

**EFFECT OF STRATEGIC LEADERSHIP PRACTICES ON PERFORMANCE OF
PUBLIC SECONDARY SCHOOLS IN KOIBATEK SUB-COUNTY, KENYA**

PAUL KIPKEMOI KOMEN

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DECLARATION AND RECOMMENDATIONS

Declaration

This project report is my original work and has not been presented in this university or any other for the award of a degree

PAUL KIPKEMOI KOMEN

CM11/0465/09

Signature  Date 02/10/2020

Recommendations

This research project has been submitted with my approval as university supervisor

Signature  Date 02/10/2020

Dr. Simon Kibet Kipchumba

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DEDICATION

I dedicate this work to my parents Mr. and Mrs. Komen. I also dedicate it to my loving wife Gladys Cheruiyot.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank the almighty God for giving me the strength during the entire compilation of this research project report. I would like to recognize the tireless efforts by my able lecturer Dr. Simon Kipchumba for his invaluable time in guiding me come up with this report. I would also like to thank my wife Gladys and children whose moral support and understanding is invaluable.

ABSTRACT

Strategic leadership is important in setting organizations' vision, mission, strategies and culture as the key drivers of effective strategy implementation. Ministry of Education requires each public secondary school to develop and implement strategic plan to improve schools performance. Statistics indicate that public secondary schools in Koibatek Sub-County over the years have experienced poor performance in the national examination. It is not clear from literature whether strategic leadership practices by the principals affect performance in public secondary schools in Kenya. The main objective of the study therefore was to establish the effect of strategic leadership practices on performance of public secondary schools in Koibatek sub-county, Kenya. The specific objectives of the study were to; establish the effect of strategic direction practice, core competence practice, human capital practice and alignment of school resources to strategic goal practice on performance of public secondary schools in Koibatek Sub-County, Kenya and to establish the moderating effect of the principals' Level of Education on the Relationship between Strategic Leadership and Performance. The study adopted descriptive research design using purposive sampling. The target population was thirty five principals in the public secondary schools. Primary data was collected from the respondents using structured questionnaire. Regression model was used to establish the effect of the four elements of strategic leadership on schools' performance. The study established a positive significant relationship between strategic direction and the performance of public secondary schools in Koibatek Sub-County ($r=0.767$, $p=0.001<0.05$) whereas human capital, core competence and resources aligned to goals did not influence the performance of the schools. Further findings established that principals' level of education had moderating effect on the relationship between strategic direction practice ($r=1.011$, $p=0.000$) and aligning resources to strategic goal ($r=.532$, $p=0.039$). The study therefore concluded that only strategic direction influenced the performance of public secondary schools in Koibatek Sub-County and that the principals' level of education moderated the relationship between Strategic Leadership and Performance of public secondary schools in Koibatek Sub-County. The study recommended that the Ministry of Education should adjust its policy in such a way that strategic leadership is part and parcel of principals' in-service training to strengthen strategic leadership.

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LIST OF ABBREVIATIONS AND ACRONYMS

BoM	Board of Management
CEO	Chief Executive Officer
EVA	Economic Value Added
FDSE	Free Day Secondary Education
FPE	Free Primary Education
FSE	Free Secondary Education
KCSE	Kenya Certificate of Secondary Education
MDG	Millennium Development Goals
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
NESSP	National Education Sector Support Programme
SIM	Strategic Intervention Materials
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

1.1.1 Strategic Leadership Practice

Strategic leadership is one of the key drivers of effective strategy implementation. According to Thompson et al. (2014) the leadership's role is all important because its agenda for action and conclusion about how hard or fast to push for change are decisive in shaping the character of the implementation and moving the process along. In the words of Chapman (2012), leadership is the common thread which runs through the entire process of translating strategy into results and is the key to engaging the hearts and minds of people. According to Kirimi and Minja (2010), strategic leadership practices are important because they shape the formation of strategic intent which influences successful strategic practices in an organization.

Strategic leadership practice is important for organizations because it enables the organizations' leaders to develop the organizations' vision, mission, strategies and culture (Gill, 2010). The strategic leadership process includes the various management activities that are necessary to put strategy in motion, institutes strategic controls that monitor progress, and ultimately achieve organizational goals (Barnat, 2014). Thompson et al. (2014) emphasizes that there can be no doubt that effective organizational leadership and the consistency of a strong organizational culture are two central ingredients in enabling successful execution of a firm's strategies and objectives. Weak leadership can wreck the soundest strategy; forceful execution of even a poor plan can often bring victory. Mutole (2016) illustrates that if indeed strategic leadership practices were to be exercised in many non-governmental organizations in Kenya, we would have better governance that will positively impact results achieved as stated in their desires and quest.

Strategic leadership practice is an ability of firms to anticipate, envision and maintain flexibility, and empower others to create a strategic chance and a viable future of the organization (Kjelin, 2009). Guillot (2003) defines strategic leadership as the ability of an experienced, senior leader who has wisdom and vision to create and execute plans and make consequential decisions in the volatile, uncertain, complex and ambiguous strategic environment. Montgomery (2008) argues that, few leaders allow themselves to think about strategy and the future. Leaders should give direction to every part of the organization – from the corporate office

to the loading dock. Strategic leadership practice is therefore the ability of the leaders to create and re-create reasons for the organization's continued existence. The leader must have the ability to keep one eye on how the organization is currently adding value and the other eye on changes, both inside and outside the organization, that either threaten its position or present some new opportunity for adding value.

According to Bateman and Snell (2009), strategic leadership practice gives purpose and meaning to organizations. Rowe (2001) defined strategic leadership practice as the ability to influence others to voluntarily make day-to-day decisions that enhance the long term viability of the organization, while at the same time maintaining its short-term financial stability. Amos (2007) has a similar view to Rowe and defines strategic leadership practice as the ability to understand the entire organization and the environments within which they operate and using this understanding to create strategic change through other people so as to position the organization in the environment for both short-term stability and long-term viability.

Strategic leadership practice has been said to be an important strategy for leading 21st-century organizations. This argument has been so due to the unpredictable environments in which most organizations (for-profit and not-for-profit alike) find themselves in. Ireland and Hitt (2005), Jooste and Fourie (2010), and Serfontein (2010) have defined strategic leadership practice as a leader's ability to anticipate, envision, maintain flexibility, think strategically and work with followers to initiate changes that create a viable future for the organization. This view is also supported by Gerras (2010) who asserted that through strategic leadership practice, the leader affects the desired organizational goals by envisioning, influences the organization's culture, allocates resources, directs policy and builds consensus on the future.

A strategic leader practices critical characteristics which include but not limited to future orientation, cognitive ability, ability to focus on the big picture, interpersonal relations, propensity to act and risk taking. Likewise, from empirical studies on strategic leadership practices, these practices are identified as involving determining strategic direction, exploring and maintaining unique core competencies, developing human capital, sustaining an effective organizational culture, emphasizing ethical practices and establishing balanced strategic controls (Jooste & Fourie, 2010).

According to Kirimi and Minja (2010), strategic leadership practices are important because they shape the formation of strategic intent which influences successful strategic

practices in an organization. This argument is also supported by Ireland and Hitt (2005) who observed that strategic leaders are important because they create organizational meaning and purpose. Strategic leadership practices enable organizational leaders to influence their followers to contribute effectively to the accomplishment of the goals and objectives of the organization (Obiwuru et al., 2011). Yusif (2012) avers that not-for-profit organizations are in the business of meeting the needs of their beneficiaries and it is argued that this is possible through strategic leadership practices.

Among the strategic leadership practices is determining strategic direction. Determining strategic direction involves developing a long-term vision for the organization. According to Mutia (2015) determining strategic direction entails articulating the organization's mission and vision, developing the organization's strategic goals, objectives, and coming up with a strategic plan. Long term vision and strategic goals are the key pillars in determining the strategic direction of the organization. In addition, the purpose and vision of the strategic leader should align the actions of people across the whole organization (Pazireh et al., 2014). Alexander (2015) advanced that strategic direction has significantly contributed to organizational performance by generating relevant information in a bid to reduce uncertainty while creating a better understanding of the important environment within which organizations operate. Strategic direction is a variable that influences organizational processes, business environments and performances of businesses while investigating planning in businesses (French et al., 2014).

The next important strategic leadership practice considered in the current study is core competence. Agha and Alrubaiee (2012) argue that in a highly competitiveness market, core competence has emerged as a central concept for competitive strategy. They define core competence as the knowledge set that distinguishes a firm and provides a competitive advantage over others (Agha et al., 2012). Since core competencies may not be easily replicated by competitors, they are better suited in building sustainable competitive advantage in organizations. According to Johnson and Scholes (2013), core competences are more robust and difficult to imitate because they relate to the management of linkages within the organizations value chain and to linkages to the supply and distribution chains.

To develop core competencies a company must take actions as follows: isolate its key abilities and hone them into organization wide strengths, compare itself with other companies with the same skills to ensure that it does develop unique capabilities, develop an understanding

of what capabilities its customers truly value, and invest accordingly to develop and sustain valued strengths, create an organizational road map that sets goals for competence building, pursue alliances, acquisitions and licensing arrangements that will further build the organization's strengths in core areas, encourage communication and involvement in core capability development across the organization, preserve core strengths even as management expands and redefines the business, outsource or divest non-core capabilities to free up resources that can be used to deepen core capabilities (Conchas, 2009).

The third variable analyzed in the current study is human capital practice. According to Tetley (2016), human resource management practices process is most effective when it is done in a systematic effort that is deliberately planned and is driven by a written, organizationwide statement of purpose and a policy (Tithe, 2010). He defines Human resource management practices as a deliberate and systematic effort to identify leadership requirements, identify pools of high-potential candidates at all levels, accelerate the development of mission-critical leadership competencies in the candidates through intentional development, select leaders from the candidate pools for pivotal roles and then, regularly measure progress. Tithe (2010), defines Human resource management practices as a deliberate and systematic effort to identify leadership requirements, identify pools of high-potential candidates at all levels, accelerate the development of mission-critical leadership competencies in the candidates through intentional development, select leaders from the candidate pools for pivotal roles and then, regularly measure progress.

The last strategic leadership analyzed in this study is on how secondary schools principals leverage resources for strategic intents. Resources are essential to the existence, stakeholder management, expansion and performance of organizations. Resources could be inputs in production processes or any other tangible properties that an organization has control over in its operations (Helfat & Peteraf, 2003). Resources could be financial, physical, human, or organizational and may be tangible or intangible (Helfat et al., 2007). Hitt et al. (2006) established a positive correlation between resources, expansion through internationalization and performance.

1.1.2 School Performance

Organizational performance is the measure of standard or prescribed indicators of effectiveness, efficiency, and environmental responsibility such as, cycle time, productivity, waste reduction, and regulatory compliance. Performance also refers to the metrics relating to how a particular request is handled, or the act of performing; of doing something successfully; using knowledge as distinguished from merely possessing it. It is the outcome of all of the organization's operations and strategies (Aaltonen & Ikåvalko, 2002). It is also the extent to which an individual meets the expectations regarding how he should function or behave in a particular context, situation, job or circumstance. In our context therefore this will be outcomes in the school such as the accomplishment of the learning processes as encompassed in the schools strategic plans and that would result from the strategic leadership of the schools.

The first indicator of performance in the current study was students' academic performance. According to Mwangi and Nyagah (2013), the performance of an individual in the National Examination is a predictor of that person's future. Several researchers have carried out research with the quest to address the factors influencing academic performance in Kenya Certificate of Secondary Education (KCSE). The second performance indicator was learning resources, Simiyu (2013) carried out research to examine the factors influencing the students' academic performance in public secondary schools in Trans Nzoia West Sub County. The study found that school factors greatly contribute to students' academic performance. Teaching resources are significant in that they help in boosting clarification for better understanding of more complicated concepts (Wanyama, 2013). According to Wanyama (2013), instructional materials such as radios and educational films motivate the students as well as students' vibrant discussions. These materials induce critical thinking in the learners hence making them independent in tackling their activities.

The third performance indicator analyzed in the current study is students' discipline. Simatwa and Semen (2013) maintain that discipline is an important component of human behavior that without it an institution cannot function well towards the achievement of its goals. Effective management of discipline is about developing proactive ways to prevent problems from occurring while creating a positive learning environment. This implies that for any school to have smooth running of its activities discipline should be maintained since it ensure no

disruptions in the learning process. The principles' strategic goal is to ensure discipline is maintained and the school activities run without interference (Semali & Vumilia. 2016). In Kenya, primary schools are managed by Board of Management who manages the school on behalf of the patron and the minister. The principals are responsible for the day-to-day management of the school, including instilling among the students in their schools (Ssekiziyivu, 2013).

The fourth performance indicator measured in the current study was extra-curriculum activities performance as a predictor of the principals' strategic leadership practices. Bashir(2012) adds that co-curricular activities increase social interaction, enhance leadership qualities, and give chances of healthy recreation which make students confident. These activities help students to develop skills through active participation. Co-curricular activities influence directly or indirectly the development of an individual. The school experience can help students grow, develop knowledge, skills, and abilities for success in the workforce and for aspiring career choices. Kumar and Kumar (2012) argue that the activities form a vital link in the pattern of educational experiences necessary for all boys and girls and also provide students with a network of peers and adults who have interests and talents similar to their own. A study by Simiyu (2013), Onyara (2013) and Wanyama (2013) have been done in other aspects affecting performance of secondary schools in Kenya and there is no evidence to show that a study on effect of strategic leadership practice on performance of public secondary schools. The current study sought to investigate the effect of strategic leadership practice on performance of public secondary schools in Koibatek sub-county, Kenya.

1.1.3 Public Secondary Schools in Kenya

The Kenyan education system runs from early childhood to the primary or elementary education level, to secondary education and finally tertiary education at the college or university levels. The Kenya government endeavors to provide quality education to every Kenyan child irrespective of their social-economic status through initiatives such as Free Primary Education (FPE), Universal Primary Education (UPE), Education For All (EFA), Free Secondary Education (FSE) and Free Day Secondary Education (FDSE). Basic education embraces ECDE to Secondary school level, (basic education act No.14 of 2013). These initiatives have set time limits, for instance, UPE by 2005, EFA by 2015, (Sessional paper No. 1 2005).

The government developed Education Sector Strategic Plan [2003] and set targets outlined in the Sessional Paper No. 1 of 2005. It then launched KESSP in 2005 which is part of a multi-donor sector wide approach supporting Kenya in its effort to reach its Millennium Development Goals (MDG) by 2015. Up to 2012, KESSP dovetails with other MoE key programs to assist the government of Kenya in its implementation of the National Education Sector Strategic Plan of 2008-2012. However, with changes in the political and legal arena propelled by the inauguration of new constitution in 2010, there have been numerous changes in policy, for instance, the implementation agent has changed to National Education Sector Support Program (NESSP) and Sessional Paper No. 1 of 2005 updated to Sessional Paper No. 14 of 2012 with reference to a new Basic Education Act 2013 and the new MoE's strategic plan 2012-2017.

The ministry's strategic plan is cascaded down to individual public secondary schools that are expected to enact a strategic plan in tandem with the Ministry of Education's Strategic Plan. Evidently, strategic planning in public secondary schools is largely determined by external pressures such as policy. Pressure on existing resources, desire for quality, challenge of rapidly changing policy and the highly competitive environment in the industry makes strategic planning relevant. Strategic planning is a key management process that draws together institutional values and goals and provides a framework for the quality of provision and the deployment of resources. The question of concern was therefore, whether strategic leadership practices in public secondary schools leads to improved performance.

1.2 The Statement of the Problem

Carter and Greer (2013), Finkelstein, Hambrick et al. (2009), and Kirimi and Minja (2010;) have delved on the subject of strategic leadership. Draft and Pirola-Merlo (2009), Ireland and Hitt (2005), and Jing and Avery (2008) belief that strategic leadership concept may become the most apt concept to embracing better value driven culture in public sector in the era of the 21st century. The Kenya education sector has since year 2003 embarked on plans to institute reforms that require development and implementation of strategic plans that are capable of bringing about desired performance (Anyieni & Areri, 216). The successful implementation of strategic plans is expected to lead to high performance in the public secondary schools. Statistics indicate that public secondary schools in Koibatek Sub-County over the years have experienced

poor performance in the national examination with a mean of 3.1191 in 2017 results compared to the national mean (Koibatek Sub-County KCSE Results, 2018).

Despite clarity of purpose for strategic leadership practices in organizational performance, there is very little scholarly work focusing on the strategic leadership practices in public secondary schools in Kenya. It was on this basis that the concept of the strategic leadership practices became an important consideration in the study. The study hoped to bridge the gap by analyzing the effect of strategic leadership practices on performance of Public Secondary Schools in Koibatek sub-county, Kenya. Particularly, the study analyzed the principals' strategic leadership practice in providing strategic direction, school core competence, human capital, alignment of school resources to strategic goal and strategic intervention on schools performance.

1.3 Objectives of the Study

The main objective of the study was to establish the effect of strategic leadership practices on performance of public secondary schools in Koibatek sub-county, Kenya

Specific objectives of the study were:

- i. To establish the effect of strategic direction practice on performance of public secondary schools in Koibatek Sub-County, Kenya
- ii. To assess the effect of core competence practice on performance of public secondary schools in Koibatek Sub-County, Kenya
- iii. To examine the effect of human capital practice on performance of public secondary schools in Koibatek Sub-County, Kenya
- iv. To assess the effect of alignment of school resources to strategic goal practice on performance of public secondary schools in Koibatek Sub-County, Kenya.
- v. To established the moderating effect of the principals' Level of Education on the Relationship between Strategic Leadership and Performance

1.4 Hypothesess of the Study

HO₁: The strategic direction does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya

HO₂: The core competence does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya

HO₃: The human capital does not significantly influence performance of public secondary schools in Koibatek Sub-County, Kenya

HO₄: The resource alignment to strategic goals does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya

HO₅: Principals' Level of Education has no moderating effect on the relationship between strategic leadership and performance

1.5 Significance of the Study

The study would contribute to the existing body of knowledge on the influence of strategic leadership practice on performance of Public Secondary Schools. First the findings from the study would be of great importance to the Ministry of Education who are the policy holders as far as schools performance are concern, in understanding whether the existing policy on strategic leadership effectively contribute towards schools performance. Second, the findings of the study would be of importance to scholars in performance management, strategic planning and education management in broadening their knowledge on the influence of principals' strategic leadership practice on performance of Public Secondary Schools.

Third, since school performance attracts the interest of many stakeholders; Ministry of Education, Parents Teachers Association, School Management, Teachers Service Commission among others, the findings from this study would be of great importance to such stakeholders in widening their understanding on how the principals apply strategic leadership to improvement of secondary schools performance.

1.6 Scope of the Study

This study covered the following leadership practices; strategic direction, core competence, human capital, alignment of school resources to strategic goal and strategic intervention on performance of public secondary schools in Koibatek Sub-County, Kenya. The choice of the Public Secondary School was based on the fact that the schools though public had different facilities and were in different categories and were all subjected to principals' leadership practices including; strategic direction, core competence, human capital, alignment of school resources to strategic goal and strategic intervention and the schools performance.

The researcher therefore collected data from the Principals public secondary schools in Koibatek Sub-County, Kenya because they are the school administrators who are the custodians of Strategic Plans and are meant to apply the Plan using their leadership skills to improve school performance. . The study was based on the following theories; Trait Leadership Theory, Path-Goal Leadership Theory and Transformation Leadership Theory. The study also covered schools performance measured in terms the KCSE results. The study was carried out in the month of July 2018.

1.7 Limitations of Study

The following limitations hampered the study from attaining its objective and testing the research hypotheses. Some respondents were apprehensive about the motive of the study leading to providing information which was not accurate thus affecting validity of the collected data. The researcher guaranteed the respondents that the study was purely academic and the information provided would be treated with utmost confidentiality and their identity would be kept anonymous.

