

Principals Administrative Strategies and Academic Performance of Public Secondary Schools in Mount Elgon Sub County, Bungoma County, Kenya

Maximilla Wakoli¹ & Kisilu Kitainge (Prof)²

P.O. Box 1125-30100, Eldoret, Kenya

¹- Doctoral Candidate, Department of Educational Management and Foundations of Education, University of Eldoret, Kenya

²- Dean, School of Education, University of Eldoret, Kenya

Abstract

The principal's main role is to promote academic performance. This role can only be executed with the required administrative strategies hence the need for principals to have sound administrative strategies that ensure a good leadership model. The purpose of the study was to investigate principals' administrative strategies and influence student performance in Mount Elgon Sub County Secondary schools. The study was guided by the Max Weber theory on division of labour. The study population comprised of 72 principals and 1,280 teachers serving 72 secondary schools within the Sub County. The data was collected through questionnaire administered to teachers and principals. The study found out that performance of public secondary schools in the sub county had been below average for the past five years (2014-2018). Further, the study discovered that the application of various administrative strategies influenced performance of schools. Institutions that used participative strategies performed better in academic performance than those that used non-participative strategies. The study recommends that training needs to be provided to principals on management and leadership styles that are critical for performance improvement in their schools. In addition, teachers need to be continuously involved in decision making in schools.

Key Words: Management, Strategies, Styles, Academic Performance

Introduction

Leaders of schools can change schools and society through their strong influence. Development of leadership at all levels is one of the crucial elements of school improvement. In particular, schools must be led by principals who coordinate the day-to-day work to implement the mission of their organizations (Cammock, 2001). Leaders must have vision to take the school to the position that all the stakeholders expect. Leaders should inspire the teachers to make the vision a success. If traditions and beliefs surrounding leadership are considered, it is easy to understand that leadership is vital to the effectiveness of a school (Marzano, Waters and McNulty, 2005). The effectiveness of secondary schools is dependent on the outcome of the students in national examinations at the end of four-year course. The quality of management makes the difference between the success and failure of a school. According to Sushila (2004), the principal is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administrative. The principal should be involved in making most of the decisions of the school. It is therefore important that the principal is a leader, a thinker and a decision maker. A discreet principal will employ teamwork as a working strategy. He will set up committees and smaller groups of members of staff to investigate ideas or strategies. It is important that the performance of a school is appraised against the performance of the person who leads it. Millette (1988) further explains that research and

inspection clarify the extent to which the quality of management is crucial to improvement. Ramsey (1999) contends that, in an organization like the school, students and staff tend to live up to the image of the principal; because no school is high performing without an effective and efficient principal; he is the gospel that his/her staff and pupils read, a model of behaviour and work attitude to be copied by all. It implies that the principal is therefore expected to accept responsibility for whatever pupils and staffs do and lead, both by word and by action, creating a school climate that facilitates effective teaching and learning.

Problem Statement

The performance of a school is measured by the kind of results it records in Kenya Certificate of Secondary Education (KCSE) examinations. This performance comes because of the efficient role of the principal, as an administrator, using varied administrative strategies. However, the performances of public secondary schools in Mount Elgon Sub County have been deteriorating over the past five years from the records by Education Office (2019).). Even though different stakeholders have advanced several reasons as the underlying root causes of poor results in Mt. Elgon Sub County, none has looked at how varied administrative strategies principals impacted on student academic performance in schools. Therefore, the paper looked at the influence of principals administrative strategies on performance of public secondary schools in Mount Elgon Sub County, Kenya.

