, $p<0.05$.



These findings suggested that a one-unit increase in resource allocation would result in a 0.110-unit improvement in academic achievement, assuming all other variables remained constant.

Table 4: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-9.280E-13	.000		.000	1.000		
	Leadership style	2.769E-12	.000	.000	.000	1.000	.000	5818.800
	Stakeholders' involvement	.891	.000	.915	248645.8.408	<.001	.001	1219.178
	Resource allocation	.110	.000	.090	199394.740	<.001	.001	1817.927
	School rules and regulations	. ^b	.000	.000	.000	.000	.000	.000

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

Source: Research Data 2021

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

5.0 Conclusions and Recommendations

5.1 Conclusions

The study discovered a strong link between strategic leadership styles and academic success in public secondary schools in Kericho County, Kenya, based on the data. As a result, the study indicates that each of the independent variables, including leadership styles, stakeholder participation, resource allocation, and school rules and regulations, were all substantially connected to academic performance in Kericho County public secondary schools in Kenya as shown by a correlation coefficient that was greater than 0.4 at 0.000 significance levels meaning it is significant because it is less than 0.05. From the study findings, the results deduce that leadership styles applied by the principal has seen to make tremendous contributions in enhancing academic performance in school. Those who took part in the study agreed that long experience for the principals is a primary pre-requisite for enhanced academic performance. The study found that, while principals and teachers discussed school issues such as academic performance, the number of encounters they had wasn't enough, given the necessity for ongoing meetings for planning and monitoring students' academic development.

The data also showed that stakeholder participation has a substantial influence on academic performance. In addition, the study promoted teacher participation in improving academic



achievement. It thus advises against the presence of supervisory gaps by all means. Proper supervision ensures students problems are addressed thoroughly and on time hence offering effective ways improving and maintain excellent performance throughout the years. The data also show that resource distribution has a major influence on academic performance. According to the results of the study, there is need to boost the guidance and counseling department and make it more equipped with the necessary tools to help improve performance of its duties. This study therefore concludes that there is a dire need to establish continuous training and bench marking to enhance better academic performance. Finally, the study finds that school rules and regulations have an impact on academic achievement. Teachers, parents, and students must all be involved in establishing school regulations. Besides, there should be a regular reminder of the school rules and regulations provided to remind students of what is required of them therefore avoiding indiscipline cases that may trigger poor performance. There also need to involve parents and teachers in the administrative work and regular meetings to enhance the academic performance. Furthermore, administrators should motivate and encourage teachers to participate freely and joyfully in their responsibilities.

5.2 Recommendations

This research provides the following suggestions based on its results. In order to establish a favorable climate for teaching and learning, the principal should utilize the most appropriate leadership styles that enable collective responsibility. Capacity building programs should be developed by the school administration to strengthen both the principle and teachers in their leadership abilities and styles. Teachers and parents should be involved in problems of academic achievement in schools, such as dealing with student discipline, so that the administrator may focus on the overall management of the school. To guarantee that academic performance in the region is improved, the principal must collaborate closely with school boards of management and the ministry of education. The need for keen management of schools which involve establishing strong administrative structures that include having departments run by qualified heads. The necessary policies and powers should then be given to these departments in order to improve school efficiency. The necessity for regular meetings between the principal, instructors, and parents to plan and monitor the students' academic development. The recruitment of principals and teachers should be taken as a serious practice by the teacher's service Commission in order to ensure the deployment of the most qualified and experienced principals and teachers.

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