1.8 Assumptions of the Study

The study upheld the following assumptions:

- i. That the school principals were able to understand the four aspects of strategic leadership practice analyzed in this study; strategic direction, core competence, alignment of resources to school goals and their application in their leadership dispensation.
- ii. That all the principals in public secondary schools in Koibatek Sub-County had fully embraced strategic leadership practice in running the schools.
- iii. All the schools were equally endowed with more or less the same resources and similar human capital.

1.9 Operational Definition of Terms

- Align resources** Directing schools' infrastructure and resources to its goals
- Core competence** Combination of multiple resources and skills that distinguish and give a competitive edge to a school from its competitors in the education sector
- Human capital** Skills, knowledge and experiences possessed by the top management of schools that they use to produce value in their schools
- Public Secondary Schools** These are government schools providing secondary education in Kenya
- School Performance** This is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Students' performance is measured in terms of grades achieved, teachers' performance is measured in terms of syllabus completion and institution performance is measured in terms of provision of learning resources necessary for achieving school goals.
- Strategic direction** A course of action that leads to the achievement of the goals of a school
- Strategy Implementation** Strategy implementation is a process by which strategies and policies in a school are put into action through development of programs, budgets and procedures. The process also refers to the operational planning and day-to-day decisions by the school in resource allocation.
- Strategic Leadership Practice** This is the secondary schools principals' ability provide leadership that Give their schools competitive advantage.
- Strategic intervention** Most practical and effective forms of strategic action employed by the top management of a school to solve a problem threatening value creation in the school.
- Strategic Management** Set of decisions and actions that result in the formulation, implementation, and control of plans designed to achieve a school's vision, mission, and strategic objectives.
- Strategic plans** A systematic process of envisioning a school's desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them

School resources Include laboratories, resource centers, library, classrooms, machinery, playing fields, buildings, buses, van etc in a school

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviewed relevant literature on the application of strategic leadership by the school leadership and schools performance in terms of; theoretical review, school performance measurement, empirical review, literature gaps and conceptual framework.

2.2 Theoretical Review

The study adopted the following theories to explain the application; Trait Leadership Theory, Path-Goal Leadership Theory and Transformational Leadership Theory. The discourse of the above theories springs from research works done by both critics and proponents. This has been done with respect to the study objectives in order to show relevance and application to the study.

2.2.1 Trait Leadership Theory

Trait theory was advanced by Stogdill (1948). The studies show that the trait theories were prominent in the early and late 90s. During the period between 1920s and 1930s, a lot of leadership research focused on the traits that differentiate leaders from non-leaders. Trait Leadership Theory is one of the earliest leadership theories that focus on what an effective leader is and not what an effective leader does.

According to Bhatia (2009), trait leadership theory postulates that there are sets of traits and characteristics that are associated with successful leaders. The prominent traits for successful leaders include physical traits, social traits and social characteristics, and task-related characteristics which are inborn and enable a leader to be successful. Empirical studies supporting trait theory have found evidence that there are traits that contribute to an organization's effectiveness and performance (Northouse, 2013). The list of leader traits, however, is huge and continues to grow as leaders emerge. Despite numerous studies on the diversity of leadership traits, certain criticisms have been leveled out on the trait leadership theory (Northouse, 2013).

One argument is that leadership can be learned, nurtured and does not have to be an inborn thing as has been the case in human history where some very successful leaders emerged to diverse situations. Another criticism is that there is nothing inborn, divine or mysterious as leadership qualities (Northouse, 2013). The point is that leaders do not succeed because they possess certain traits in isolation with other factors (Bhatia, 2009). There is evidence in the literature that individual traits matter though leadership effectiveness can also be attributed to other environmental factors (Bhatia, 2009; Northouse, 2013). Following arguments, Bhatia (2009) posits that leadership quality and traits are not sufficient for achieving organizational effectiveness. Northouse (2013) isolated five traits which lead to organizational transformations namely; intelligence, self-confidence, determination, integrity and sociability. These traits are interesting because they link well with the strategic leadership practices. The traits cited out in many trait theories link to strategic leadership practices in regards to leader characteristics, abilities, and effectiveness in a responsibility or organization.

Acquainting oneself with the role of leadership traits in strategic leadership practices is important especially where success is not dependent on a single factor. This is more important because the trait a specific leader possesses qualifies why he or she is an important asset in the organizational performance. The leader and subsequently the leadership practices add to competitiveness of organizations which is required in not-for-profits also. This theory contributes to the tenets for successful strategic leadership practice that underlie leaders' characteristics, abilities, and knowledge which drive an organization's performance. The theory was the basis of an urgency to do the current study of strategic leadership practices influencing secondary schools performance in Koibatek sub-county in Baringo County, Kenya.

2.2.2 Path-Goal Leadership Theory

The path-goal leadership theory is attributed to by the works of Martin G. Evans in 1970. This theory was refined in the next year by Robert J. House in 1971. The proponents of the path-goal theory argue that followers are motivated in a task by the high level of self-efficacy, belief that their efforts result in a certain outcome or reward and belief that an outcome or reward is worthwhile (Bhatia, 2009). The role of the leader in this theory is to motivate followers by rewarding performance and goal accomplishment. According to Northouse (2013) effective leadership occurs when the leader accurately points out the development level of subordinates in a task situation and then exhibits the prescribed leadership style that matches that situation.

Dixon and Hart (2010) argued that leaders who lead by means of path-goal leadership reward and encourage their followers towards goal achievement. Path-goal theory enables leaders to discern the right strategic direction for the employees and the organization. Malik (2012) opine that this theory predicts the leader behavior which is essential for achieving subordinates' motivation and which is also linked to organizational performance. In line with this argument, Northouse (2013) emphasizes to match leader behavior with subordinates characteristics along with work environment. Implementing path-goal theory increases subordinates' motivation by clarifying the paths towards which organizational performance is possible.

Strategic leadership practice has been viewed as being able to contribute significantly and positively towards achieving organizational performance by motivating others to pursue the same strategic direction. This theory was relevant in the current study for its focus on the role of the leader in motivating subordinates towards achieving an organization's performance.

Path-goal theory is argued to be result oriented and equally strategic leadership practices are result-oriented. Therefore there is a clear link with path-goal theory and strategic leadership practices as both types of leadership are result-oriented. This theory supports the argument that strategic leadership has an effect on organizational performance, thus, it needs to be established.

2.2.3 Transformational Leadership Theory

The origin of transformational leadership can be traced to the research of James McGregor Burns in 1978 which was later expounded by Bernard Bass in 1985. Transformational leadership blends the behavioural theories with trait theories. This theory evolved from a study by Bernard M. Bass, entitled, "Leadership Performance Beyond Expectations", in which transformational leadership was characterized by increasing subordinates' awareness of the importance of their tasks and performing well, making subordinates aware of their needs for personal growth, development, and accomplishment, and motivating subordinates to work for the good of the organization.

Transformational leaders appeal to followers' ideals and moral values and inspire them to think about problems in new ways (Northouse, 2013). According to Bertocci (2009), transformational leadership theory provides a rational approach as through it a leader is able to observe how leaders actually motivate and reward followers for achieving the organizational

vision. This theory is intrinsically related to the goal of strategic leadership which is to anticipate, envision, maintain flexibility, and empower others to create the strategic change necessary for the organization. According to Daft (2013) and as emphasized by Northouse (2013) understanding transformational leadership in leadership studies is important because this leadership is said to instill feelings of confidence, admiration and commitment in the followers, stimulates followers intellectually, arouses new of thinking about problems, uses contingent rewards to positively reinforce performances, takes and commits people to action and converts followers into leaders.

Empirical studies on leadership-organization relationship have found evidence that transformational leadership predicts organizational performance which is a major concern in this study. Bakar and Mahmood (2014) revealed that there was significant and positive relationship between transformational leadership and performance. According to Daft (2013), transformational leadership leads to organizational performance. Kissi et al. (2013) also noted that transformational leadership had positive and significant relation with project performance. Transformational leadership contributes to understanding how strategic leaders can align organization's mission, strategy, structure, and culture to promote desired organizational performance (Daft & Marcic, 2013). Similarly, Seyhan (2013) revealed that transformational leaders have a significant effect on the organizations' mission and its accomplishments.

The importance of transformational leadership in strategic leadership practices regards to the leaders' confidence in the organizations' vision, personal responsibility, and sense of purpose, determination, persistence, and trust in employees and emphasis for accomplishments of goals rather than failures (Gill, 2011). Bekele and Darshan (2011) supports this argument in that transformational leadership increases subordinates' job satisfaction which in turn increases organizational performance. Likewise, McGough (2010) avers that transformational leaders are responsible for shaping the organizations' future. Similarly, Mutahar et al. (2015) supports that transformational leadership positively influences organizational performance.

Understanding the role of transformational leadership in organizational performance serves as a clarification on why strategic leaders need strategic leadership practices to transform their organizations towards better performance. In the context of the study, transformational leadership theory brought out the link between leadership flexibility and innovation in the sense of appropriate orientation in defining tasks and managing interrelationships in the organization.

Transformational leadership provides important aspects of strategic leadership practices like concern for human capital which was found to have an impact on secondary schools organizational performance in Koibatek sub-county in Baringo county, Kenya.

2.3 Empirical Review

2.3.1 *Strategic Direction Practice and Performance*

Studies along similar lines that the researcher undertook were carried out by Fourie (2007) and Lear (2012) on listed companies in South Africa that appeared in the Financial Mail Top 200 companies. Fourie (2007) used a random sample of directors of the selected companies while Lear (2012) used a sample of top management team and a cross section of participants from the selected organizations. Both studies concluded that determining strategic direction was the most important of the critical leadership actions. Sila and Gichinga (2016) in a case study carried out at JKUAT Main Campus examined the role of strategic leadership in strategy implementation focusing on three main objectives that included the influence of organizational culture, strategic communication and strategic direction in strategy implementation. The research found out that strategic leadership plays a critical role in the effective implementation of strategy and recommended to strategic leaders in the public universities to drive the public universities to strategy implementation success if these universities were to survive and create wealth for all stakeholders.

Sila and Gichinga (2016) in a case study carried out at JKUAT Main Campus examined the role of strategic leadership in strategy implementation focusing on three main objectives that included the influence of organizational culture, strategic communication and strategic direction in strategy implementation. The research found out that strategic leadership plays a critical role in the effective implementation of strategy and recommended to strategic leaders in the public universities to drive the public universities to strategy implementation success if these universities were to survive and create wealth for all stakeholders.

Hitt et al. (2013) contend that the ideal long-term strategic direction has two parts – a core ideology and an envisioned future. The core ideology motivates employees through the company's heritage while the envisioned future encourages them to stretch beyond expectations which requires significant change to be realized. Strategic change is achieved through the contributory efforts of the top managers but also the employees contribute to the achievement of

new strategic direction by adapting to change facilitated by meaning-making process in the employees (Sonenshein & Dholakia, 2012).

Mutole (2019) established that strategic direction influences the performance of NGOs listed in the environmental campaign by the UNEP in Kenya. The leadership team is always aware of any changes in organization strategy that affect performance. The leadership team also identifies the mission that enhances achievement of goals is a strategic leadership role that was strongly agreed by the respondents. Strategic direction had a weak positive Pearson correlation on the NGOs' performance. The coefficient of determination of linear model summary indicates that p-value had a weak variation of strategic direction influence on the NGOs' performance. The significant value of strategic direction had a strong influence on the NGOs' Performance. Mutole (2019) study was based on development sector whereas the current study was based on educational sector which is the gap the current study filled by analyzing effect of strategic direction on performance of public secondary schools in Kenya.

Mitchell et al. (2011) conclude that erratic decisions on strategic direction are less likely from CEOs with greater metacognitive experiences (feelings or thoughts that relate relevant past experience to current cognitive processes) and for CEOs who operate in more dynamic environments and which similarly applies for CEOs in less hostile environments. Hitt et al. (2013). The results indicated that determining strategic direction is amongst the most critical components of strategic leadership in a corporate entity. They however noted that exercising strategic controls affects the other five components as well. As predicted by Hitt et al. (2013), the CEOs accepted the rankings of the most critical components with determining strategic direction as the most critical with one exception: they emphasized developing human capital over maintaining original core competencies to reflect the importance of human resources in the 21st century.

Kihara et al. (2016) showed that strategic direction did not have a significant relationship on the performance of the manufacturing SME firms in Thika Sub-County, Kenya, attributed to the fact that in this study, strategic direction was considered to be an indirect predictor of performance, that is, an antecedent variable. This implied that since strategic direction was an antecedent variable, its role during strategy implementation usually was taken up by the other predictor variables (leadership styles, structural adaptations, human resources and technology).

Sonenshein and Dholakia (2012) that employees contribute to the achievement of new strategic direction by adapting to change facilitated by meaning-making process in the employees. Meaning making converts resistance into champions of change implementation, and this is only possible when they construct meaning of the change events. Managers support this meaning making process through effective communication. In addition, the respondents also rated the meaning making of changes as an important sub-construct of strategic direction construct. This is an indicator to the need for management to facilitate meaning making through effective communication focusing on the two broad categories of meaning making i.e. understanding, by explaining a change event as part of a large plan supported by management and secondly by constructing adverse events of change as having more benefits than downsides, and inspire positive emotions (Sonenshein & Dholakia, 2012).

Mitchell et al. (2011) attribute less erratic decisions on strategic direction to CEOs in less hostile environments and the banking sector environment over the last decade can be summed up largely less hostile. Determining strategic direction was significantly correlated to the experience level of the respondents while no correlation with level of academic attainment. This would be a pointer to the fact that the experience of the respondents and hence the less chances of making erratic decisions is more critical for the construct of strategic direction than the academic achievement. Employers should therefore invest more in providing hands-on experience in the implementation of strategy as opposed to focus on academic achievement (Olaka, 2016).

Determining strategic direction and establishing balance in organization controls are the actions characteristic of strategic leadership that had significant positive influence on the implementation of strategy in the commercial banks in Kenya. This finding would imply that of the various actions that characterize strategic leadership, management in the commercial banks need to focus on setting strategic direction and then putting the balance in place between the financial controls that measure performance against quantitative standards and strategic controls that verify whether the firm was using appropriate strategies given its core competences and the external environment. In a composite environment the other five strategic leadership actions: core competences, human capital, social capital, organizational culture and ethical practices had no significant influence on the implementation of strategy in the commercial banks (Olaka, 2016).

According to Olaka (2016) determining strategic direction had a significant influence on the implementation of strategy in the commercial banks in Kenya, with all the five sub-constructs having a strong correlation with strategy implementation. Having clearly defined and understood vision/mission/strategic intent had the most significant influence on strategy implementation and top management team in the banks also considered the sub-construct as most important. The other sub-constructs that had significant influence on strategy implementation were the CEO's personality, facilitating mean-making, management commitment to status quo, and use of incentive compensation. These studies were carried out in commercial organization but not in public organization which was the main objective of the current study creating a literature gap to be filled by analyzing effect of strategic direction on performance of public secondary schools in Koibatek Sub-County.

Phipps and Burbach (2010) surveyed the effectiveness of strategic direction on the firm's competitive advantage of manufacturing firms in Netherlands. A survey of 98 manufacturing firms was conducted and primary data sources were used. Analysis of data was done using descriptive statistics that involved mean and standard deviation. A correlation was employed to detect the link between strategic leadership and firm's competitive gains. It was argued that strategic leadership sets the organisation's strategic direction. It acts as a guide in shaping the strategic direction and inspires the employees to work towards set goals. Strategic direction was found to impact positively on the firm's competitive advantage. This was conducted in a different industry from the current study. Secondly, this study was conducted in a developed country.

Serfontein (2010) noted that strategic leadership played a key role in shaping the strategic direction and this contributed towards improving the firm's competitive advantage. Through strategic leadership an organization need to have a clear picture of where the organization ought to be in the next 5-10 years. The firm must have a clear plan on how to turn strategic plans into reality and achieve results. It was unearthed that the strategic leadership lacked a clear vision and direction to align the staff in contributing effectively towards strategy implementation and overall firm performance.

Palladan et al. (2016) tested the link between strategic leadership and competitiveness of tertiary firms in Nigeria and it was unearthed that strategic leadership practices such as strategic direction contributed towards enhancing competitive advantage. Lufthans (2012) examined the

perceived role of strategic leadership on competitiveness of banks in the United States. It was revealed that through strategic leadership core competencies were organisational individual strengths that enhanced performance. Nimsith et al. (2016) did an investigation on the impact of core competency on competitiveness of banks in Sri Lanka.

2.3.2 Core Competence Practice and Performance

Nada and Zahari (2014) did an assessment involving the impact of core competencies on organisational performance of Iraqi Private Banking Sector. The sampled 200 bank managers, data collection was done using self-reported questionnaires. Cronbach's alpha coefficient was utilized to establish the level of internal consistency of the research tool; 0.75 was found as the coefficient. A set of different approaches were utilized to analyse statistical data. A significant correlation was found among core competence and organisational performance. It was concluded that bank needed to develop their core competencies in their employees as a strategic tool to boost organisational performance.

Freedman and Tregoe (2009) investigated the role of strategic leadership on competitiveness of European banks; it was found that through strategic leadership the firm was able to lay much of its focus in exploiting available resources and developing capabilities. The correlation results found that strategic leadership and competitive competencies were strongly correlated to banks' competitiveness. A study by Taylor (2007) showed that recruitment-based core competencies were aimed at improving the quality of employees and cultivating a culture of creativity and problem-solving skills. Sharma (2007) emphasized that through identifying core competencies, firms were able to focus on their strengths and abilities in offering superior products or services as compared to their competitors.

Sabah et al. (2012) investigated the link between core competence, competitive advantage and organisational performance (OP). A survey executed electronically in a population of 77 managers of Paint industry in the United Arab Emirates. Core competencies were assessed using three dimensions that included shared vision, cooperation and empowerment. Competitiveness was evaluated using responsiveness and flexibility. The results discovered that, while core competence impacted positively on competitive advantage and OP, competitive advantage was significantly linked to OP. These results are a confirmation of the

significance of core competence and their contribution on competitive advantage and OP. Further, it was disclosed that flexibility contributed greatly to OP as opposed to responsiveness.

According to Wagithunu et al. (2014) competence issues of financial management include, among other things, training and professional knowledge in finances, experience acquired to manage finances, interpretation of financial policies and financial decision making in a school. Wagithunu et al. (2014) further said it also involves information analysis, like auditing report, preparation and managing school budgets, effective communications and mobilizing of financial resources. Rice (2010), underscored the importance of looking at activities included in organisational management such as ensuring the school is safe, budget and other resources are prudently managed and teachers concerns are dealt with as issues that provide staff members and students with a well organised learning-focused environment in which to work.

Daoud et al. (2011) explored the contribution of core competencies on firm's competitive advantage and success of Istanbul tourist firms. The aim for this study was establishing the impact of core competencies on firm's competitiveness and success in Istanbul tourist firms and how to maintain success of these firms. Data was gathered from 150 tourist firms in Istanbul with the help of a survey. Descriptive statistics, spearman correlation and multiple regressions were utilized. The research results indicated existence of a significance link among core competencies, competitive advantage and business success. Popular core competencies were strategic focus, employee skill, knowledge management system, organisational facilities, dynamic capability, main work processes, and distinct resources. These studies did not analyze effect of core competent on performance of public schools in Koibatek Sub-County, Kenya.

2.3.3 Human Capital Practice and Performance

Mohammad (2016) tested the impact of human asset on the firm's competitive performance of Jordanian Pharmaceutical firms. The study sampled Jordanian human medicines manufacturing firms listed at Jordanian Association of Pharmaceutical manufacturers' records in 2015. The population was 15 companies. Sampling unit and analysis involved individuals who worked for these firms right from managers to heads of department at different administrative levels. Data was collected using questionnaires and analysis was done using descriptive approach. A significant relationship was found between human capital (learning, knowledge and skills) and competitive advantage.