Literature Review

Otula (2007) states that competent leadership is the desire of every institution. No institution puts people in management position just to fill the offices. This position authorizes competent professionals to take charge of the institution and drive them to achieve their mission and vision. Therefore, for a principal to succeed, he or she must love people he/she works with. Without this; for instance in school, teachers will not have the drive and commitment to do their work and make the institution excel. Hence, principals must have love for the teachers, students and support staff. According to Olembo *et al* (1992), principals should enable the school to meet national needs. Two things are necessary when principals are setting the school objectives; providing opportunities to learn more about the culture of the community and its demands upon the school, and providing opportunities to learn more about the growth and development of children and the youth. A deliberate effort has been made in the 8-4-4 education system in Kenya to include appreciation of the cultural heritage as one of the objectives to be met by the curriculum. After the objectives of instructional programmes are formulated, a programme to determine how these objectives are to be achieved has to be prepared. However, the principal must attempt to maintain balance and co-ordination among the various parts of the programme through effective supervision to ensure continuity in the programme. Attempt at co-ordination are closely linked with communication among those involved in the school programme as well as supervision. Provisions need to be made for communication among teachers and students and information must be conveyed to the school system and the community. Olembo *et al*, (1992) recommended that in the actual selection of instructional materials, teachers should play a large part. Principals should, therefore, devise ways by which teachers' participation in instructional matters including the selection of instructional materials, can be encouraged. At the same time, they should supervise, the use and maintenance of these materials and resources if they desire to instil quality in the standards of performance. Normally, principals are expected to oversee the organization of departments and allocation of resources within the units in the school and provide leadership in evaluating the adequacy of the programme.

According Lewis (2001), skills and competences associated with abstract reasoning, analysis, language and communication skills and application of science and technology can most efficiently be acquired. Hammond (2007) further affirmed that the different approaches to school reforms depend on motivations and capacities of local school management. It is vital that management have background knowledge of management principles. According to Lewis (2001), management principles focus on organizing, staffing leading, controlling and planning. Planning is an administrative strategy that involves establishment of instructional structure of roles for people to fill an organization. It is intentional in that all tasks necessary to accomplish goals are assigned to people who can do them. According to Lewis (2001), the purpose of an organizational structure is to help in creating an environment for human performance. However, Lewis (2001) argues that making an organizational structure is not an easy administrative task because many problems are encountered in making structure fit. Situations, including both defining the kind of jobs that must be done and finding the people to do them. Staffing is an administrative strategy that involves filling and keeping filled, the positions in the organization structure; this is done by identifying work-force requirements, inventorying the people available, promoting and appraising.

Leading is the administrative strategy that involves influencing of people so that they will contribute to organization and group goals. It involves motivation, approaches and communications. Controlling on the other hand is the administrative strategy that ensures that events conform to plans. It measures performance against goals and plans, shows where negative deviations exist and by putting in motion actions to correct deviations, help ensure accomplishment of plans (David, 2007). According to Otula (2007), delegation and sharing of responsibilities in schools is an administrative strategy. Otula observes that however good an administrator is, it's not enough for him or her to do all the work. Systems must be put in place as a strategy for the institutions to continue working. Many big schools collapse because the principals never share responsibilities with the teachers. When such principals retire, they go with the standards of the school. Nobody knows which buttons to press for the school to tick. According to Otula (2007), delegation increases the efficiency and effectiveness of a teacher as well after he/she has left. Institutional management is a strategy that can only be met, through effective delegation; centralization of responsibilities lead to slow decision making process which hampers growth of institution. Where delegation has not been done well, things tend to slow down. In such a situation, teachers tend to withdraw from taking responsibilities, because they know they are never accorded chance to do anything in the absence of the principal.

Application of management policies is another strategy that is used by principal in management of schools. According to Olembo, *et al* (1999), policies are outcomes of deliberations of discussions and consultations among people in authority. Policy studies are concerned with the relationship of power influence and control between the various bodies of participants within the educational system and the way these relationships affect the process education management studies; on the other hand are concerned with the internal operations of educational institutions. Motivation and stimulation of teachers is another administrative strategy applied in management in implementing of motivation and stimulation of teachers. This involves maintaining competence and interest in the work of the teachers. It is achieved by promotion of enthusiasm, commitment, creativity, self-discipline and participative management and minimizing frustration and stress in the work of the teachers. This may be undertaken through the provision of stimulating experiences, for instance, teachers to participate in developing instructional materials, encouraging them to participate in and contribute to conference, workshops and seminars.