Abdul et al. (2016) investigated the impact of competitiveness through intellectual capital investment as a key component of organisational sustainability of Jordanian Telecommunication firms. A descriptive survey approach was utilized in a population of 3 telecommunications firms. Questionnaires were administered in a population of 19000 employees. Sample size of 120 employees was used and 40 employees were selected in all the three telecommunication firms. Simple and multiple regressions were utilized for hypothesis testing. The study found that competitive advantage was based on a distinct capital, as the optimal method utilized in telecommunication firms since it contributed towards optimal investment in human capital. This led to optimal organisational sustainability of firms in several fields and this contributed towards the realization of a corporate mission and vision.

Waseef and Iqbal (2011) explored the link among managing human capital and organisational performance in Pakistan. A survey design was implemented and data was gathered in 16 firms that were knowledge intensive in Pakistan. Human capital was considered as a source of competitive advantage in Pharmaceutical and educational institutions. A sample of 316 employees and 16 executives was used for collection of data on HCM and organisational performance constructs. The reliability of these constructs was validated using Cronbach's Alpha. Pearson correlation and a linear regression were utilized in hypothesis testing. HCM was found to have a positive and significant impact on organisational performance.

Muhammad and Naitara (2013) explored the contribution of human capital on company performance using employees' satisfaction as the mediating effect. The researcher utilized a survey design using a sample of 200 employees that worked for three leading telecom (Mobilink, Telenor and Ufone) firms in Pakistan. The results demonstrated that human capital investment correlated strongly with firm performance as well as employee satisfaction that played the mediating role between variables.

A study by Priem et al. (2011) found that a lean and efficient team of employees' succeeded in strategy implementation and performance improvement. Muhammad and Memon (2009) found that employees' creativity and innovativeness were critical ingredients in achieving and maintaining competitive advantage. Newbert (2012) cross-examined firms in the banking and manufacturing firms which were deemed to exhibit stiff competition and it was found that through continuous training and developing programmes, firms were able to develop employee

skills that was needed for innovation, efficiency and cost minimization. This had a significant contribution towards competitiveness.

Kitonga et al. (2016a) sought to examine the link between strategic leadership practices and organizational performance in not-for-profit organizations in Nairobi County in Kenya. The study found that there was a significant positive relationship between strategic leadership practices (determining strategic direction, developing human capital, developing ethical practices, and developing organizational control) and organizational performance in not-for-profit organizations in Nairobi County in Kenya. The study adopted mixed methods research design with both quantitative and qualitative data collection methods being applied concurrently and recommended that there was need for future research to be conducted on other strategic leadership practices in other sectors. Kitonga et al. (2016b) sought to examine the link between strategic leadership practice of determining strategic direction and organizational performance in not-for-profit organizations in Nairobi County in Kenya and established a significant positive relationship between determining strategic direction and organizational performance.

Mahdi and Almsafir (2014) sought to examine the role of strategic leadership in building sustainable competitive advantage in the academic environment. The adopted a used a quantitative research design. The study conceptualized strategic leadership in terms of developing human capital and developing social capital. The study found that there was significant and positive role of strategic leadership on sustainable competitive advantage. The study concluded that strategic leadership capabilities (developing human capital and developing social capital) had significant and positive impact of on sustainable competitive advantage in private universities in Iraq (Mahdi & Almsafir, 2014).

Alkhazaleh and Almsafir (2014) adopted a cross-sectional survey research design using a quantitative research method to examine the role of strategic leadership in building sustainable competitive advantage in the academic environment focusing on a sample size of 540 academic leaders in 44 private universities in Iraq and the findings revealed that a significantly positive effect was present in the relationship, indicating that sustainable competitive advantage was improved when strategic leadership is applied. However, there exist both contextual and conceptual gaps as this study examined the role of strategic leadership (developing human capital and developing social capital) in sustainable competitive advantage, but did not address the role of strategic leadership (shaping organizational culture, fostering organizational learning,

implementing knowledge management, and fostering organizational innovation) for sustainable competitive advantage in Kenyan public and private universities.

Mahdi and Almsafir (2014) sought to examine the role of strategic leadership in building sustainable competitive advantage in the academic environment and found that there is significant positive impact of strategic leadership capabilities (developing human capital and developing social capital) on sustainable competitive advantage in Private Universities in Iraq. However, there exist both contextual and objective gaps as this study did not address the role of other strategic leadership practices such as shaping organizational culture, fostering organizational learning, implementing knowledge management, and fostering organizational innovation in sustainable competitive advantage of universities in Kenya.

Josan (2013) as cited by Bai et al. (2015) conducted a research to analyze the relationship between Human Capital and Organization effectiveness. He asserted that competitiveness depends on skills and human capital investment. Human Capital investment is characterized by investing in education, health and training. He further argued that globalization has resulted in a new economy named as Knowledge Economy in which human capital variables, education and training play a crucial role. Amin et al. (2012) assessed the impact of human capital investment on the economic growth of Pakistan. The results yielded by the analyses showed that primary enrolment rate, higher education enrollment rate and life expectancy were positively related with economic growth (Bai et al., 2015).

Josan, (2013) conducted research through content analysis to analyze the relationship between Human Capital and Organizational effectiveness. The existing literature analyzed that investment in Human Capital is directly proportional not only with the productivity of the organization's trainings, increase productivity but also with profitability. A research was conducted by Saeedi et al. (2012) to assess the relation between human capital and employee performance. Primary data through close ended questionnaire was collected from 98 employees of Karaj Municipality, India. Standard instruments were used for measuring human capital and employee performance variables. Data was analyzed using correlation, Chi-square method, Binomial tests and fuzzy tops is tests. Analysis showed there was a significant positive relationship between human capital and employee performance and non-significant relation between the performance of employees and their demographics.

Amin et al. (2012) assessed the impact of human capital investment on the economic growth of Pakistan, through their research. Secondary data from 2000-2010 was collected from Economic Survey of Pakistan, State Bank of Pakistan and Labor Organization Annual reports. Data was analyzed through correlation. Results yielded by the analyses showed that primary enrolment rates, higher education enrolment rates and life expectancy were positively related with economic growth. The study showed that secondary enrolment rates were negatively related with economic growth.

2.3.4 Alignment of School Resources to Strategic Goal Practice and Performance

Rubina (2006) carried out a descriptive study on Results Based Strategic Leadership: Strategic Leadership and Determinants of Firm Performance using 104 Fortune 1000 firms in the U.S. from 15 industries. Information on financial indicators during the period from 1995-2004 was obtained from the Research Insight database (aka Compustat). The study found out that all three performance determinants are important, and they provided the most support for the partially mediated model. An important contribution of my research was to provide evidence for the intervening processes proposed in Flexible Leadership Theory and that efficiency and innovative adaptation mediate the relationship between human resources and firm effectiveness. Finally, the research suggests that strategic leadership must understand the internal and external dynamics of the organization and find ways to simultaneously improve the performance determinants. His analysis did not look at the strategic leadership's strategic direction, core competence, develop human capital, strategic planning, alignment of school resources to strategic goal and strategic intervention practices on performance of public secondary schools in Koibatek Sub-County, Kenya which is the main aim of the current study.

The way in which strategic leaders adopt and implement strategic practices differ from one organization to another in particular on the specific strategic plan. Strategic leaders play a critical role in aligning employees and organizational resources in the same direction (Pearce & Robinson, 2007). There are several strategic leadership practices adopted by organizations. A strategic leader should define the organization's strategic direction based on long-term vision. He or she must maximize use of the firm's internal resources and capabilities to realize set goals in a competitive environment.

Lear (2012) in her study on the relationship between strategic leadership and strategic alignment in high performing companies in South Africa used quantitative research methods, the findings among other studies also established significant correlation between Determining Strategic Direction and Organizational Performance. Carter and Greer (2013) clarifies the need of strategic leaders in achieving the triple bottom line performance measures, hence the need for understanding the effects that determine the performance of strategic leaders. The findings agree with Treen (2000) who established that organizations today have no choice but to activate and align their resources with their strategies to achieve competitive advantage. The study also agrees with the comments of Barney and Arikan (2001) that, probably the most important task for strategic leaders is effectively managing the firm's portfolio of resources which can be categorized in to financial capital, human capital, social capital and organizational culture.

A study conducted in Kangema Sub-county by Muchiri (2012) established that the quality of education had been negatively affected by increase in enrolment due to tuition free secondary school without corresponding increase in resources. Kagwira (2015) studied alignment of HR practices and business strategy at Coca-Cola bottling company in Nairobi and established that human resource management is highly integrated into the company's business operations. Amos and Koda (2018) carried out a study to find out the contribution of school based Income Generating Activities (IGAs) on quality of education provision in secondary schools managed by the catholic diocese of Moshi, Tanzania. The study established that IGAs was a reliable source of funds that supported provision of academic remedial classes for weak students, provision of additional funds to support co-curricular activities like sport gear and funds for purchasing more teaching and learning resources. Secondary schools that had more IGAs produced more funds for financing quality education. The schools with more IGAs performed much better in national examinations as compared to schools with limited number of IGAs.

The IGAs provided practical learning lessons (bakery, entrepreneurship, crop and animal production) to students and enabled the schools to cope with external financial shocks without necessarily passing down budgetary adjustments to students' parents. Profit made from school projects was used to purchase quality teaching and learning materials and development of physical facilities like science laboratories and libraries. IGAs funds were also used for installation of solar and generators as sources of power, employing qualified teachers to

supplement existing staff, catering for in-service training of staff members, building and maintenance of staff and student accommodation and provision of free education to children from poor families. The schools received financial support from the Catholic Church as a sponsor and from school Alumni. The funds supported infrastructure development and children from poor families. The study was conducted in secondary schools in Tanzania while the current study explores the influence of adequacy of school financial resources in public secondary schools in Kenya (Amos & Koda, 2018).

Shavisa et al. (2016) carried out a study that sought to determine the role of student characteristics in dropout rates among secondary school students in Vihiga County, Kenya. They examined the school factors and social-economic factors of the students. The study used descriptive survey design. The study sampled 200 school drop outs using snowball method. Data was collected using a questionnaire and analyzed using descriptive and inferential statistics. The findings of the study show that lack of school fees and pressure from other school dropouts were the leading cause of student dropping out of school in public secondary schools in Vihiga County in Kenya. In spite of FDSE, schools continue to charge other levies like lunch fees, uniform fees and money for supplementary books; a burden that students from poor families cannot afford to pay hence forcing them to drop out of school. The study recommended a review of school fees policy and suggested to have the government pay full school fees for every student irrespective of the school he/she is attending. Their findings did not analyze the strategic leadership strategic direction, core competence, human capital, alignment of school resources to strategic goal and strategic intervention practices on performance of public secondary schools in Koibatek Sub-County, Kenya which is the main aim of the current study.

2.4 Critique of Existing Literature

Majority of the empirical literature reviewed have been carried out on strategic leadership and organizational performance in the context of for-profit organizations. The reviewed literature not only raised issues on strategic leadership practices and organizational performance but also bore some perspectives on the relationship between strategic leadership practices and organizational performance which is a key concern in organizational management and leadership research. The reviewed literature in this study was found to be limited to strategic leadership practices and organizational performance in the context of

for-profit organizations. This reviewed literature indicates there is a lack of empirical evidence of studies in strategic leadership practices in not-for-profit organizations context.

Studies for done by Lear (2012), Serfontein (2010), and Nthini (2013) found strategic leadership practices and organizational performance to be positively correlated. However, these studies were on for-profit organizations and hence the findings left a grey area on the applicability of this concept in the not-for-profit organizations. This view has been reiterated also by the studies of (Hitt et al., 2001). Jooste and Fourie (2010) that concluded that strategic leadership practices contribute significantly to organizational performance in for-profit organizations. Further Nthini (2013) examined the effect of strategic leadership on the performance of commercial and financial state corporations in Kenya and found that effective strategic leadership practices were significant to the organizational performance.

Other studies on this subject Musca et al. (2010) suggest that the available strategic leadership studies had not considered expanding these studies into the not-for-profit organization's sector. A number of the studies identified on this subject have mixed results and done in the for-profit organizations. Carter and Greer (2013) opine that stakeholder demands are challenging strategic leaders see that their organizations meet triple bottom-line performance measures. Nonetheless, there is a scarcity of empirical research on how strategic leaders' practices are related to such measures. The study undertook a review of leadership styles and their subsequent effects on organizational performance. Gaps were found in knowledge on the relationships of strategic leadership practices and organizational performance hence suggestion for further research in this field.

Additionally a study by Tyssen et al. (2014) found that leadership behaviors positively influence organizational performance. However, although transformational leadership was found to be more effective than transactional leadership this was not in the context of not-for-profit organizations' performance which left a gap that the current study sought to fill. Similarly, Obiwuru et al. (2011) investigated the effects of leadership style on organizational performance in small scale enterprises in Nigeria using a survey design. The result shew that transactional leadership style had significant positive effect on performance while transformational leadership style had positive but insignificant effect on performance. The focus of this study was not on not-for-profit organizations' performance. Koech and Namusonge (2012) found that correlations between the transformational-leadership factors and organizational

performance were high, whereas correlations between the transactional-leadership behaviors and organizational performance were relatively low. The study found that laissez-faire leadership style was not significantly correlated to organizational performance.

From the reviewed literatures it was clear that most of the studies did not focus on the effect of strategic leadership practices on organizational performance in not-for-profit organizations. The neglect of scholars to extend this concept to the not-for-profit organizations' sector means there has been a gap in knowledge on how applicable strategic leadership and subsequently strategic leadership practices is to the not-for-profit organizations' sector. These scholars left knowledge gaps on the subject of strategic leadership practices in not-for-profit organizational performance which the current study sought to fill. The critique of the literature reviewed and relevant to this study was on the basis of strategic leadership practices in the context of organizational performance in not-for-profit organizations in a developing country like Kenya. This study identified wide knowledge gap in the subject which called this study to fill the knowledge gap.

2.5 Summary

This chapter reviewed relevant literature relating to research general and specific objectives. The study was guided by three theories (Trait Leadership theory, Path-Goal Leadership Theory and Transformational Leadership Theory) which were anchored to the research objectives and therefore, they form the basis of this report. The aim of empirical studies was to review what others researchers have done in the principals' strategic direction, core competence, develop human capital, alignment of school resources to strategic goal and strategic intervention practices on performance of public secondary schools in Koibatek Sub-County, Kenya with aim of critique, presentation of researcher argument and creation of research gaps which the current report will contribute to new knowledge in theory and concept. Up-to-date, there are no researches that have been carried out to the principals' strategic direction, core competence, develop human capital, strategic planning, alignment of school resources to strategic goal and strategic intervention practices on performance of public secondary schools in Koibatek Sub-County, Kenya. Therefore, this current study would fill the identified gaps per the objectives and extent the findings by examining the principals' strategic direction, core competence, development of human capital, alignment of school resources to strategic goal and

strategic intervention practices on performance of public secondary schools in Koibatek Sub-County, Kenya in Koibatek sub-county, Kenya.

The literature reviewed in this study discussed various leadership theories that were related to strategic leadership and organizational performance. The main focus of this chapter was to gain an in- depth understanding of. The reviewed empirical studies have deduced a literature gap that the current study has filled. The gaps identified is inadequate empirical study on the effect of strategic direction practice, core competence practice and human capital practice on performance of public secondary schools in Koibatek Sub-County, Kenya which the current study as statistically analyzed and results and discussions presented in chapter four.

2.6 Conceptual Framework

2.6.1 Conceptual Framework

This is a hypothesized model identifying the concepts or variables under the study and their relationships. It is a scheme of concepts (variables), which the researcher operationalized in order to achieve the set objectives. The purpose of the conceptual model was to help the researcher to relate the proposed relationships.

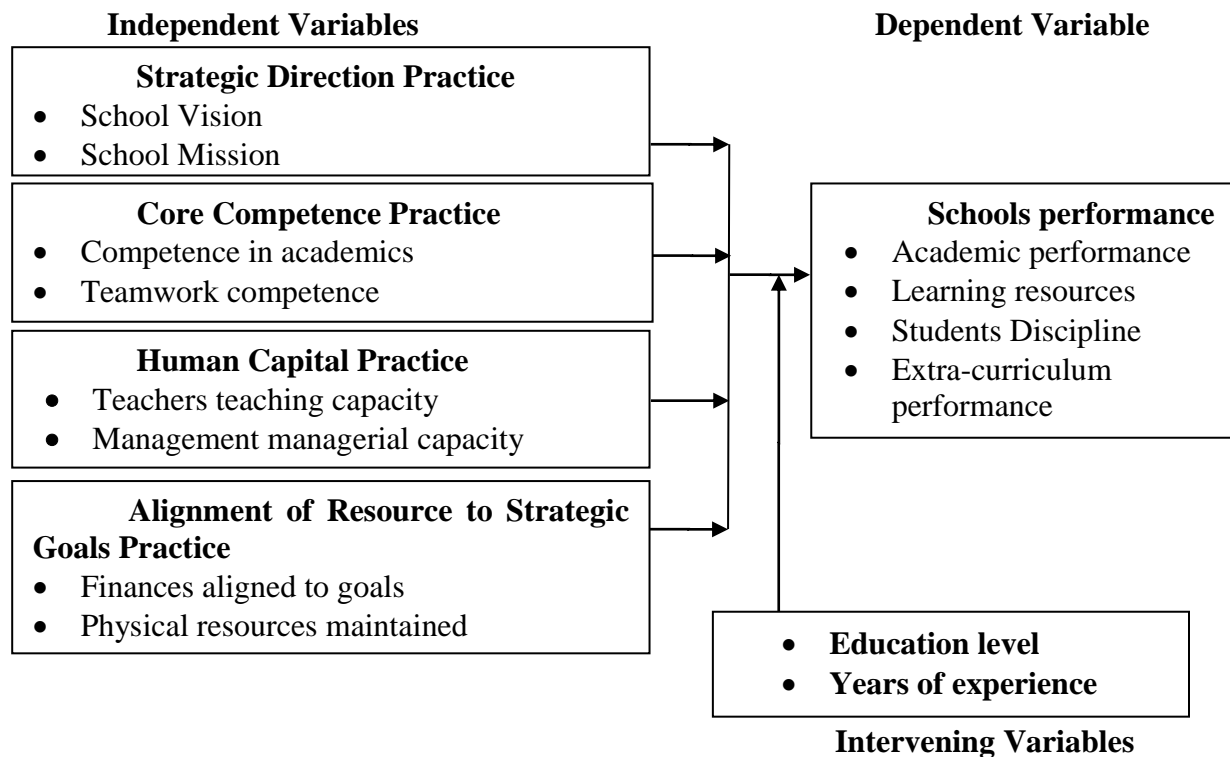


Figure 1: Effect of Strategic leadership practices on performance

The independent variables were; strategic direction, core competence, human capital and alignment of school resources to strategic goal. The dependent variable was the schools performance measured in academic performance and school growth. The intervening variable is principals' qualification and experience. When the public secondary schools principals employ all aspects of strategic leadership (principals' provision of strategic direction, development of core competence, development of human capital and alignment of school resources to strategic goal) then the schools performances would likely improve in terms of better performance at national examinations. When the principals' qualification and experience were introduced, then they can accelerate the influence of their strategic leadership competency and performance and vice versa.

2.6.2 Operationalization of Study Variables

Strategic Leadership

Hitt et al. (2014) defines strategic leadership as the leader's ability to anticipate, envision, and maintain flexibility to empower others to create strategic change as necessary; it involves managing through others. Capon (2008) defines strategic leadership as the ability to influence a group towards the achievement of goals. He further states that good leadership has strategic vision and is persuasive at implementing strategy to achieve tangible results. Lynch (2011) is of the view that strategic leadership typically involves communicating with and listening to those inside the organization with the aim of spreading knowledge, creating and innovating new areas and solutions to problems. It is the process of allocating resources to support the chosen strategies.

The strategic leadership process includes the various management activities that are necessary to put strategy in motion, institute strategic controls that monitor progress, and ultimately achieve organizational goals (Barnat, 2014). Thompson et al. (2014) emphasizes that there can be no doubt that effective organizational leadership and the consistency of a strong organizational culture are two central ingredients in enabling successful execution of a firm's strategies and objectives. Weak leadership can wreck the soundest strategy; forceful execution of even a poor plan can often bring victory.

Strategic Direction

Strategic leadership was seen as a dynamic-energetic process which consists of an interconnected and interdependent set of roles to energize a group toward the realization of goals. Leadership role pertains to the observable way of performing leadership. According to Graetz (2010) and Mattis (2011), one of the roles of leadership involves providing strategic direction. Thompson and Strickland (1999) and Smit (2009) see the challenges of this leadership role as being, firstly, to provide a shared vision of where the organization is heading and what its purpose is (the mission). The second challenge is to set objectives, that is, to convert the strategic vision and directional course into specific performance outcomes for each key area which leaders deem important for success. The third challenge in providing strategic direction is to generate and develop a strategy that will determine how to achieve the objectives. Strategic direction is imperative in identifying a systematic intervention that will provide the most leverage to the organization, as an organization cannot focus on everything all of the time.

According to Hitt et al. (2013), the five critical identifiable actions that characterize strategic leadership that positively contribute to strategy implementation are (1) Determine strategic direction: vision and strategic intent, (2) Effective management of resource portfolio, (3) Sustain effective organization culture, (4) Emphasize ethical practices, and (5) Establish balanced organizational goals. Strategic direction had a significant influence on the implementation of strategy in the commercial banks in Kenya, with all the five subconstructs having a strong correlation with strategy implementation. Having clearly defined and understood vision/mission/strategic intent had the most significant influence on strategy implementation and top management team in the banks also considered the sub-construct as most important. Strategic direction therefore involves developing long-term vision of the firm's intent. A long-term vision typically looks at least five to ten years in future. According to Prokesch (1997) the purpose and vision of an organization aligns the actions of people across the whole organization. A real vision is very active and all the people in the organization understand the vision and live it. It is also filled with drive and energy and people are proud to talk about their organization's purpose and vision.

Core Competence

The leader must also understand the critical interplay between capabilities and value creation, a relationship that goes to the heart of high performance in business organizations (Breen & Nunes, 2006). To create value, each high performing organization develops a formula for doing business - either at the enterprise or business unit level - that successfully translates a big idea regarding customer needs into a unique set of connected business processes and resources that cost-effectively satisfy those needs. Innovation and talent management are also two of the essential capabilities needed for high performance in a business organization. The investment in training and leadership development to enhance innovation and the development of talent has been observed as a crucial strategic focus in high-performing business organizations (Nel & Beudeker, 2009).

Human Capital

According to Nel (2008), human capital is the knowledge and skills of an organization's entire workforce. Strategic leaders are those who view organizational employees as a critical resource on which many core competencies are built and through which competitive advantages are exploited successfully. In the global economy, significant investments will be required for the organization to derive full competitive benefit from its human capital. Some economists argue that these investments are essential to robust long - term growth in modern economies that depend on knowledge, skills, and information. Continual, systematic work on the productivity of knowledge and knowledge workers enhances the organizations ability to perform successfully. Employees appreciate the opportunity to learn continuously and feel greater involvement with their community when encouraged to expand their knowledge base. Developing employees result in a motivated and well educated workforce. The type of workforce that is capable of performing very well (Miller, 1996).

Aligning Resources to Strategic Goal

Strategic alignment is dynamic process of continuous adaptation and change. Kaplan and Norton (2006) defined the alignment process as “...whenever plans are changed at the enterprise or business unit level, executives likely need to realign the organization with the new direction”. They argued that an organization can measure and manage the degree of alignment, and hence

the synergy, being achieved across the enterprise. Organizations that master this process can create competitive advantages that are difficult to dislodge. Strategies must be synchronized to maintain the stated alignment due to an ever changing environment.

Strategic alignment is achieved along several aspects. Financial alignment requires that the organization's pool of monies is re-evaluated ruthlessly to ensure that more (not all) money is spent on the strategic priorities. This includes monies spent on new initiatives, existing initiatives and to run business as usual. People alignment involves skill definition, hiring, training, rewards and incentives are aligned to the strategy. Process alignment is when the organization's business processes, quality definitions and measures are aligned to the strategy. Shareholder alignment requires the Board to sign-off on the strategy as well as be aligned to support the strategy on the ongoing basis, in spite of not having full consensus. Partner alignment touches on the organization's agents and service providers need to understand its strategy and re-orient themselves.

School Performance Measurement

According to Louis et al. (2010) school effectiveness research has pinpointed the leader's role in the turnaround of ineffective or failing schools. Sammons and Bakkum (2011) highlighted strong claims about school leadership according to a major review for the National College of School Leadership such as: (1) school leadership is second only to classroom teaching as an impact on student learning; (2) almost all successful leaders draw on the same repertoire of elementary leadership practices, and (3) the ways in which leaders apply these elementary leadership practices themselves demonstrate responsiveness to, rather than dictation by, the contexts in which they work.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research methodology that the study adopted. It presents various themes including the research design, study population, sampling size and sampling procedures, data collection instruments and analysis of the data collected. The chapter explains how the researcher considered the selection of the sample; how data was collected; how data was analyzed and how the data was validated. It shows how the design was carefully evaluated to ensure that the data collection and analysis techniques defined in the methodology correctly and accurately captured what they are intended to measure. It also portrayed the expected output of the research process.

3.2 Research Design

The study adopted descriptive research design which according to Mugenda and Mugenda (2003), a descriptive research design determines and reports the way things are. Therefore, the research design has the ability to produce information to analyze the strategic leadership's strategic direction practice, core competence practice, human capital practice and alignment of school resources to strategic goal practice on performance of public secondary schools in Koibatek Sub-County, Kenya in Koibatek sub-county, Kenya. Descriptive survey design was employed because it guaranteed breadth of information and accurate descriptive analysis of characteristics of a sample, which was used to make inferences about population (Orodho, 2002). The design is useful when a researcher wants to collect data on phenomena that cannot be observed directly. Its advantage is that, it allows collection of large amounts of data from a sizeable population in a highly effective, easily and in an economical way, often using questionnaires. The design also ensures minimization of bias and maximization of reliability because of its rigidity and focuses on the objectives of the study.

3.3 Location of the Study

The study was conducted in Koibatek Sub-County which is one of the Sub-Counties in Baringo County with the following administrative Wards; Koibatek, Lembus-Perkerra, Ravine, Lembus Kwen and Mosop. The Sub-County covers approximately 1,049.10 square

kilometres with a population of 130,000 persons. The Sub-County has total of 65 schools, 15 of which are primary schools and 35 secondary schools, of which 30 secondary schools are public schools. The KCSE Mean grade for 2017 examination was 3.12 compared to National Mean (Koibatek Sub-County KCSE Results, 2018). The choice of Koibatek as the location of the study is informed by the poor performance in the KCSE Examinations. The study investigated whether the poor performance is related to strategic leadership practices by the principals of the schools.

3.4 Population of the Study

There are a total of 35 public secondary schools in Koibatek Sub-County. The study took a census of the 35 principals of secondary schools in Koibatek Sub-County to establish effect of strategic leadership practices on performance of public secondary schools in Koibatek Sub-County, Baringo County, Kenya.

3.5 Sampling Procedure and Sample Size

The study took a census of the 35 principals in public secondary schools in the Sub-County. Although the principals come from different categories of schools with different resources, the study was based on the principals strategic leadership abilities which are based on implementation schools strategic plans that all the schools are mandated by the Ministry of Education to develop and implement.

3.6 Data Collection Tool

The study employed questionnaire as the main data collection tool. Primary data was collected by use of structured questionnaires. Questionnaires had both structured and unstructured questions to enable collection of standardized responses, while alongside providing respondents the opportunity to respond without restrictions. The questionnaires also facilitate easier coding and analysis of data collected (Kothari, 2004). The closed ended questions ensured that the respondents are restricted to certain categories in their responses for easy data collection, analysis and interpretation. The study adopted a five-point Likert scale to answer the items in the questionnaire, with 5 denoting strongly Agree, 4- Agree, 3-Undecided, 2-Disagree and 1 denoting strongly disagree. This allowed the collection of ordinal measure data from the respondents. The questionnaire was divided into 3 parts; the first section sought to collect data on

demographic data of the target population, section II on strategic direction, school core competence, human capital, alignment of school resources to strategic goal and strategic intervention, and lastly Section III on Schools performance.

3.7 Data Collection Procedure

The researcher obtained an official letter from Egerton University to allow him apply for research permit from the National Commission for Science, Technology and Innovation (NACOSTI). After obtaining the permit, the researcher requested NACOSTI to give him an introductory letter/s to the authorities of Koibatek Sub-County. The researcher trained and hired the services of three research assistants to collect data from the public secondary schools. The researcher led the data collection process by supervising the data collection activities carried out by the research assistants. At the end of every day's activities, the researcher had telephone conversations for purposes of backstopping in order to increase the quality of the data collected. The researcher used drop and pick data collection procedure. The questionnaires was dropped and picked after being filled by the manager.

3.8 Pilot Study

Before the actual study, the main instrument for data collection, was subjected to a pilot-test to ensure that it was manageable, relevant and effective. A Pilot study was conducted in the month of July 2018 targeting the principals of public school in Koibatek Sub-County, Kenya, to detect weaknesses in design and instrumentation in a research Study and to provide proxy data for selection (Cooper & Schindler, 2013). Mugenda and Mugenda (2009) states that the number of cases (or sample size) for a pilot study may range between 1% and 10% of the sample size. Similarly, Kothari (2009) and Sekaran (2006) recommend a 1% sample size for a pilot study. In view of these suggestions, the current study used 16 respondents for the pilot test. This sample size of the pilot test is 5% and according to the recommendations of Mugenda and Mugenda (2009) is within the recommended range and thus sufficient.

The study therefore employed test-retest reliability test for the data collection instruments. Test-retest reliability is the degree to which test scores remain unchanged when measuring a stable individual characteristic on different occasions. Test-retest reliability measures the stability of the scores of a stable construct obtained from the same person on two or

more separate occasions. Reliability concerns the degree to which scores can be distinguished from each other, despite measurement error. In the case of test-retest assessment, *intraindividual* response variability is used to estimate measurement error (Hays et al., 1993). The pilot study questionnaires were mailed to the respondents using Google form as this method was fast and reliable. The data from the pilot study was analyzed and used to improve the questionnaire. The following elements were considered in improving the questionnaire, comprehension, relevance, interpretability, and usefulness in view of the study objectives. The pilot study data was also used to draw conclusions on the design and content of the instruments. The results of the pilot study are reported in Table 3.1.

Table 1
Pilot test Results

Cronbach's Alpha	N of Items	No.
.870	56	16

The pilot study respondents were given 56 items in the questionnaire touching on various aspects of strategic leadership and schools performance. The pilot yielded Cronbach's Alpha of 0.870 which is within the threshold rang of $\alpha = 0.7 \leq 0.9$ (Kothari, 2009).

3.9 Data Analysis

Descriptive and inferential statistics was used to analyze quantitative data after appropriate data coding. Descriptive statistics describe patterns and general trends in a data set. Descriptive statistics was used to examine one variable at a time. Descriptive statistics used included frequencies, percentages and mean. Inferential statistics was used to test the associations and relationships between the independent variable (strategic leadership practices) and the dependent variable (secondary school performance). The relationship between level of the independent and dependent variables was measured using Pearson Correlation and regression analysis. This informed whether the independent variables significantly matters on the application of strategic leadership on performance of public secondary schools. Linearity was tested by use of ANOVA test of linearity which computes both the linear and nonlinear components of a pair of variables whereby nonlinearity is significant if the F significance value

for the nonlinear component is greater than 0.05 (Zhang et al., 2011). The following regression model was used for quantitative procedures examining the relationship between independent and dependent variables;

$$y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

Y = School performance

α = constant

β_1, \dots, β_6 = Regression Coefficients

X_1 = strategic direction

X_2 = school core competence

X_3 = human capital

X_4 = alignment of school resources to strategic goal

ε = the error of prediction.

The moderating effect of principals' level of education on the relationship between strategic leadership practice and school performance was tested by the model below.

$$Y = \beta_0 + \beta_i X_i + \beta_j M + \varepsilon \dots\dots\dots (2)$$

Where

Y = School performance

M = principals' level of education

X_i = independent variables – the 4 strategic leadership practices

β_i = coefficients

These analyses was done using SPSS version 20 and the quantities data was presented in terms of tables and charts.

Table 2*Summary of Objectives and Hypotheses*

Objective	Hypotheses	IV - Indicators	DV- Indicators	Level of Analysis
Effect of strategic direction on performance of public secondary schools	HO ₁ : The strategic direction does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya	School Vision School Mission	Academic performance School growth	Mean Standard Deviation Simple Linear Regression
Effect of core competence on performance of public secondary schools	HO ₂ : The core competence does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya	Competence in academics Competence in discipline	Academic performance School growth	Mean Standard Deviation Simple Linear Regression
Effect of human capital on performance of public secondary schools	HO ₃ : The human capital does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya	Teachers teaching capacity Management managerial capacity	Academic performance School growth	Mean Standard Deviation Simple Linear Regression

Table 2: Continued

Objective	Hypotheses	IV - Indicators	DV- Indicators	Level of Analysis
Effect of alignment of school resources to strategic goal on performance secondary schools	HO ₄ : The resource alignment to strategic goals does not significantly influence the performance of public secondary	Resource and Goal Mapping Resource Monitoring	Academic performance School growth	Mean Standard Deviation Simple Linear Regression
Effect of Level of Education on the Relationship between Strategic Leadership Practice and Performance	HO ₅ : Principals' Level of Education has no moderating effect on the relationship between strategic leadership and performance	Effect of the level of education	Level of education The number of years of experience	Mean Standard Deviation Simple Linear Regression

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The chapter presents the results of the analysis of the effect of strategic leadership on performance of public secondary schools in Koibatek sub-county, Kenya in relation to each objective and hypothesis. The field research was conducted between October and November 2018 and quantitative data collected from principals on specific areas of the study. First, the general characteristics of the respondents are presented followed by the objectives and hypotheses, and finally a summary of the results. The results on each hypothesis are presented, discussed and then the hypothesis either rejected or accepted.

4.2 Response Rate and Demographic Characteristics of Respondents

4.2.1 Response Rate

This section presents the instruments return rate. One set of instruments were sent to the respondents for the purpose of data collection; questionnaire for the principals which analyzed effect of principals' strategic leadership practices on performance of public secondary schools. According to the sample size, 35 questionnaires were distributed to the principals of public secondary schools in Koibatek sub-county, Kenya. The researcher managed to collect back all the 35 questionnaires representing 100% return rate. The return rate is supported by Mugenda and Mugenda (2003) who posit that a response rate of 70% and above is excellent, therefore, a response rate of 100% was adequate to answer the set objectives.

4.2.2 Demographic Characteristics of Respondents

The study in its design proposed the analysis of the following demographic characteristics; respondents age bracket, gender, working experience and level of education. In this section, the study used frequency table to present the demographic characteristics of the respondents.

Table 3

Respondents Age Bracket

Age Bracket	Frequency	Percent
38-47 years	11	31
48-57 years	24	69
Total	35	100.0

Table 3 presents the results of the respondents' age bracket. The study established that majority of respondents 69% had age bracket between 48-57 years compared to 31% whose ages were 38-47 years.

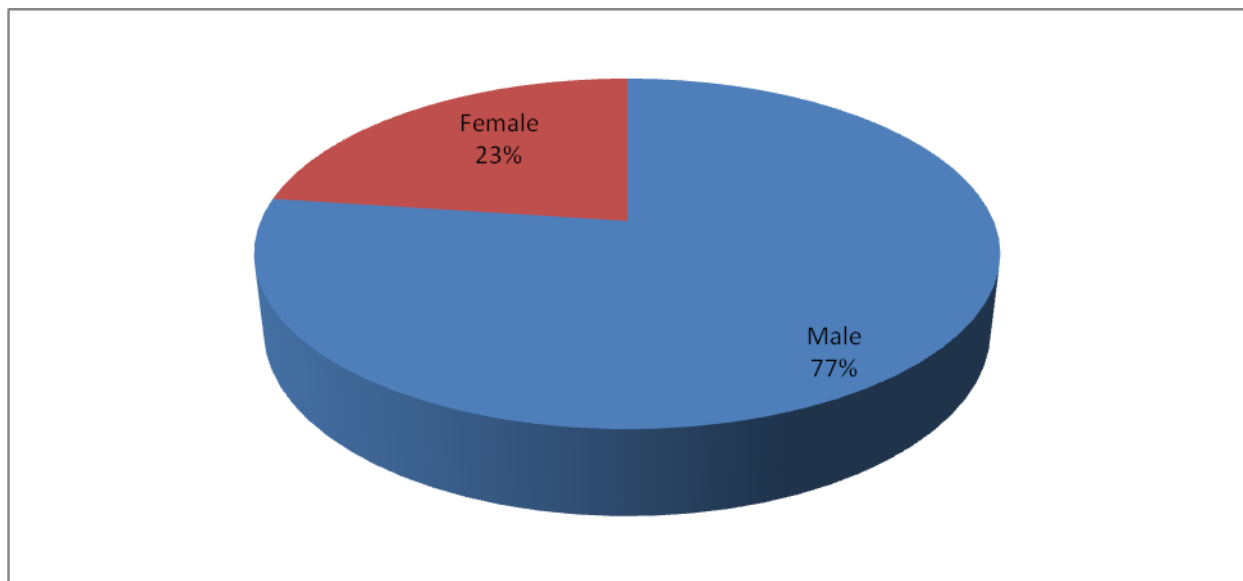


Figure 2: Respondents Gender Parity

Figure 2 presents gender parity of the respondent. Majority of respondents 77% were male compared to 23% who were female. This finding indicated that public secondary schools in Koibatek Sub-County have not fulfilled the 30% gender representation recommended by the Kenya Constitution 2010. The mean work experience is of the respondents 24 years which is more than half of civil servant work experience assuming that they get to teaching profession at the age of 22 years after qualifying as teachers.

Table 4

Level of Education

Level	Frequency	Percent
Degree	24	69
Masters	11	31
Total	35	100

The results presented in Table 4 reveals that majority of respondents 69% had degree level of education compared to 31% who had masters level of education. This finding indicated that principals in public secondary schools in Koibatek Sub-County were qualified.

4.3 Descriptive Statistics of Principals’ Awareness and Application of Strategic Leadership

This section presents results of the descriptive statistics of the Principals’ awareness and application Strategic Leadership including; awareness of Strategic Leadership and application of Strategic Leadership in public secondary schools.