Being creative is another administrative strategy which involves constructive thinking in solving instructional and administrative problems, creative thinking implies that the principal, as an instructional supervisor should encourage teachers to discover more effective devices and techniques and also guide teachers in providing time and opportunity for pupils to engage in creative activities. Successful time management is a strategy to outstanding Kenya certificate education results. Otula (2007) observes that responsible principals must plan for their work hence must look at the school in totality. The principal must plan for the new students who will spend the next four years in school. An effective principal must decide what results he or she wants and what goals are to be accomplished. Kwakwa (1973) describes the principal as the keeper of keys, the director of transportation, the coordinator of correspondence, the quartermaster of stores, the divisor of intricate schedules, the publisher of handbooks, the director of public relations and the instructional leader. The principal is therefore a key person in any education system. He takes care of the final arrangements for the education of students in a school. His role as a facilitator of all school activities cannot be taken for granted if he is expected to give the right kind of education to students, hence this sets the focus of the study.

Konchar (1988) states that schools are bad or good, in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing, as the principal is capable, energetic of high ideals or the reverse. Schools rise to fame or sink to obscurity as greater or lesser principals have charge of them. It is said 'the school is as great as the principal, because of everything in the school, the plant, the staff, the curriculum methods and techniques of teaching human relationships, bear the impress of his or her personality'. Schools do not become great because of magnificent buildings but because of magnificent principals. The improvement of teaching involves developing supervisory strategies. Olembo (1992) observes that this requires intense attention to the goals and purpose of education. The principal should provide leadership service to the teaching staff in the co-operative development and execution of the supervisory strategies. The principal has to play the role of supervisor from time to time by checking the teachers' classroom work and assessing their overall performance based on student achievement, he is charged with the duty of promoting the academic and professional status of teachers by availing them current curriculum materials and in-service courses. The principal, together with his staff, is responsible for keeping records of work done, updating the schemes of work and designing a balanced and relevant curriculum. Otula (2007) observes that lack of administrative skills is the greatest problem in many organizations. Human skills as a administrative strategy are required for efficient leadership. It is unfortunate that some people have wrong motives for seeking to lead institutions (Otula, 2007). To such people ascending to leadership is means of acquiring instant riches. To them it signifies power, authority, honour and prestige; these are not the type of principals needed for Kenyan schools and colleges. Most problems faced today is due to poor administrative strategies, poor school polices and administration. Olembo, *et al* (1992) observes that administrative strategies which emphasize both initiating structure and consideration of teachers are more satisfying to teachers than those who emphasize one at the expense of the other.

Materials and Methods

The study employed descriptive survey research design. The study was based on the Mt. Elgon Sub County, Bungoma County, Kenya. The study focused on 72 secondary schools in Mt. Elgon Sub County with a population of 26,979 students, 72 head-teachers and 1280 teachers. There are eight girls' boarding schools, 12 boys' boarding schools and 52 mixed

boarding and day schools. The secondary schools were stratified into high performing with a mean of 7.00 and above in KCSE examinations, average performing with a mean of 5.01 to 6.9 in KCSE examinations and low performing schools with a mean of 5 and below in KCSE examinations (2014 to 2018). The study employed questionnaires to obtain data required for analysis. Data collected was analysed using descriptive and inferential statistics. the research results are presented in the next sub-sections.

Results

School Category

According to Table 4.1, these were for categories of schools that participated in this study.

Table 4.1 School category

Category	Frequency	Percent
HPS	7	31.8
APS	6	27.3
LPS	9	40.9
Total	22	100.0

From Table 1, 9(40.9%) of schools that participated in the study were low performing schools, 7(31.8%) were higher performing schools while 6(27.3%) were average performing schools. The result show that most schools in Mt. Elgon District record low performance.

Principals’ Administrative Strategies Impact on Student Academic Performance

The objective of the study was to assess the administrative strategies impact on Kenya Certificate of Secondary Education in Mount Elgon Sub County. The study looked at; management styles, organisational and administrative strategies being used by teachers.

Teacher responses on principal management style

The management style used by the principal in schools could have significant effect on academic performance of students in secondary schools. The teachers were asked to indicate the management style that principals applied in their schools. The findings are given in Figure 1.

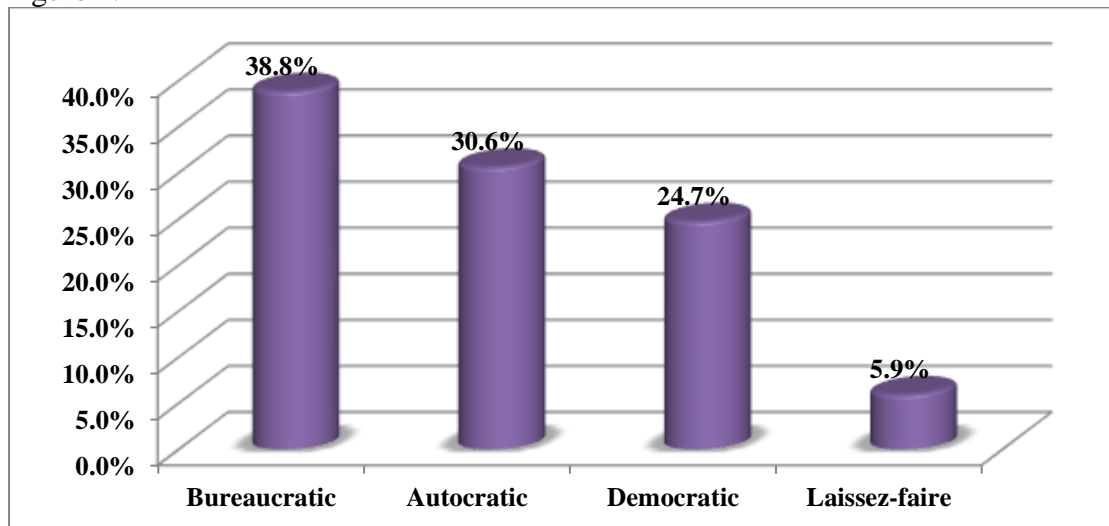


Figure 1 Teacher responses on principal management style

The result show that 66 (38.8%) of principal use bureaucratic management style in their schools, 52 (30.6%) of respondents said that their principal use autocratic style, 42 (24.7%) said that their principal use democratic management style while 10 (5.9%) said that their principal use laissez-faire management style. The result implies that poor performance of students in KCSE examinations is a as a result of principals not using inclusive management style (democratic) where all stakeholders in schools are involved in school management. A

cross tabulation analysis was computed to check on the association between school type and principal management style. Table 4.4 presents the results

Table 2 School category and management style

		Management style of principal				Total	
		Autocratic	Bureaucratic	Democratic	Laissez faire		
School category	HPS	Count	3	14	24	42	
		%	7.1%	33.3%	57.1%	2.4%	100.0%
	APS	Count	2	21	13	4	40
		%	5.0%	52.5%	32.5%	10.0%	100.0%
	LPS	Count	47	31	5	5	88
		%	53.4%	35.2%	5.7%	5.7%	100.0%
Total		Count	52	66	42	10	170
		% wit	30.6%	38.8%	24.7%	5.9%	100.0%

The result shows that high performing schools principals management style was democratic 24(57.1%), for average performing schools 21 (52.5%) said that it was bureaucratic while low performing schools 47 (53.4%) of the respondents said that it was autocratic. This shows that high performing schools principals uses more participative management approach as opposed to those from low performing schools. Further, the chi square statistics at 95% significance was conducted and results presented in Table 3.

Table 3 Chi-square tests school category and management style

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	67.435 ^a	6	.000
Likelihood Ratio	73.569	6	.000
Linear-by-Linear Association	35.884	1	.000
N of Valid Cases	170		

The results shows that there exist significant differences ($\chi^2=67.435$, $df=6$ and $p=0.001$) between different categories of schools and management style being exhibited by principals. The result is similar to Oyetunji (2006) findings on leadership style in Botswana secondary schools which indicated that five (71.4%) of these schools' principals were not supportive of their staff members. School two representing 14.28% of the schools with a closed organisational climate in this group was slightly above average on supportive principal behaviour and school four was above average on supportive principal behaviour. Five (71.4%) of these schools, had principals who were highly directive. One school (school 2) representing 14.28% of the schools was above average on directive principal behaviour and average on supportive behaviour. School six representing 14.28% of the schools in this group was average on directive principal behaviour. All schools but one (school 1) had very low engaged teacher behaviour. Engaged teacher behaviour in school one (14.28%) was slightly above average.