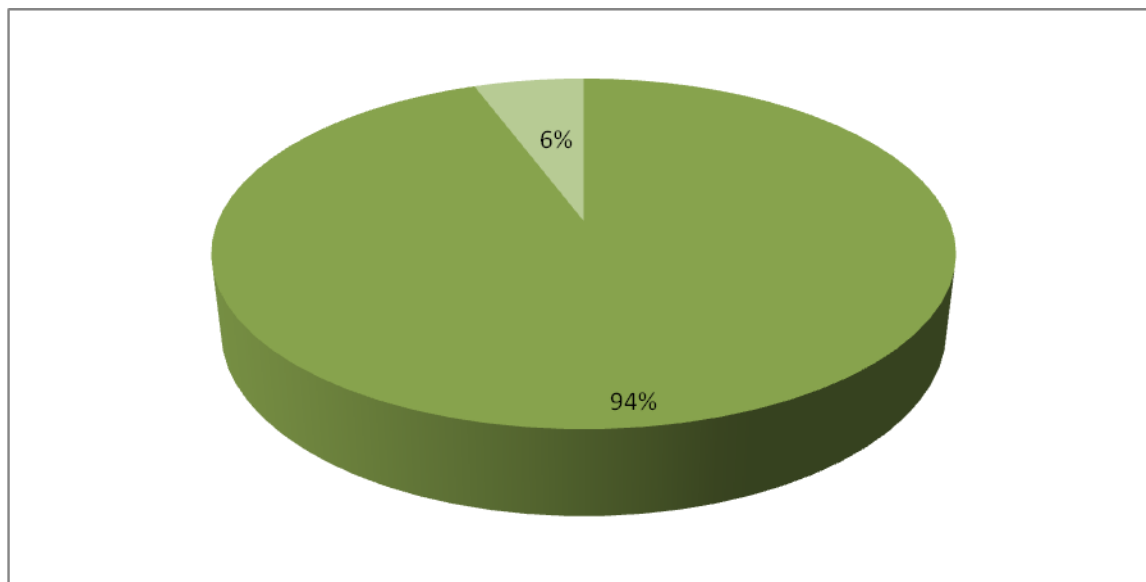


Figure 3: Awareness of Strategic Leadership

Figure 3 presents respondents response on their awareness of strategic leadership. The study established that majority of respondents 94% were aware of strategic leadership compared to 6% who were not aware.

Table 5

Awareness of the Elements of Strategic Leadership

Element	Yes (%)	No (%)	Total (%)
Strategic direction	69	31	100
Core competence	66	34	100
Human capital	80	20	100
Resource alignment	80	20	100

In order to answer the questions whose results are presented on Table 4.5, the respondents were meant to tick their choices if they were aware of the elements of strategic leadership practice on data collection instrument, a blank choice meant not aware whereas tick meant they were aware. The study established that majority of the respondents 69% were aware of strategic direction element of strategic leadership compared to 31% who were not aware. Findings on awareness of core competence reveal that majority of respondents 66% were aware of core competence element compared to 34% who were not aware. Further findings on human capital and aligning resources to goals awareness established that majority of respondent 80% of respondents were aware of human capital and aligning resources to goals elements compared to 20% who were not aware respectively. This finding indicated that the principals in Koibatek Sub-County were aware of strategic direction, core competence, human capital and aligning resources to goals elements of strategic leadership in public secondary schools (See Table 5).

Table 6***Application of Strategic Leadership in Public Secondary School***

Element	Yes (%)	No (%)	Total (%)
Strategic direction	61	39	100
Core competence	57	43	100
Human capital	62	38	100
Resource alignment	66	34	100

Table 6 presents results of respondents view on application of strategic leadership in public secondary school. Once more, in order to answer the questions whose results are presented on Table 4.6, the respondents were meant to tick their choices if the elements of strategic leadership practice were applicable or not. A blank choice meant not the element(s) were not applicable whereas tick meant they were applicable. Results revealed that majority of respondents 61% observed that they applied strategic direction as an element of strategic leadership in their schools compared to 39% who did not apply the element. Further findings on core competence reveal that just slightly above half of the respondents 57% observed that they applied core competence element of strategic leadership in their schools compared to 43% who did not apply the element. Findings on human capital reveal that majority of respondents 62% observed that they applied human capital element of strategic leadership in their schools compared to 38% who did not apply the element. Last, findings on aligning resources to goals established that majority of respondents 66% observed that they applied aligning resources to goals compared to 34% who did not apply the element.

The finding indicated that there was difference in the principals' awareness of strategic leadership compared to practice, with more principals aware of strategic leadership elements whereas the level of application of these elements was below the level of awareness. This was evident with aggregated level of awareness of the elements was 73% of the respondents whereas level of application was 62%. All the principals were convinced that the application of the specific elements of strategic leadership will affect public secondary school performance.

4.4 Descriptive Statistics of Strategic Leadership Practices

This section presents practice of the following elements of strategic leadership; strategic direction practices, core competence practices, human capital practices and alignment of school resources practices.

4.4.1 Strategic direction practices

The first objective of the study was to establish the effect of strategic direction on performance of public secondary schools in Koibatek Sub-County, Kenya. The analyzed variables included; schools have a long term vision, the school having functioning mission statement, the school having strategic objectives, principal understands the environment we operate in and that schools have functioning strategic plan in place.

Table 7

Strategic Direction Practices

	SA	A	NS	D	SD
Strategic direction elements	(%)	(%)	(%)	(%)	(%)
Long term vision	54	40	-	6	-
Mission statement	54	40	-	6	-
Strategic objectives	29	57	9	5	-
Operative environment	34	51	9	-	6
Strategic plan	6	71	11	6	6

Table 7 presents results of respondents' level of agreement on strategic direction practices by the principals in Koibatek Sub-County. Findings on the schools having a long term vision and mission statement established that majority of respondents 94% agreed that their schools had a long term vision and functioning mission statement as strategic direction practices compared to 6% who disagreed. Further findings on strategic objective established that majority of respondents 86% agreed that the school had strategic objectives as strategic direction practices compared to 14% who did not have. Findings on operative environment established that majority of respondents 85% agreed that the principal understood the environment we operate in compared to 15% who did not understand. Last, findings on strategic plan reveals that majority

of respondents 77% agreed that the school had a functioning strategic plan in place compared to 12% who did not have and 11% who were not sure.

The finding revealed that the principals in Koibatek Sub-County practiced strategic direction element of strategic leadership which was evident by; schools had a long term vision and functioning mission statement, the school had strategic objectives, the principal understood the environment we operate in and the school had a functioning strategic plan in place as variables within the elements of strategic direction of strategic leadership.

4.4.2 Core Competence Practices

The second objective of the study was to assess the effect of core competence on performance of public secondary schools in Koibatek Sub-County, Kenya. The variables analyzed under core competence include; leverage of competencies across all school departments, teamwork competence, quality and cost management competence, forward looking and anticipation competence, effective communication and motivational competence.

Table 8

Core Competence Practices

	SA	A	NS	D	SD
Core competence	(%)	(%)	(%)	(%)	(%)
Leveraged competence	17	46	17	14	6
Teamwork competence	71	23	0	6	0
Cost management competence	51	40	3	0	6
Forward looking	17	66	7	2	8
Effective communication	31	54	8	0	7
Motivational competence	6	66	14	8	6

The study established that majority of respondents 63% agreed that there is leverage of competencies across all school departments in the public secondary schools in Koibatek Sub-County compared to 20% who disagreed and 17% who were not sure. Further findings on teamwork competence indicated that majority of respondents 94% agreed that the principals were known for teamwork competence compared to 6% who disagreed. Findings concerning cost management competence reveal that majority of respondents 91% agreed that the principals were

known for quality and cost management competence compared to 6% who agreed and 3% who were not sure. Findings on being forward looking established that majority of respondents 83% agreed that the principals were known for forward looking and anticipation competence compared to 10% who disagreed and 7% who were not sure. Concerning effective communication, the study established that majority of respondents 85% agreed that the principal were known for effective communication compared to 8% who were not sure and 7% who disagreed. Last, findings on motivational competence revealed that majority of respondents 72% agreed that the principal had a motivational competence compared to 14% who disagreed and were not sure respectively (See Table 8).

This finding indicated that as far as core competence was concern, the principals of public secondary schools in Koibatek Sub-County practiced core competence as one of the elements of strategic leadership. This was evident by; leverage of competencies across all school departments, teamwork competence, quality and cost management competence, forward looking and anticipation competence, effective communication and motivational competence.

4.4.3 Human Capital Practice

The third objective of the study was to examine the effect of human capital on performance of public secondary schools in Koibatek Sub-County, Kenya. The variables analyzed under human capital included; the schools had highly qualified staff, Sub-ordinate staff were hired on merit, teachers were continuously trained to be examiners, the principals organize for in house training for sub-ordinate staff, The staff training was pegged on school goals and that the school evaluated training for purposes of continuous improvement.

Table 9

Human Capital Practice

	SA	A	NS	D	SD
Human capital elements	(%)	(%)	(%)	(%)	(%)
Qualified staff	17	26	20	31	6
Hiring on merit	14	43	6	29	8
Examiners	51	-	11	38	-
In-house training	11	49	9	31	-
Training pegged on goals	23	49	28	-	-
Training evaluation	23	43	29	6	-

Table 9 presents the results of human capital practice by the principals in Koibatek Sub-County. The study established that less than half of respondents 43% agreed that the schools had highly qualified staff compared to 37% who disagreed and 20% who was not sure. Findings on hiring on merit established that slightly more half of respondents 57% agreed that Sub-ordinate staff were hired on merit compared to 37% who disagreed and 6% who were not sure. Concerning examiners, the study established that slightly more than half of respondents 57% agreed that teachers were continuously trained to be examiners compared 38% who disagreed and 11% who were not sure. Further findings on in-house training established that majority of respondents 60% agreed that the principals organize for in house training for sub-ordinate staff compared to 31% who disagreed and 9% who were not sure. Findings concern training pegged on goals established that majority of respondents 72% agreed that the staff training was pegged on school goals compared to 28% who were not sure. Last, findings on training evaluation established the majority of respondents 66% agreed that the school evaluated training for purposes of continuous improvement compared to 29% who were not sure and 6% who were undecided.

This finding indicated that apart from absence of adequate teaching staff in public secondary schools in Koibatek Sub-County, the principals managed human capital in the schools evident from other variables the school Sub-ordinate staff were hired on merit, teachers were continuously trained to be examiners, the principals organize for in-house training for sub-ordinate staff, the staff training was pegged on school goals and that the school evaluated training for purposes of continuous improvement.

4.4.4 Alignment of Resources to Goals Competence

The fourth objective of the study was to assess the effect of alignment of school resources to strategic goal on performance of public secondary schools in Koibatek Sub-County, Kenya. The variables analyzed include; Teachers and school employees were motivated employees and work towards school's goal, all school finances were aligned to school goals, all physical resources were well maintained and managed and also aligned to school goals, technological resources were continuously improved and are aligned to school goals, new technologies came with new training needs which was executed and also aligned to school goals and there was leverage of competencies across all our businesses.

Table 10***Alignment of Resources to Goals Competence***

	SA	A	NS	D	SD
Alignment Competence	(%)	(%)	(%)	(%)	(%)
Motivated employees	11	83	-	-	6
Finances aligned to goals	6	60	17	17	-
Physical resources maintained	9	69	9	-	13
Technological resourced improved	17	60	9	9	5
Training needs	6	69	11	-	14
Leverage of competencies	14	49	3	31	3

Table 10 presents results of alignment of resources to goals competence. The study established that majority of respondents 94% agreed that teachers and school employees were motivated employees and work towards school's goal compared to 6% who disagreed. Findings on financial alignment to goals established that majority of respondents 66% agreed that all school finances were aligned to school goals compared to 17% who disagreed and were not sure respectively. Further findings on physical resources maintenance established that majority of respondents 78% all physical resources were well maintained and managed and also aligned to school goals compared to 13% who disagreed and 9% who were not sure. Concerning Technological resourced improved, the study established that majority of respondents 77% agreed that technological resources were continuously improved and are aligned to school goals compared to 14% who disagreed and 9% who were not sure. Findings on training needs established that majority of respondents 75% agreed that new technologies came with new training needs which was executed and also aligned to school goals compared to 14% who disagreed and 11% who were not sure. Last, findings on leverage on competences established that majority of respondents 63% agreed that there was leverage of competencies across all our businesses compared to 34% who disagreed and 3% who were not sure.

This finding indicated that the principals in public secondary schools in Koibatek Sub-County practiced alignment of school resources to strategic goal. This was evident by respondents agreement on the following variables on alignment of school resources to strategic goal; Teachers and school employees were motivated employees and work towards school's

goal, all school finances were aligned to school goals, all physical resources were well maintained and managed and also aligned to school goals, technological resources were continuously improved and were aligned to school goals, new technologies came with new training needs which was executed and also aligned to school goals and there was leverage of competencies across all our businesses.

4.5 Descriptive Statistics of Performance of Public Secondary Schools

This section presents descriptive statistics of performance of public secondary schools. Performance indicators analyzed included; academic, school resources, students discipline and performance in extra-curriculum activities.

4.5.1 Academic Performance Indicators

The variables analyzed under academic performance included; Teachers finished syllabus on time due to strategic leadership, teachers attended all lessons as required due to Balance Score Card Strategy, students had enough time to revise for KCSE due to Balance Score Card Strategy, the school provided all the equipment required by students to prepare for KCSE due to Balance Score Card Strategy, the school continuously improved on KCSE performance due to Balance Score Card Strategy and that other schools bench mark with our school on application Balance Score Card Strategy.

Table 11

Academic Performance Indicators

	SA	A	NS	D	SD
Academic performance indicators	(%)	(%)	(%)	(%)	(%)
Finished syllabus	54	-	23	-	23
Teachers attend all lessons	26	40	0	28	6
Enough time for revision	29	46	14	11	-
Equipment for KCSE	26	49	17	-	8
Improved KCSE performance	23	37	9	25	6
Benchmarking	23	20	6	31	20

Table 11 presents results of academic performance indicators in public secondary schools in Koibatek Sub-County. The study established that about half of respondents 54% agreed that Teachers finished syllabus on time due to Balance Score Card Strategy compared to 46% who disagreed. Concerning teachers attending lessons, the study established that majority of respondents 66% agreed that teachers attended all lessons as required due to strategic leadership compared to 34% who disagreed. Findings on revision time established that majority of respondents 75% agreed that students had enough time to revise for KCSE and the school provided all the equipment required by students to prepare for KCSE due to due to strategic leadership compared to 14% who were not sure and 11% who disagreed respectively. Last, findings on benchmarking established that about half of respondents 51% disagreed that other schools bench mark with our school on application strategic leadership compared to 43% who agreed and 6% who were not sure.

These findings indicated that apart from other schools bench mark with school in the Sub-County on application strategic leadership which performed poorly, other academic indicators were well performed evident by; teachers finished syllabus on time due to strategic leadership, teachers attended all lessons as required due to Balance Score Card Strategy, students had enough time to revise for KCSE due to Balance Score Card Strategy, the school provided all the equipment required by students to prepare for KCSE due to Balance Score Card Strategy, the school continuously improved on KCSE performance due to Balance Score Card Strategy.

4.5.2 School Resource performance indicators

The analyzed variable under school resource performance indicators include; the schools have built new classroom due to principals strategic leadership, the schools have acquired new bus due to principals strategic leadership over a few years, the schools have built new laboratories due to principals strategic leadership over a few years, the schools have built new library due to principals strategic leadership over a few years, the schools have bought textbooks and revision materials due to principals strategic leadership over a few years and the schools have sunk borehole due to principals strategic leadership over a few years.

Table 12***School Resource performance indicators***

	SA	A	NS	D	SD
Resource performance indicators	(%)	(%)	(%)	(%)	(%)
New classrooms	43	26	8	14	9
New school bus	31	20	-	17	32
New labs	26	26	-	48	-
New library	37	17	-	20	26
Texts and revision books	43	26	-	9	22
Sunk borehole	23	26	9	11	31

Findings on new classroom reveals that majority of respondents 65% agreed the schools have built new classroom due to principals' strategic leadership over a few years compared to 23% who disagreed and 8% who were not sure. Concerning new school bus, the study established that about half of respondents 51% agreed that the schools have acquired new bus due to principals' strategic leadership over a few years compared to 39% who disagreed. Further findings on new labs reveals that about half of respondents 52% agreed that the schools have built new laboratories due to principals' strategic leadership over a few years compared to 48% who disagreed. Findings on new school libraries established that about half of respondents 54% agreed that the schools have built new library due to principals' strategic leadership over a few years compared to 46% who disagreed. Further findings on text and revision books reveal that majority of respondents 69% agreed that the schools have bought textbooks and revision materials due to principals' strategic leadership over a few years compared to 31% who disagreed. Finally, findings on sunk boreholes reveals that less than half of the respondents 49% agreed that the schools have sunk borehole due to principals strategic leadership over a few years compared to 42% who disagreed and 9% who were not sure (See Table 12).

The findings indicated that apart from building new classrooms and purchase of text and revision books in the recent past, the school either performed averagely or below average on the following resource performance indicators; the schools have acquired new bus due to principals strategic leadership over a few years, the schools have built new laboratories due to principals strategic leadership over a few years, the schools have built new library due to principals

strategic leadership over a few years and the schools have sunk borehole due to principals strategic leadership over a few years.

4.5.3 *Students Discipline Performance Indicators*

This section presents the findings on schools discipline indicators with the following variables analyzed; students are well disciplined, there are very few strikes, there are very few expulsion due to indiscipline, our students are praised by community for being disciplined, there are very few cases of students fighting and there are very few theft due to discipline standards.

Table 13

Students Discipline Performance Indicators

	SA	A	NS	D	SD
Resource performance indicators	(%)	(%)	(%)	(%)	(%)
Well discipline	26	28	5	11	30
Few strikes	51	26	0	23	0
Few expulsions	43	40	11	0	6
Students praised	20	60	11	0	9
Few cases of fighting	23	54	9	0	14
Few theft cases	29	37	14	14	6

Findings on well disciplined students established that about half of respondents 54% agreed that the students were well disciplined compared to 41% who agreed and 5% who not sure. Further findings on few strikes established that majority of respondents 77% agreed that that there were very few strikes in the schools and that there were very few cases of students fighting compared to 23% who disagreed respectively. Concerning few expulsions established that majority of respondents 83% agreed that the schools experienced very few expulsions due to indiscipline compared to 11% who were not sure and 6% who disagreed. Findings on students praised reveal that majority of respondents 80% agreed that the students are praised by community for being disciplined compared to 20% who disagreed. Findings on cases of theft reveals that majority of respondents 66% agreed that there were very few theft due to discipline standards compared to 20% who disagreed and 14% who were not sure (See Table 13).

The findings indicated that apart from few cases of fighting where just about half of the respondents agreed on, public secondary schools in Koibatek Sub-County performed well on students' discipline. This was evident by the following cases; students were well disciplined, there were very few strikes, there were very few expulsion due to indiscipline, students were praised by community for being disciplined and that there were very few theft due to discipline standards.

4.5.4 Performance in Extra-Curriculum Activities

This section presents the results of performance of extra-curriculum activities by public secondary schools in Koibatek Sub-County. The variables under performance of extra-curriculum activities included; schools are known for performance in extra-curriculum activities, schools are highly rated in the County in ball games, schools are star in the county in athletics, schools are star in drama performance in the County, schools are star in Science talks in the County and that schools are star in music performance in the County.

Table 14

Extra-curriculum activities performance

	SA	A	NS	D	SD
	(%)	(%)	(%)	(%)	(%)
Extra-curriculum activities performance	43	51	0	0	6
Ball games	9	43	9	23	16
Athletics	37	0	14	31	18
Drama	9	9	0	42	40
Science talks	9	23	8	37	23
Music	14	29	0	20	27

Table 14 presents results of schools extra-curriculum activities performance. The findings reveal that majority of respondents 94% agreed that schools are known for performance in extra-curriculum activities compared to 6% who disagreed. Concerning ball games, the study established that about half of respondents 52% agreed that schools are star in the County in ball games compared to 37% who disagreed and 9% who were not sure. Findings on athletics reveal that about half of respondents 49% disagreed that schools are star in the county in athletics

compared to 37% who agreed and 14% who were not sure. Further findings on drama established that majority of respondents 82% disagreed that schools are star in drama performance in the County compared to 18% who agreed. Findings on science talk reveals that majority of respondents 60% disagreed that schools are star in Science talks in the County compared to 32% who agreed and 8% who were not sure. Last, findings on music established that about half of the respondents 47% disagreed that schools are star in music performance in the County.

These finding reveals that apart from performance in extra-curriculum activities which was well performed, public secondary schools in Koibatek Sub-County performed poorly in the following activities; schools are known for performance in extra-curriculum activities, schools are star in the County in ball games, schools are star in the county in athletics, schools are star in drama performance in the County, schools are star in Science talks in the County and that schools are star in music performance in the County.