Principals perception application of various administrative strategies towards improving students academic performance

The principals were asked to rate their responses on eight statements on the frequencies of use of various administrative strategies aimed at improving the performance of students in

their schools using the following scale; (1) Never, (2) Rarely, (3) Occasionally and (4) Always. The results of the analysis are summarised in Table 4.

Table 4 Frequency of principals’ organisation strategies aimed at improving student performance

Strategies	Never		Rarely		Occasionally		Always	
	f	%	f	%	f	%	f	%
Effective teaching	0	0	0	0	11	50.0	11	50.0
Adequate textbooks/tuition and equipment	0	0	2	9.1	13	59.1	7	31.8
Good physical facilities effectively used	1	4.5	7	31.8	9	40.9	5	22.7
Supervision	1	4.5	6	27.3	8	36.4	7	31.8
Inspection and community support	2	9.1	7	31.8	8	36.4	5	22.7
Ensured that all departments had enough teachers	3	13.6	4	18.2	7	31.8	8	36.4
Help in eradicating cheating among students	0	0	0	0	3	13.6	19	86.4
Monitor students discipline	0	0	0	0	3	13.6	19	86.4

As to whether the principals ensured effective teaching in their schools, 11 (50%) said they occasionally practiced it while 11 (50%) said that they always practice effective teaching to ensure performance of students in KCSE. This shows that principals regularly ensure that effective teaching is conducted by teachers in their respective schools to improve on performance. On the organisational strategy of ensuring that schools have adequate textbooks and tuition equipment, 13 (59.1%) of principals said that they occasionally practiced, while 7 (31.8%) were adequate while 2 (9.1%) said that they occasionally practiced it. This shows that most principals ensure that teaching and learning materials are available to students in secondary schools to improve on performance. Results on the statement that principals do ensure that their schools have good physical facilities, 9 (40.9%) said that they did it occasionally, 7 (31.8%) said that rarely practiced it, 5 (22.7%) said that they always performed while only 1 (4.5%) said that they never ensured that their schools have good physical facilities for extracurricular activities. The result implies that not all principals ensure that their school playing grounds are well maintained and this could affect performance of students in national examinations. On the application of inspection and community support 8 (36.4%) said they occasionally did, 7 (31.8%) said they rarely did, 5 (22.7%) said that they always practiced it while only 2 (9.1%) said that they have never done inspection and community support. This shows that principals have divided opinion in use of inspection and community support as administrative strategy on improving performance. The results on the extent of ensuring that all schools department had enough teachers, 8 (36.4%) said that they always did, 7 (31.8%) indicated that they rarely did, 4 (18.2%) said that they rarely did while 3 (13.6%) said that they have never ensured that all of their departments have enough teachers. The result implies that ensuring that each department in a school has a teacher is not practiced frequently by principal in Mount Elgon secondary schools. The findings on frequency on which principals eradicated cheating among students, most 19 (86.4%) said that they always performed that while 3 (13.6%) said that they occasionally performed it. This shows that eradication of cheating by students in exams is carried out in all schools in Mount Elgon Sub County secondary schools. On monitoring of students discipline, most 19 (86.4%) said that they always practiced it while 3 (13.6%) said that they performed it

occasionally. This shows that most principals conduct monitoring of students discipline to improve on performance of students in KCSE. In conclusion on administrative strategies applied in improving performance in secondary schools, monitoring of students discipline, eradication of cheating among students and effective teaching were mostly done by principals to improve performance as opposed to ensuring that schools had good physical facilities, inspection and community support that were rarely applied in schools.

Administrative Strategies Employed in Schools to Improve Performance

Management and administrative strategies go hand in hand in ensuring performance of students in examinations. The study further wanted to find out the principals perception towards the extent to which various administrative strategies were being used in their institutions. The results of the analysis are given in Table 5.