4.6 Test of Multivariate Assumption

Before conducting inferential analysis, diagnostic test was performed. Normality is the assumption that each variable and all linear combinations of the variables are normally distributed though normality of the variables is not always required for analysis. Normality of variables can be assessed by statistical or graphical methods. The values of skewness and kurtosis to an extent can be used to assess normality. Skewness has to do with the symmetry of the distribution; a skewed variable is a variable whose mean is not in the center of the distribution while Kurtosis has to do with the peakedness (Barbara & Linda, 2007). This was done using normality test by use of Shapiro-Wilk test, Auto-correlation by use Durbin Watson, Multi Collinearity test by use VIF & Tolerance.

Table 15

Levene Data Normality Test

Variables	Levene			
	Statistic	df1	df2	Sig.
Strategic direction	1.554	11	67	.133
Core competence	3.670	11	67	.419
Human capital	4.756	11	67	.232
Alignment to goals	1.923	11	67	.516

The Levene's F Test for Equality of Variances is the most commonly used statistic to test the assumption of homogeneity of variance. The Levene's test uses the level of significance set a *priori* for the t test analysis (e.g., $\alpha = .05$) to test the assumption of homogeneity of variance. The F value for Levene's test was highest at collaboration strategy 2.073 and lowest at QMS 1.554 with a Significance (p) value of 0.133 and $p=0.345$ respectively ($p > .05$). Because the Sig. value is greater than alpha of .05 ($p > .05$), there was evidence that the assumption of homogeneity of variance was met and therefore passed the normality test (See Table 15).

Table 16

Shapiro-Wilk Test

Strategic leadership	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Strategic direction	.293	9	.025	.875	9	.139
Core competence	.296	7	.063	.840	7	.099
Human capital	.193	10	.200	.902	10	.228
Alignment to goals	.547	12	.075	.715	11	.097

Table 4.16 presents the results from the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The Shapiro-Wilk Test is more appropriate for small sample sizes (< 50 samples), but can also handle sample sizes as large as 2000. Since the sample size for the study was less than 2000, the Shapiro-Wilk test was appropriate. The dependent variable for this test was performance of public secondary schools whereas the independent variables were; strategic direction, core competence, human capital and alignment of resources to goals. Since Shapiro-Wilk Test was greater than 0.05, then the data used in the study was normal. Also, the distribution of the scores doesn't deviate from normality to a very big extent as shown in the normal Q plots below;

According to Loy and Hoffman (2014), a quantile-quantile (Q –Q) plot must be rendered to support the findings of Shapiro_Wilk test because the latter test might not indicate the features of the distribution that are not normal. A Q-Q plot is a scatterplot created by plotting one set of a standard normal quantile against one another observed quartile. If both quartiles come from the same norma distribution, the points should form a roughly straight line. Figure 4.1 shows that the values were distributed along the expected normal curve indicating normality in the unstandardized residuals.

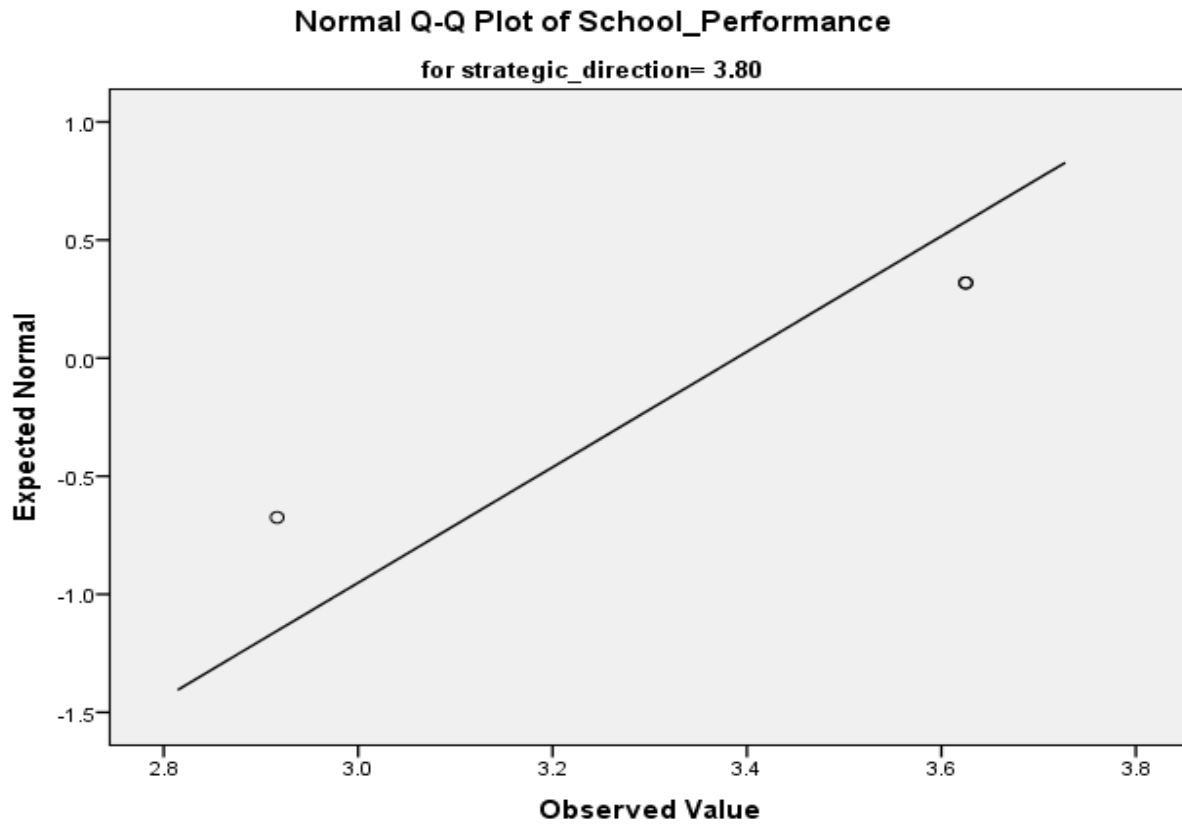


Figure 4: *Normal Q-Q Plot of School Performance*

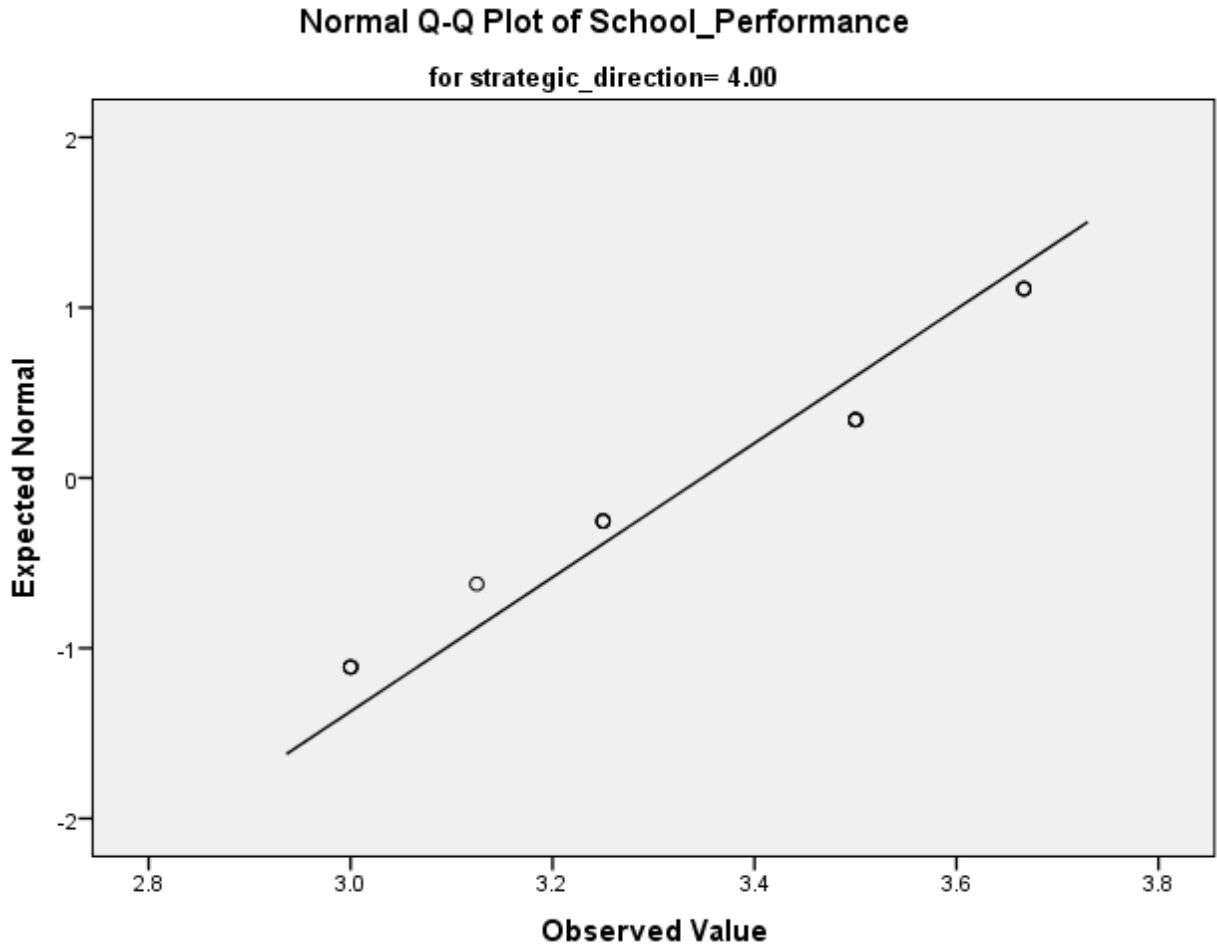


Figure 4: *Normal Q-Q Plot of strategic direction*

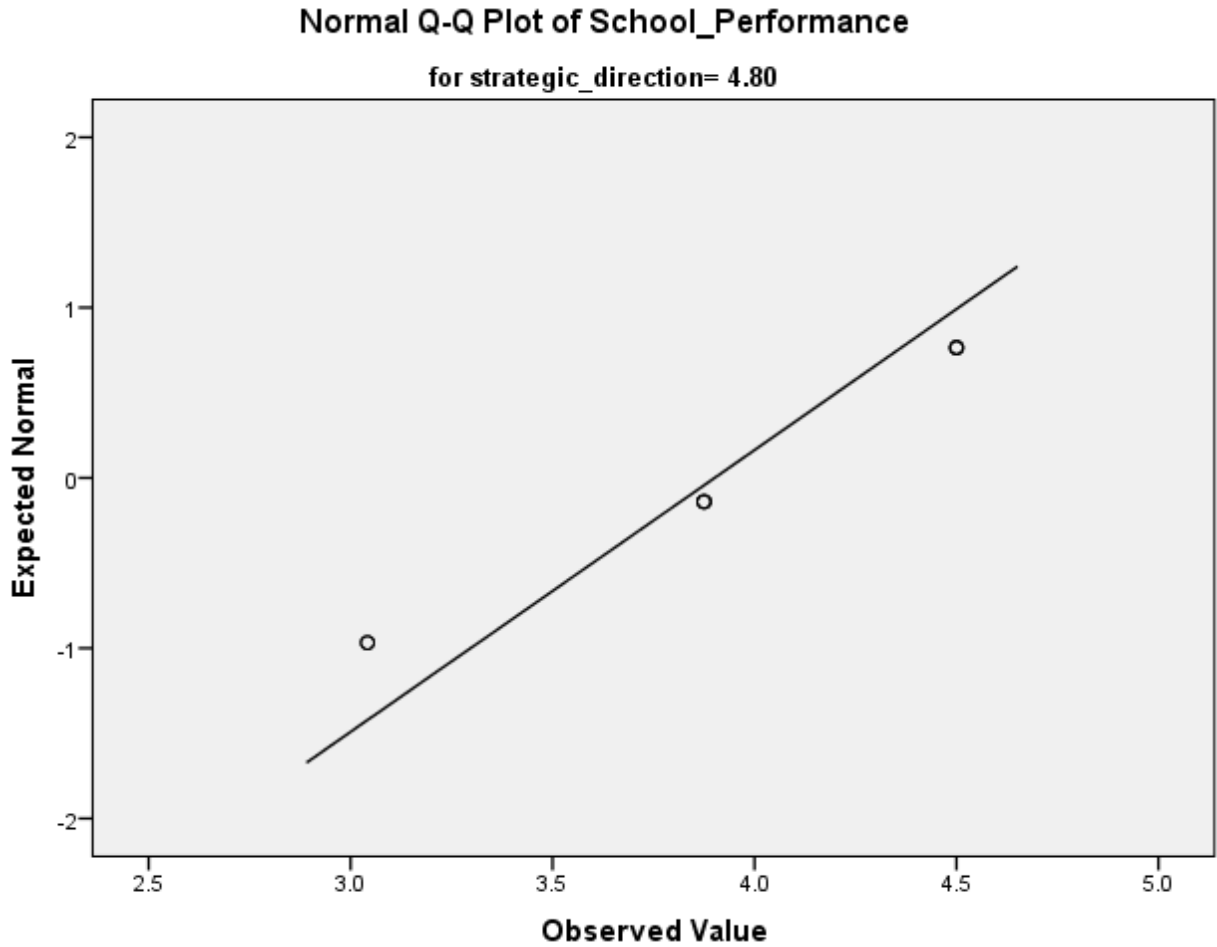


Figure 5: *Normal Q-Q Plot of core competence*

Figure 4, Figure 5 and Figure 6 indicated the normal p-p plot, which is a plot of expected cumulative probability against observed cumulative probability. It shows that the observed cumulative probability values were closely following the expected cumulative probability. This is evidence of a normal distribution of the standardized residuals.

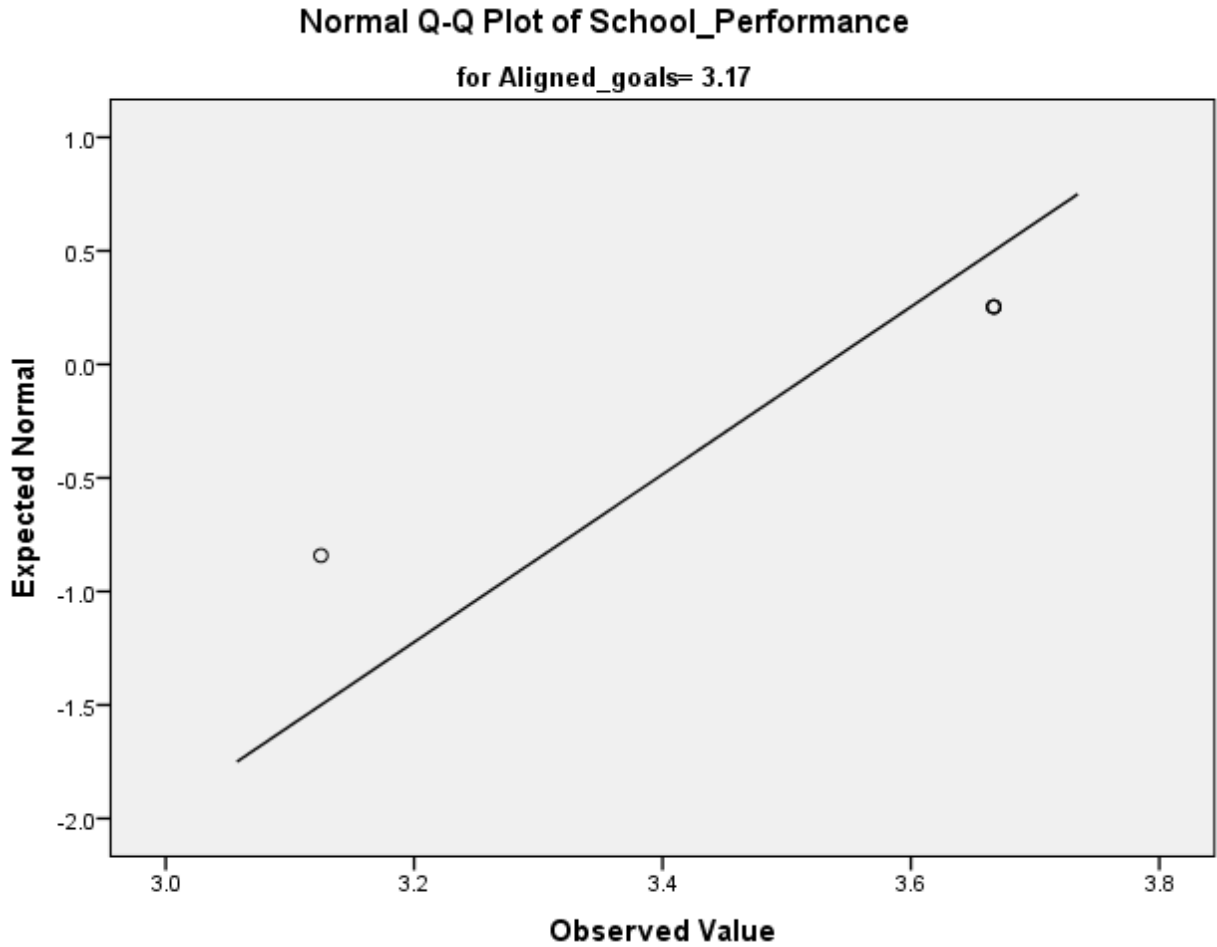


Figure 6: Normal Q-Q Plot for alignment of resources to goals

Table 17

Durbin Watson Normality Test

Model	R	R Square	Std. Error		Durbin-Watson
			Adjusted R Square	of the Estimate	
1	.479 ^a	.229	.219	.885	.857

The Durbin-Watson statistic was used to test data normality in the study. Since Durbin-Watson was 0.857 and was not between 1.5 and 2.5 and therefore the data was auto-correlated (See Table 4.17).

Table 18***Multicollinearity Normality Test***

Model	Unstandardized		Standardized		Collinearity		
	Coefficients		Coefficients		Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	1.042	.416		2.508	.018		
Strategic direction	.767	.205	1.151	3.744	.001	.136	7.358
Human capital	-.058	.158	-.066	-.370	.714	.406	2.465
Core competence	-.442	.244	-.673	-1.808	.081	.192	5.811
Aligned goals	.315	.243	.342	1.297	.204	.185	5.414

Table 18 was used to test Multicollinearity normality test from the field data. Multicollinearity is considered to exist when Variance Inflation Factor is >1 or <10 . The study established VIF between 2.465 and 7.358 as indicated in Table 4.12. Since the VIF was >1 and <10 , there was evidence to prove that the data collected in the study did not have Multicollinearity and therefore passed normality test.

4.7 Inferential Statistical Tests

Having established that the data used in the study to analyze the effect of strategic leadership on performance of public secondary schools in Koibatek sub-county, Kenya were normally distributed using Kurtosis, Sharpiro and Wilks, autocorellation and multicollarity tests, this section presents the regression results between the independent variables (strategic direction, core competence, human capital and alignment of resources to strategic goals) and dependent variables which was public secondary schools performance (academic, school resource, students discipline and extra-curriculum activities performance).

4.7.1 Effect of Strategic Direction Practice on Performance

This section presents regression results of predictor variable X_1 = strategic direction with public secondary schools performance. The analyzed variables of the independent variable were; schools have a long term vision, the school having functioning mission statement, the school having strategic objectives, principal understands the environment we operate in and that schools have functioning strategic plan in place. The dependent variable variables included; academic, resource, discipline and extra-curriculum performance.

Table 19

Model Summary

Model	R	R Square	Adjusted R	
			Square	Std. Error of the Estimate
1	.856	.733	.686	.31711

The R value was 0.856 with the R^2 being 0.733, which indicated high degree of correlation. The R^2 value indicates 73.3% was the R Squared, indicating that that the data collected was closely fitted to the regression line between the independent and dependent variables (See Table 4.19).