Table 5 Administrative strategies employed in schools to improve performance

Administrative strategies	Never		Rarely		Occasionally		Always	
	f	%	f	%	f	%	f	%
Planning and financial management	2	9.1	1	4.5	8	36.4	11	50.0
Keeping of school records	0	0	0	0	8	36.4	14	63.6
Personnel management and development	0	0	3	13.6	12	54.5	7	31.8
Curriculum implementation and evaluation	0	0	2	9.1	4	18.2	16	72.7
Teamwork in the school	0	0	5	22.7	8	36.4	9	40.9
Taking disciplinary actions	2	9.1	4	18.2	9	40.9	7	31.8
Conflict resolution	2	9.1	5	22.7	10	45.5	5	22.7
Exam coordination	0	0	2	9.1	7	31.8	13	59.1

Results on the use of planning and financial management, half 11 (50%) said that they always practiced, 8 (36.4%) said that they occasionally performed, 2 (9.1%) said that they have never performed while 1 (4.5%) said that they rarely perform. This shows that planning and financial management are conducted in most secondary schools within Mount Elgon Sub County. On keeping of records, 14 (63.6%) said that they practiced it always while 8 (36.4%) said that they occasionally practiced. This shows that record keeping as part of the administrative strategies is usually common in secondary schools within Mount Elgon Sub County. The findings on the application and use of personnel management shows that 12 (54.5%) practiced it occasionally, 7 (31.8%) performed it always while 3 (13.6%) performed it rarely. This shows that personnel management functions are common in many schools within Mount Elgon Sub County. Results on the extent of curriculum implementation and evaluation shows that most 16 (72.7%) of principals acknowledged that they always practiced, 4 (18.2%) said that they occasionally practiced while 2(9.1%) said that they rarely practiced. This implies that principals are involved in curriculum implementation and evaluation process in their schools. The results on teamwork in school shows that 9(40.9%) of principals always emphasize on, 8(36.4%) occasionally practice, 4(18.2%) rarely perform it while 2(9.1%) have never initiated strategies of teambuilding in their schools. This shows that teambuilding is conducted by a significant number of principals in Mount Elgon Sub County secondary schools. On taking disciplinary actions on students, 9(4.9%) said that they occasionally performed it, 7(31.8%) said that they always took disciplinary actions, 4(18.2%) said that they rarely practiced while 2(9.1%) said that they have never taken disciplinary action against students in their schools. The result implies that most principals take decisive disciplinary procedures to contain discipline standards in their schools. On conflict resolution

strategies application, 10(45.5%) acknowledged that they occasionally applied, 5(22.7%) said that they rarely applied these strategies, 5(22.7%) said they always applied conflict resolution strategies while only 2(9.1%) said that they have never used conflict resolution strategies in their schools. The result implies that principals do not apply conflict resolution strategies in managing their schools. On exam coordination, 13(59.1%) said that they always performed, 7(31.8%) said that they occasionally coordinated exams while 2(9.1%) said that they rarely coordinate exams in their schools. This indicates that most principals coordinate examinations in their schools to ensure it is conducted in a fair and convenient manner.

School type and extent of principals’ application of various administrative strategies aimed at improving performance

The study also sought to determine the extent to which the utilisation of various administrative strategies among high, average and low performing secondary schools in Mount Elgon Sub County. The results are presented in Table 6.

Table 6 School category and administrative strategies cross tabulation

			Administrative strategies			Total
			Rarely	Occasional	Always	
School category	LP	Count	2	4	3	9
	S	% within School category	22.2%	44.4%	33.3%	100.0%
	AP	Count	0	3	3	6
	S	% within School category	.0%	50.0%	50.0%	100.0%
	HP	Count	0	2	5	7
	S	% within School category	.0%	28.6%	71.4%	100.0%
Total	Count	2	9	11	22	
	% within School category	9.1%	40.9%	50.0%	100.0%	

Results show that principals from low performing schools occasionally used various administrative strategies for improving performance in their schools, 3(50%) of principals from average performing schools always and occasionally applied various administrative strategies while 5 (71.4%) of principals from high performing schools were found to be always using various administrative strategies; planning, financial management, record keeping, personnel and human resource development, promotion of teamwork, conflict resolution among others in improving the performance of their students in schools. The result shows that the application of various administrative strategies by principals from high performing schools have improved their means scores as opposed to those from average and low performing schools. It is therefore imperative that principals should regularly apply various administrative strategies to improve on performance of students.