Table 20

Simple Regression Analysis of the Effect of Strategic Direction Practice on Performance

Model		Sum of		Mean Square	F	Sig.
		Squares	df			
1	Regression	7.986	5	1.597	15.883	.000
	Residual	2.916	29	.101		
	Total	10.902	34			

Predictors; schools have a long term vision, the school having functioning mission statement, the school having strategic objectives, principal understands the environment we operate in and that schools have functioning strategic plan in place. Table 18 indicated that the regression model predicted the outcome variable significantly with $p= 0.000$, which was less than 0.05, and indicated that; overall, the model statistically and significantly predicted the outcome variable (See Table 20).

Table 21***Regression Coefficients of Effect of Strategic Direction Practice on Performance***

Model	Unstandardized		Standardized		Sig.	Collinearity Statistics	
	Coefficients	Std. Error	Beta			Toler.	VIF
1(Constant)	1.361	0.271		5.012	0		
Long term vision	0.128	0.178	0.22	0.718	0.478	0.198	6.165
mission statement	0.153	0.203	0.264	0.754	0.457	0.176	7.226
strategic objectives	0.225	0.118	0.38	1.915	0.065	0.234	4.269
Environment strategic plan	0.216	0.067	0.423	3.22	0.003	0.534	1.874
	-0.271	0.111	0.434	-2.438	0.021	0.291	3.432

The first hypothesis **HO₁** was that the strategic direction does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya. The study established insignificant relationship between schools that have a long term vision and schools performance, $r=0.128$, $p=0.478>0.05$ indicating that schools have a long term vision did not influence the performance of public secondary schools in Koibatek Sub-County. Findings on mission statement found insignificant relationship between the school having functioning mission statement and schools performance, $r=0.153$, $p=0.457>0.05$ indicating that the school having functioning mission statement did not influence the performance of public secondary schools in Koibatek Sub-County. Concerning strategic objective, the study established insignificant relationship between the school having strategic objectives and schools performance, $r=0.225$, $p=0.065>0.05$ indicating that the school having strategic objectives did not influence the performance of public secondary schools in Koibatek Sub-County. To the contrary, the study established significant relationship between principal understands the environment they operate in and schools performance, $r=0.216$, $p=0.003<0.05$ indicating that

principal understands the environment they operate in influenced the performance of public secondary schools in Koibatek Sub-County. The study also found out significant relationship between schools have functioning strategic plan in place and schools performance, $r = -0.271$, $p = 0.021 < 0.05$ indicating that schools have functioning strategic plan in place influenced the performance of public secondary schools in Koibatek Sub-County. The hypothesis **HO₁** that the strategic direction does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya was rejected because principal understands the environment they operate in and schools have functioning strategic plan in place influenced the performance of public secondary schools in Koibatek Sub-County (See Table).

This finding is supported by Graetz (2010) and Mattis (2011), one of the roles of leadership involves providing strategic direction. Smit (2009) see the challenges of this leadership role as being, firstly, to provide a shared vision of where the organization is heading and what its purpose is (the mission). The second challenge is to set objectives, that is, to convert the strategic vision and directional course into specific performance outcomes for each key area which leaders deem important for success. The third challenge in providing strategic direction is to generate and develop a strategy that will determine how to achieve the objectives. Strategic direction is imperative in identifying a systematic intervention that will provide the most leverage to the organization, as an organization cannot focus on everything all of the time.

4.7.2 Effect of Core Competence Practice on Performance

This section presents regression results of predictor variable $X_2 =$ core competence with public secondary schools performance. The analyzed variables of the independent variable were; there is leverage of competencies across all school departments, the principal is known for teamwork competence, the principal is known for quality and cost management competence, the principal is known for forward looking and anticipation competence, the principal is known for effective communication and the principal has a motivational competence. The dependent variable variables included; academic, resource, discipline and extra-curriculum performance.

Table 22***Model Summary***

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.897 ^a	.805	.763		.27563

Results from Table 4.22 revealed that the R value was 0.897 whereas R Square was 0.81, which indicated a high degree of correlation. The R² value indicates how much of the dependent variable, "schools Performance", was explained by the independent variables, "core competence". In this case, 81% was the R Squared, which was large indicating high degree of correlation. Therefore 19% of the variance in customer satisfaction performance was explained by other factors outside this study.

Table 23***Simple Regression Analysis of the Effect of Core Competence Practice on Performance***

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.775	6	1.462	19.250	.000 ^b
	Residual	2.127	28	.076		
	Total	10.902	34			

Predictor: there is leverage of competencies across all school departments, the principal is known for teamwork competence, the principal is known for quality and cost management competence, the principal is known for forward looking and anticipation competence, the principal is known for effective communication and the principal has a motivational competence. Table 4.21 indicated that the regression model predicted the outcome variable significantly with $p = 0.000$, which was less than 0.05, and indicated that; overall, the model statistically and significantly predicted the outcome variable (See Table 24).

Table 24***Regression Coefficients of Effect of Core Competence Practice on Performance***

Model	Unstand. Coefficients		Std. Coeff.	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tole.	VIF
1 (Constant)	1.296	.234		5.541	.000		
leverage competencies	-.185	.070	-.366	-2.637	.013	.361	2.769
Teamwork competence	-.252	.171	-.437	-1.479	.150	.180	8.513
cost competence	.392	.131	.687	2.993	.006	.132	7.567
Forward looking	.366	.087	.581	4.183	.000	.361	2.772
Effective communication	.486	.132	.831	3.694	.001	.138	7.259
Motivational	-.338	.114	-.566	-2.966	.006	.191	5.225

The second hypothesis **HO₂**: was stated that the core competence does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya. First, the study established significant relationship between existence of leverage of competencies across all school departments and the performance of public secondary schools in Koibatek Sub-County, $r=-0.185$, $p=0.013<0.05$ indicating that existence of leverage of competencies across all school departments influenced the performance of public secondary schools in Koibatek Sub-County.

Second, the study established insignificant relationship between the principal is known for teamwork competence and the performance of public secondary schools in Koibatek Sub-County, $r=-0.252$, $p=0.150>0.05$ indicating that the principal is known for teamwork competence did not influence the performance of public secondary schools in Koibatek Sub-County. Third, the study established significant relationship between the principal is known for quality, cost management and the principal has a motivational competence and the performance of public secondary schools in Koibatek Sub-County, $r=0.392$, $p=0.006<0.05$ indicating that the principal

is known for quality, the principal has a motivational competence cost management and the principal has a motivational competences influenced the performance of public secondary schools in Koibatek Sub-County.

Four, the study established significant relationship between the principal is known for forward looking and anticipation competence and the performance of public secondary schools in Koibatek Sub-County, $r=0.366$, $p=0.000<0.05$ indicating that the principal is known for forward looking and anticipation competence influenced the performance of public secondary schools in Koibatek Sub-County. Five, the study established significant relationship between the principal is known for effective communication and the performance of public secondary schools in Koibatek Sub-County, $r=0.486$, $p=0.001<0.05$ indicating that the principal is known for effective communication influenced the performance of public secondary schools in Koibatek Sub-County. Based on the results from the study, the hypothesis **HO₁**: that the core competence does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya was rejected this was because core competence affected performance of public secondary schools in Koibatek Sub-County. The study established significant relationship between existence of leverage of competencies across all school departments, the principal is known for quality and cost management competence, the principal is known for forward looking and anticipation competence, the principal is known for effective communication and the principal has a motivational competence (See Table 24).

This finding is supported by Dixon and Hart (2010) argue that leaders who lead by means of path-goal leadership reward and encourage their followers towards goal achievement. Path-goal theory enables leaders to discern the right strategic direction for the employees and the organization. Malik (2012) opine that this theory predicts the leader behavior which is essential for achieving subordinates' motivation and which is also linked to organizational performance. In line with this argument, Northouse (2013) emphasizes to match leader behavior with subordinates characteristics along with work environment.

4.7.3 *Effect of Human Capital Practice on Performance*

This section presents regression results of predictor variable X_3 = human capital with public secondary schools performance. The study used the elements of human capital sub-variables; the schools had highly qualified staff, Sub-ordinate staff were hired on merit, teachers

were continuously trained to be examiners, the principals organize for in house training for sub-ordinate staff, The staff training was pegged on school goals and that the school evaluated training for purposes of continuous improvement. The dependent variable variables included; academic, resource, discipline and extra-curriculum performance.

Table 25

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761 ^a	.579	.489	.40475

The R value was 0.761 with the R² was 0.579, which indicated high degree of correlation. The R² value indicates 57.9% was the R Squared, indicating that that the data collected was closely fitted to the regression line between the independent and dependent variables (See Table 25).

Table 26

Simple Regression Analysis of the Effect of Human Capital Practice on Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.315	6	1.052	6.425	.000 ^b
Residual	4.587	28	.164		
Total	10.902	34			

Predictor; the schools had highly qualified staff, Sub-ordinate staff were hired on merit, teachers were continuously trained to be examiners, the principals organize for in house training for sub-ordinate staff, the staff training was pegged on school goals and that the school evaluated training for purposes of continuous improvement. Table 4.24 indicated that the regression model predicted the outcome variable significantly with $p= 0.000$, which was less than 0.05, and indicated that; overall, the model statistically and significantly predicted the outcome variable.

Table 27***Regression Coefficients of Effect of Human Capital Practice on Performance***

Model	Unstandardized		Std		Sig.	Collinearity	
	Coefficients		Coef.			Statistics	
	B	Std. Error	Beta	t		Toler.	VIF
1 (Constant)	1.288	.555		2.320	.028		
Qualified staff	.365	.086	.789	4.229	.000	.432	2.315
Hiring on merit	-.220	.098	-.492	-2.239	.033	.311	3.212
Trained examiners	.059	.133	.098	.445	.660	.307	3.263
In-house training	.146	.100	.274	1.459	.156	.425	2.350
Training on goals	.115	.145	.148	.794	.434	.434	2.302
Training evaluation	.134	.120	.237	1.113	.275	.332	3.009

The third hypothesis **HO₃** of the study was stated as the human capital does not significantly influence performance of public secondary schools in Koibatek Sub-County, Kenya. First, the study established significant relationship between the schools having highly qualified staff and the performance of public secondary schools in Koibatek Sub-County, $r=0.365$, $p=0.000<0.05$ indicating that the schools having highly qualified staff influenced the performance of public secondary schools in Koibatek Sub-County. Secondly, the study established significant relationship between Sub-ordinate staff hired on merit and the performance of public secondary schools in Koibatek Sub-County, $r=0.365$, $p=0.000<0.05$ indicating that Sub-ordinate staff hired on merit influenced the performance of public secondary schools in Koibatek Sub-County,

Thirdly, the study established insignificant relationship between teachers continuously trained to be examiners and the performance of public secondary schools in Koibatek Sub-County, $r=0.059$, $p=0.660>0.05$ indicating that teachers continuously trained to be examiners did not influenced the performance of public secondary schools in Koibatek Sub-County. Fourthly, the study established insignificant relationship between the principals organizing for in house

training for sub-ordinate staff and the performance of public secondary schools in Koibatek Sub-County, $r=0.146$, $p=0.425>0.05$ indicating that the principals organizing for in house training for sub-ordinate staff did not influenced the performance of public secondary schools in Koibatek Sub-County. Fifthly, the study established insignificant relationship between the staff training pegged on school goals and the performance of public secondary schools in Koibatek Sub-County, $r=0.115$, $p=0.434>0.05$ indicating that the staff training pegged on school goals did not influenced the performance of public secondary schools in Koibatek Sub-County.

Sixthly, the study established insignificant relationship between the school evaluated training for purposes of continuous improvement and the performance of public secondary schools in Koibatek Sub-County, $r=0.134$, $p=0.332>0.05$ indicating that the school evaluated training for purposes of continuous improvement did not influenced the performance of public secondary schools in Koibatek Sub-County. The hypothesis **HO₂**: that the human capital does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya was rejected this was because human capital affected performance of public secondary schools in Koibatek Sub-County. The study established significant relationship between two variables; the schools had highly qualified staff and Sub-ordinate staff were hired on merit the performance of public secondary schools in Koibatek Sub-County (See Table 27).

According to Nel (2008), human capital is the knowledge and skills of an organization's entire workforce. Strategic leaders are those who view organizational employees as a critical resource on which many core competencies are built and through which competitive advantages are exploited successfully. In the global economy, significant investments will be required for the organization to derive full competitive benefit from its human capital. Some economists argue that these investments are essential to robust long - term growth in modern economies that depend on knowledge, skills, and information. Continual, systematic work on the productivity of knowledge and knowledge workers enhances the organizations ability to perform successfully. Employees appreciate the opportunity to learn continuously and feel greater involvement with their community when encouraged to expand their knowledge base.

4.7.3 Effect of Resource alignment to strategic goals Practice on Performance

This section presents regression results of predictor variable $X_4 =$ Resource alignment to strategic goals. The analyzed variables of the independent variable were; Teachers and school

employees were motivated employees and work towards school's goal, all school finances were aligned to school goals, all physical resources were well maintained and managed and also aligned to school goals, technological resources were continuously improved and are aligned to school goals, new technologies came with new training needs which was executed and also aligned to school goals and there was leverage of competencies across all our businesses. The dependent variables included; academic, resource, discipline and extra-curriculum performance.

Table 28

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754 ^a	.568	.475	.41010

The R value was 0.54 with the R² was 0.568, which indicated high degree of correlation. The R² value indicates 56.8% was the R Squared, indicating that that the data collected was closely fitted to the regression line between the independent and dependent variables (See Table 4.28).

Table 29

Simple Regression Analysis of the Effect of Resource alignment to strategic goals Practice on Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.193	6	1.032	6.137	.000 ^b
Residual	4.709	28	.168		
Total	10.902	34			

Predictor; Teachers and school employees were motivated employees and work towards school's goal, all school finances were aligned to school goals, all physical resources were well maintained and managed and also aligned to school goals, technological resources were continuously improved and are aligned to school goals, new technologies came with new training needs which was executed and also aligned to school goals and there was leverage of competencies across all our businesses. Table 28 indicated that the regression model predicted

the outcome variable significantly with $p= 0.000$, which was less than 0.05, and indicated that; overall, the model statistically and significantly predicted the outcome variable.

Table 30

Regression Coefficients of Effect of Resource alignment to strategic goals Practice on Performance

Model	Unstandardized		Std		Collinearity		
	Coefficients		Coeff.		Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	1.304	.519		2.512	.018		
Motivated employees	.276	.125	.391	2.200	.036	.489	2.044
Finance aligned	.202	.168	.304	1.208	.237	.243	4.119
Maintained resources	-.042	.132	-.061	-.319	.752	.416	2.404
Improved technological	.164	.102	.301	1.605	.120	.438	2.283
Training on technology	-.168	.152	-.238	-1.102	.280	.331	3.025
Leveraged competence	.123	.081	.254	1.516	.141	.549	1.822

The fourth hypothesis **HO₄** stated that the resource alignment to strategic goals does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya. First the study established significant relationship between teachers and school employees motivated employees and work towards school's goal and the performance of public secondary schools in Koibatek Sub-County, $r=0.276$, $p=0.036<0.05$ indicating that teachers and school employees motivated employees and work towards school's goal influenced the performance of public secondary schools in Koibatek Sub-County. Second, the study established insignificant relationship between the fact that all school finances were aligned to school goals and the performance of public secondary schools in Koibatek Sub-County, $r=0.202$,

$p=0.243>0.05$ indicating that all school finances were aligned to school goals did not influenced the performance of public secondary schools in Koibatek Sub-County (See Table 4.29).

Third, the study established insignificant relationship between the fact that all physical resources were well maintained and managed and also aligned to school goals and the performance of public secondary schools in Koibatek Sub-County, $r=-0.042$, $p=0.416>0.05$ indicating that all physical resources were well maintained and managed and also aligned to school goals did not influenced the performance of public secondary schools in Koibatek Sub-County. Four, the study established insignificant relationship between technological resources were continuously improved and are aligned to school goals and the performance of public secondary schools in Koibatek Sub-County, $r=-0.042$, $p=0.416>0.05$ indicating that technological resources were continuously improved and are aligned to school goals did not influenced the performance of public secondary schools in Koibatek Sub-County.

Five, the study established insignificant relationship between new technologies came with new training needs which was executed and the performance of public secondary schools in Koibatek Sub-County, $r=-0.168$, $p=0.331>0.05$ indicating that new technologies came with new training needs which was executed did not influenced the performance of public secondary schools in Koibatek Sub-County. Six, the study established insignificant relationship between there was leverage of competencies across all our businesses and the performance of public secondary schools in Koibatek Sub-County, $r=0.123$, $p=0.141>0.05$ indicating that leverage of competencies across all our businesses did not influenced the performance of public secondary schools in Koibatek Sub-County.

The hypothesis **HO₄**: that resource alignment to strategic goal does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya was rejected this was because resource alignment to strategic goal affected performance of public secondary schools in Koibatek Sub-County. The study established that one element of resource alignment to strategic goals, that is teachers and school employees' motivated employees had significant relationship he performance of public secondary schools in Koibatek Sub-County.

The finding on resource alignment to strategic goal is supported by McCauley and Van Velsor (2004) argues that leaders develop skills and perspectives that enable them to facilitate the accomplishment of work in organizational systems. Organizations consist of many individuals, groups and subsystems that need to work independently to accomplish collective

goals and outcomes. Individuals in leadership roles facilitate the implementation, coordination and integration of this work. Work facilitation competencies include managerial skills, the ability to think and act strategically, the competence to think creatively and the ability to initiate and implement change.

4.8 Multiple Regression between Strategic Leadership Practice and Schools Performance

To establish the effect of principals’ strategic leadership practices on performance of public secondary schools in Koibatek sub-county, Kenya, multiple regression between independent and dependent variable was carried out. The multiple regression analysis sought to establish the linear relationship between the dependent variable (schools performance) and independent variables (strategic direction, core competence, human capital and aligning resources to goals practices) by using model summary. The result of the model summary was as presented on Table 4.9. The independent variables are the elements strategic leadership; strategic direction, core competence, human capacity and resources aligned to strategic goals whereas the dependent variable was the performance of public secondary schools in Koibatek Sub-County. The results are presented in table 31, Table 32 and table 33.

Table 31

Model Summary

Model	R	R Square	Adjusted	
			R Square	Std. Error of the Estimate
1	.784 ^a	.615	.564	.37400

The R value was 0.784 with the R² being 0.615, which indicated high degree of correlation. The R² value indicates 61.5%, indicating that the data collected was closely fitted to the regression line between the independent and dependent variables.

Table 32***Multiple Regression Analysis of the Effect of Strategic Leadership Practice on Performance***

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.706	4	1.676	11.985	.000 ^b
Residual	4.196	30	.140		
Total	10.902	34			

Predictor: Strategic direction, core competence, human capacity and resources aligned to strategic goals. Table 4.30 indicated that the regression model predicted the outcome variable significantly with $p= 0.000$, which was less than 0.05, and indicated that; overall, the model statistically and significantly predicted the outcome variable.

Table 33***Regression Coefficients of Effect of Strategic Leadership Practice on Performance***

Model	Unstandardizedd		Std	Collinearity			
	Coefficients				Coeff.	Statistics	
	B	Error	Beta	t			Sig.
1 (Constant)	1.042	.416		2.508	.018		
Strategic direction	.767	.205	1.151	3.744	.001	.136	7.358
Human capital	-.058	.158	-.066	-.370	.714	.406	2.465
Core competence	-.442	.244	-.673	-1.808	.081	.092	10.811
Aligned goals	.315	.243	.342	1.297	.204	.185	5.414

The study established significant relationship between strategic direction and the performance of public secondary schools in Koibatek Sub-County, $r=0.767$, $p=0.001<0.05$ indicating that when all the strategic leadership elements are combined in a regression model, only strategic direction influenced the performance of public secondary schools in Koibatek Sub-County whereas human capital, core competence and resources aligned to goals did not influence the performance of the schools.

4.9 Effect of Level of Education on the Relationship between Strategic Leadership Practice and Performance

The study sought to establish whether principals' level of education on the relationship between Strategic Leadership and Performance. In the study design, the principals had either degree or master qualifications. This section presents the results of the introduction of principals' level of education on the Relationship between Strategic Leadership and Performance. The results are presented in Table 35.

Table 34

Change R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.784	.615	.564	.37400
2	0.822	.675	.619	.34957
Difference	0.038	.060	0.055	-0.024

The model summary after moderation established an R squared value of 0.675 indicating that the value of R-squared increased from 0.615 in the overall regression model to 0.675 with the inclusion of the moderating variable, indicating an increase in variation between the independent and dependent variable by 6%. As such, the inclusion of the moderating variable (principals' level of education) enhanced the percentage of variance explained by the independent variables by 6%. Analysis of variance was performed to check for the overall significance of the model with the moderating variable. The change in R² by 6% indicates that there was a significant change in the moderating effect principals' level of education on the relationship between board strategic leadership practices and performance of the secondary schools. The findings are as shown in Table 34.

Table 35***Change in F Statistics***

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.706	4	1.676	11.985	.000 ^b
Residual	4.196	30	.140		
Total	10.902	34			
2 Regression	7.358	5	1.472	12.043	.000 ^c
Residual	3.544	29	.122		
Total	10.902	34			

An F-value after moderation was ($F_{(4, 10.9)} = 12.043, p = .000$) which was significant at $p < .05$ level of significance. There was a slight change in F-value in comparison to the first model where the value increased by 11.985 after moderation. Hence, principals' level of education slightly affected the relationship between the independent variables and the dependent variable. Findings for the model coefficients were as shown in Table 35.

Table 36***Effect of Level of Education on the Relationship between Strategic Leadership Practice and Performance***

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	1.042	.416		2.508	.018
Strategic direction	.767	.205	1.151	3.744	.001
Human capital	-.058	.158	-.066	-.370	.714
Core competence	-.442	.244	-.673	-1.808	.081
Aligned goals	.315	.243	.342	1.297	.204
2 (Constant)	1.173	.392		2.988	.006
Strategic direction	1.011	.219	1.516	4.624	.000
Human capital	-.277	.175	-.312	-1.582	.125
Core competence	-.607	.239	-.925	-2.535	.017
Aligned goals	.532	.246	.577	2.166	.039
Level of education	-.175	.076	-.331	-2.311	.028

Results from Table 36, the introduction of principals' level of education changed the relationship between strategic leadership practice and public secondary schools performance in Koibatek Sub-County. Before the introduction of principals' level of education only strategic direction practice had significant relationship and public secondary schools performance ($r=.767$, $p=0.001$). After the introduction of principals' level of education strategic direction practice ($r=1.011$, $p=0.000$) and aligning resources to strategic goal ($r=.532$, $p=0.039$) indicating that principals' level of education changed the relationship between strategic leadership practice and public secondary schools performance in Koibatek Sub-County. The hypothesis **HO₅** that Principals' Level of Education has no moderating effect on the relationship between strategic leadership and performance was therefore rejected.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the information obtained from the field on effect of strategic leadership on performance of public secondary schools in Koibatek sub-county, Kenya. The summary captures the key findings which are categorized based on the study objectives; To examine the influence of quality management system practices on performance of private universities in Kenya; To establish the effect of strategic direction on performance of public secondary schools in Koibatek Sub-County, Kenya; To assess the effect of core competence on performance of public secondary schools in Koibatek Sub-County, Kenya; To examine the effect of human capital on performance of public secondary schools in Koibatek Sub-County, Kenya; To assess the effect of alignment of school resources to strategic goal on performance of public secondary schools in Koibatek Sub-County, Kenya. Further conclusions are presented which are based on the study findings and finally recommendations drawn from the conclusions and as per study objectives are presented.

5.2 Summary

5.2.1 *Strategic Direction Practices*

The finding revealed that the principals in Koibatek Sub-County practiced strategic direction element of strategic leadership which was evident by; schools had a long term vision and functioning mission statement, the school had strategic objectives, the principal understood the environment we operate in and the school had a functioning strategic plan in place as variables within the elements of strategic direction of strategic leadership.

5.2.2 *Core Competence Practices*

As far as core competence was concern, the principals of public secondary schools in Koibatek Sub-County practiced core competence as one of the elements of strategic leadership. This was evident by; leverage of competencies across all school departments, teamwork competence, quality and cost management competence, forward looking and anticipation competence, effective communication and motivational competence.

5.2.3 *Human Capital Practices*

As far as core competence was concern, the principals of public secondary schools in Koibatek Sub-County practiced core competence as one of the elements of strategic leadership. This was evident by; leverage of competencies across all school departments, teamwork competence, quality and cost management competence, forward looking and anticipation competence, effective communication and motivational competence.

5.2.3 *Resource Alignment to Strategic Goals Practices*

The study established that apart from absence of adequate teaching staff in public secondary schools in Koibatek Sub-County, the principals managed human capital in the schools evident from other variables the school Sub-ordinate staff were hired on merit, teachers were continuously trained to be examiners, the principals organize for in house training for subordinate staff, The staff training was pegged on school goals and that the school evaluated training for purposes of continuous improvement.

5.2.4 *Secondary School Performance*

First, the study established that apart from other schools bench mark with school in the Sub-County on application strategic leadership which performed poorly, other academic indicators were well performed evident by; teachers finished syllabus on time due to strategic leadership, teachers attended all lessons as required, students had enough time to revise for KCSE due, the school provided all the equipment required by students to prepare for KCSE, the school continuously improved on KCSE performance.

Second, the study established that apart from building new classrooms and purchase of text and revision books in the recent past, the schools either performed averagely or below average on the following resource performance indicators; the schools have acquired new bus due to principals strategic leadership over a few years, the schools have built new laboratories due to principals strategic leadership over a few years, the schools have built new library due to principals strategic leadership over a few years and the schools have sunk borehole due to principals strategic leadership over a few years.

Third, that apart from few cases of fighting where just about half of the respondents agreed on, public secondary schools in Koibatek Sub-County performed well on students'

discipline. This was evident by the following cases; students were well disciplined, there were very few strikes, there were very few expulsions due to indiscipline. Four, that apart from performance in extra-curriculum activities which was well performed, public secondary schools in Koibatek Sub-County performed poorly in the following activities; schools are known for performance in extra-curriculum activities, schools in the County performed well in ball games, schools are star in the county in athletics, schools are star in drama performance in the County, schools are star in Science talks in the County and that schools are star in music performance in the County.

5.3 Conclusions

The general objective of the study was to establish the effect of principals' strategic leadership practices on performance of public secondary schools in Koibatek sub-county, Kenya. The specific objectives included; apart from absence of adequate teaching staff in public secondary schools in Koibatek Sub-County, the principals managed human capital in the schools evident from other variables the school Sub-ordinate staff were hired on merit, teachers were continuously trained to be examiners, the principals organize for in house training for subordinate staff, The staff training was pegged on school goals and that the school evaluated training for purposes of continuous improvement.

The hypothesis **HO₁** that the strategic direction does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya was rejected because principals understand the environment they operate in and schools have functioning strategic plan in place influenced the performance of public secondary schools in Koibatek Sub-County. The hypothesis **HO₂** that the core competence does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya was rejected because the study established significant relationship between existence of leverage of competencies across all school departments, the principal is known for quality and cost management competence, the principal is known for forward looking and anticipation competence, the principal is known for effective communication and the principal has a motivational competence.

The hypothesis **HO₃**: that the human capital does not significantly influence performance of public secondary schools in Koibatek Sub-County, Kenya was therefore rejected. This was because the study established significant relationship between two variables; the schools had

highly qualified staff and Sub-ordinate staff were hired on merit the performance of public secondary schools in Koibatek Sub-County. The hypothesis **HO₄** that the resource alignment to strategic goals does not significantly influence the performance of public secondary schools in Koibatek Sub-County, Kenya was therefore rejected because one element of resource alignment to strategic goals, that is teachers and school employees' motivated employees had significant relationship he performance of public secondary schools in Koibatek Sub-County.

The study established significant relationship between strategic direction and the performance of public secondary schools in Koibatek Sub-County, indicating that when all the strategic leadership elements are combined in a regression model, only strategic direction influenced the performance of public secondary schools in Koibatek Sub-County whereas human capital, core competence and resources aligned to goals did not influence the performance of the schools. When principals' level of education was introduced in the regression model, it accelerated the relationship between Strategic Leadership and Performance, three more elements of strategic leadership; core competence, resources aligned to goals, level of education also had significant relationship with performance. It was only human capital that had no significant relationship with performance of public secondary schools in Koibatek Sub-County. When principals' experience was introduced in the regression model, it did not change the relationship between Strategic Leadership and Performance, three variables (core competence, human capacity and resources aligned to goals) had no relationship with performance of public secondary schools in Koibatek Sub-County except strategic direction element.

The introduction of principals' level of education changed the relationship between strategic leadership practice and public secondary schools performance in Koibatek Sub-County. Before the introduction of principals' level of education only strategic direction practice had significant relationship and public secondary schools performance. After the introduction of principals' level of education strategic direction practice and aligning resources to strategic goal indicating that principals' level of education changed the relationship between strategic leadership practice and public secondary schools performance in Koibatek Sub-County. The hypothesis **HO₅** that Principals' Level of Education has no moderating effect on the relationship between strategic leadership and performance was therefore rejected.

5.4 Recommendations

The study established significant relationship between strategic direction, core competence practices and public secondary school performance in Koibatek Sub-County, Kenya. First, the study recommends that public secondary schools in Kenya need to strengthen the strategic leadership in the school operations, especially strategic direction and core competence practices. The Ministry of Education should adjust its policy in such a way that strategic leadership is part and parcel of principals' in-service training. Second, through the Directorate of Quality Assurance, the Ministry of Education should monitor how the principals apply strategic leadership in creating the vision for the public secondary schools which was strategic direction practice. Strategic leadership should be strengthened through training on strategic planning and resource management which would impart knowledge and skills to the principals in order to improve on schools performance as far as strategic direction and core competence practices are concerned.

The Ministry of Education should evaluate the application of strategic direction by making sure that each school has a functioning strategic plan. The Ministry should also evaluate how the principals earn the existing or creating core competence to make the schools have competence skills required for school success. The Ministry should also evaluate how the principal utilizes the existing human capital to help the schools achieve their goals. Last the ministry should evaluate how the principals carry out resource alignment in the achievement of the schools goals which was core competence practice.

5.5.1 Areas for Further Research

The study's general objective was to establish the effect of principals' strategic leadership practices on performance of public secondary schools in Koibatek sub-county, Kenya. A comparative study on analysis of the effect of principals' strategic leadership practices on performance of private and public secondary schools in Kenya ought to be investigated. This will make the two categories of schools learn from one another to improve their respective performance.

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APPENDICES

Appendix I: Introductory Letter to the Respondents

Egerton University,
P.O. Box 536,
Egerton.

Dear Sir/Madam

I am a postgraduate student pursuing a Masters in Business Administration (Strategic Management) of Egerton University. I am currently carrying out a research project on “**Effect of strategic leadership practices on performance of Public Secondary Schools in Koibatek sub-county, Kenya**”

The purpose of this questionnaire is to gather information from principals of public secondary schools in Koibatek Sub-County in Baringo County, Kenya. You have been selected as one of the respondents with that kind of knowledge and experience which will assist the researcher in providing the necessary data for the study. Information supplied will be used for research purposes only and your name and views will be treated with confidentiality.

Thank you for your cooperation.

Paul K. Komen

MBA Student

Appendix II: Questionnaire

You are required to respond to the questions in this questionnaire by ticking the choice provided in all the sections. Tick according to the best of your knowledge against each question in the questionnaire.

Section A: Respondents Demographic Characteristics

1. Tick your age 18-27 28-37 38-47 48-57 >57
2. Tick your gender M F
3. Write down your working experience (years).....
4. What is your level of education?
O-L A-L Deg
Masters PhD

Section B: Knowledge of strategic leadership

5. Are you aware about strategic leadership and its application in secondary school? Yes No
6. Are you aware of the following elements in strategic leadership?
Strategic direction
Core competence
Human capital
Aligning Resources to goals
7. Please tick the elements of strategic leadership that your school uses in management of the school?
Strategic direction
Core competence
Human capital
Aligning Resources to goals
8. Do you think that these specific elements of strategic leadership will affect your school performance
Yes No

Section C: Effect of the elements of strategic leadership on school performance

The table below shows the influence of the elements of strategic leadership on performance of schools in Koibatek Sub-County. You are required to give your level of agreement on each of the elements by ticking where; 5 – SA – Strongly Agree, 4 – A – Agree, 3 – NS – Not Sure, 2– D – Disagree, 1 SD – Strongly Disagree

Strategic direction					
	D		S		A
Our school has a long term vision					
The school has functioning mission statement					
The school has strategic objectives					
Our principal understands the environment we operate in					
Our school a functioning strategic plan in place					
Core competence					
	D		S		A
There is leverage of competencies across all school departments					
The principal is known for teamwork competence					
The principal is known for quality and cost management competence					
The principal is known for forward looking and anticipation competence					
The principal is known for effective communication					
The principal has a motivational competence					
Human capital					
	D		S		A
The school has highly qualified staff					
Sub-ordinate staff are hired on merit					
Teachers are continuously trained to be examiners					
The principals organize for in house training for sub-ordinate staff					
The staff training is pegged on school goals					

The school evaluate training for purposes of continuous improvement					
Alignment of school resources to strategic goal	D		S		A
Teachers and school employees are motivated employees and work towards school's goal					
All school finances are aligned to school goals					
All physical resources are well maintained and managed and also aligned to school goals					
Technological resources are continuously improved and are aligned to school goals					
New technologies come with new training needs which is executed and also aligned to school goals					
There is leverage of competencies across all our businesses					

Section D: School performance

The table below shows performance indicators associated with KCSE and school expansion performances. You are required to give your level of agreement on each of the indicators by ticking where; 5– SA – Strongly Agree, 4 – A – Agree, 3 – NS – Not Sure, 2– D – Disagree, 1 SD – Strongly Disagree


Academic Performance Indicators					
	D		S		A
Teachers finish syllabus on time due to Strategic leadership					
Teachers attend all lessons as required due to Strategic leadership					
Students have enough time to revise for KCSE due to Strategic leadership					
The school provide all the equipment required by students to prepare for KCSE due to Strategic leadership					
The school continuously improve on KCSE performance due to Strategic leadership					
Other schools bench mark with our school on application Strategic leadership					
School Resources Indicators	D		S		A
The school has built new classroom due to principals strategic leadership over a few years					
The school has acquired new bus due to principals strategic leadership over a few years					
The school has built new laboratories due to principals strategic leadership over a few years					
The school has built new library due to principals strategic					

leadership over a few years					
The school has bought textbooks and revision materials due to principals strategic leadership over a few years					
The school has sunk borehole due to principals strategic leadership over a few years					
School Discipline Indicators	D		S		A
Our students are well disciplined					
There are very few strikes					
There are very few expulsion due to indiscipline					
Our students are praised by community for being disciplined					
There are very few cases of students fighting					
There are very few theft due to discipline standards					
Extra-curriculum performance Indicators	D		S		A
Our school is known for performance in extra-curriculum activities					
We are a star in the County in ball games					
We are a star in the county in athletics					
We are a star in drama performance in the County					
We are star in Science talks in the County					
We are a star in music performance in the County					

Appendix III: List of Public Schools in Koibatek Sub-County

SNO	NAME OF THE SCHOOL
1	BARINGO HIGH
2	ELDAMA RAVINE GIRLS
3	POROR HIGH
4	SOLIAN GIRLS
5	SAOS SECONDARY
6	MAJI MAZURI GIRLS
7	KABIMOI HIGH
8	A.I.C. MOI ESAGERI
9	KAMELILO DAY
10	KIPLOMBE SECONDARY
11	KAMURA MIXED DAY
12	MUMBERES GIRLS
13	LEBOLOS SECONDARY
14	TORONGO GIRLS
15	BENONIN SECONDARY
16	SABATIA SECONDARY
17	KIPKUYANG SECONDARY
18	TONIOK GIRLS
19	TIMBOROA SECONDARY
20	TOLMO SECONDARY
21	KAPCHOLOI SECONDARY
22	TINET MIXED DAY
23	SOLIAN MIXED SAY
24	SOYMINING SECONDARY
25	ARAMA HIGH
26	BHAKITA MIXED
27	MUSERECHI SECONDARY
28	SIGORO SECONDARY
29	ST. MARY'S BOITO
30	MOI HIGHLANDS
31	SAGAT SECONDARY
32	TUGUMOI KOIBATEK
33	MAJI MAZURI MIXED
34	UHURU KABİYET
35	SINONIN SECONDARY

Appendix IV: NACoSTI – Research Authorization Letter



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471, 2241349, 3310571, 2219420 Fax: +254-20-318245, 318249 Email: dg@nacosti.go.ke Website : www.nacosti.go.ke When replying please quote	NACOSTI, Upper Kabete Off Waiyaki Way P.O. Box 30623-00100 NAIROBI-KENYA
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Ref. No. **NACOSTI/P/18/61839/26106** Date: **30th October, 2018**

Paul Kipkemoi Komen
Egerton University
P.O. Box 536-20115
NJORO

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effect of strategic leadership practices on performance of Public Secondary Schools in Koibatek Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **29th October, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Baringo County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Baringo County.

The County Director of Education
Baringo County.

National Commission for Science, Technology and Innovation is (ISO9001) 2008 Certified

Appendix V: Sample of Published Paper Abstract

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT	ISSN 2321-8916	www.theijbm.com
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THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Effect of Strategic Direction, Core Competence and Human Capital on Performance of Public Secondary Schools in Koibatek Sub-County, Kenya

Paul Kipkemoi Komen
Masters Student, Department of Business Administration
Egerton University, Kenya

Dr. Simon Kibet Kipchumba
Senior Lecturer, Department of Business Administration
Institution name: Egerton University, Kenya

Abstract:
Strategic leadership involves anticipating and envisioning a viable future for the organization and working with others to create such a future. A strategic leader possesses critical characteristics which include; future orientation, cognitive ability, ability to focus on the big picture, interpersonal relations, propensity to act and risk taking. Strategic leadership shapes the formation of strategic intent which influences successful strategic practices in an organization. The aim of the study was to analyze the effect of strategic direction, core competence and human capital on performance of Public Secondary Schools in Koibatek sub-county, Kenya. The study adopted descriptive research design which tested variables the way they occur in natural environment without interfering with them. Purpose sampling informed the selection of Koibatek sub-county for this study because of below average school performance. The study used purposive sampling method to settle on utilizing principals for this study being in the pinnacle of strategic leadership and who are therefore believed to be reliable to this study (Kombo and Tromp, 2006). The study targeted the thirty-five schools' principals of the public secondary schools in Koibatek Sub-County as the target population. The study collected primary data from the respondents using structured questionnaire. Regression model was used to establish the combined effect of the four elements of strategic leadership on schools' performance. The study established that strategic leadership had influence on public secondary school performance. When principals' level of education was introduced in the regression model, it accelerated the relationship between Strategic Leadership and Performance. Two more elements of strategic leadership; core competence and level of education also had significant relationship on performance. It was only human capital that had no significant relationship with performance of public secondary schools in Koibatek Sub-County. When principals' experience was introduced in the regression model it did not change the relationship between Strategic Leadership and Performance, two variables (core competence and human capacity) had no relationship with performance of public secondary schools in Koibatek Sub-County except strategic direction element.

Keywords: Strategic leadership, strategic management, strategic plan, strategic direction, strategic intervention

Appendix VI: NACOSTI Research Permit