Impact of school administrative strategies on performance of students

The study also correlated the contribution of school administrative strategies towards improvement in performance in secondary schools. The principals responses on the frequency at which they conducted various administrative and organisational duties were correlated through cross tabulation analysis against performance of students in examinations. The descriptive results are first given in Table 7.

Table 7 Administrative strategies and school performance cross tabulation

			School performance			Total
			High	Average	Low	
Administrative strategies	Rarely	Count	0	0	2	2
		% within	.0%	.0%	100.0%	100.0%
	Occasionally	Count	1	3	5	9

		%	11.1%	33.3%	55.6%	100.0%
	Always	Count	7	2	2	11
		%	63.6%	18.2%	18.2%	100.0%
Total		Count	8	5	9	22
		%	36.4%	22.7%	40.9%	100.0%

The results reveal that for those principals who rarely conducted administrative strategies in their schools, their students performance was low 2 (100%), for those who conducted their administrative strategies on occasional basis, their school performance was high for only 1 (11.1%) of schools and 63.6% of those who indicated that they always conducted their administrative strategies, their school performance was high. These results shows that continuous use of administrative strategies by principals raises the performance of their schools as confirmed by correlation results hereby (Table 8).

Table 8 Symmetric measures on administrative strategies on school performance

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval	by Pearson's R	.589	.137	3.263	.004 ^c
Interval					
Ordinal	by Spearman	.594	.153	3.299	.004 ^c
Ordinal	Correlation				
N of Valid Cases		22			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.
- c. Based on normal approximation.

The results of the study shows that there exist significant ($r=0.594$ and $p=0.004$) between the principals application of various administrative strategies on students performance in schools. This shows that a unit increase in principal administrative strategies in a school will automatically lead to improved performance in schools.

Conclusions and recommendations

The study findings showed that administrative strategies used by principals predict the performance of student in secondary schools in the district. From the year 2014 to 2018 the performance has been below average (C-) for most schools in Mount Elgon Sub County. This is explained with the fact that teachers reported that principals used bureaucratic management style and autocratic management style in schools management. This has resulted to non-participation of teachers in key decision making in schools as some teachers reported that they are not involved in school management. Democratic management style was found to be applicable in HPS as opposed to APS or LPS. On average, results of the study showed that administrative strategies had positive impact on student performance in schools. There is need for involvement of teachers and other stakeholders in decision making and policies formulation. Teachers complained that they were sidelined in school affairs and this was a reason to poor performance in secondary schools in the study area

References

Cammock, P. (2001). *The dance of leadership: The call for soul in 21st century leadership*. Auckland: Pearson Education, Prentice Hall.

David, T. G. (2007). Building Trust among Education Stakeholders through Participatory School Administration. *Management in Education*, Vol. 21.

- Hammond, L. (2007). *Educational Leadership: A Bridge to School Reform*. A Paper presented at the Wallace Foundation Conference.
- Konchar, S. K. (1988). *Secondary School Administration*. New Delhi: Sterling Publishers Private Ltd.
- Kwakwa, M. (1973). "Is the School Principal an Educational Leader or an Administrator?" *J. educ.* 4(1), 10.
- Lewis, A. J. (2001). *Supervision for Improved Instruction*. Belmont: California Wadworth Publishing Company.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Millette A (1988). *Tes / Kelle Lectures on Educational Leadership in the Millennium "Professionals, Pedagogy and Leadership"*. A lecture given on 3 June 1988.
- Olembo, J, O; Wanga P,E & Karagu N,M (1992). *Educational Management*. Nairobi General Printers Limited.
- Otula, A. P. (2007). *Mastery of Modern School Administration*. Nairobi Kenya. Heinemann Publications.
- Oyetunji, C. O. (2008). *The Relationship between Leadership Style and School Climate in Botswana Secondary Schools*. Unpublished Doctorate Thesis. University of South Africa.
- Ramsey, R. D. (1999). *Lead, Follow, or Get Out of the Way: How to be a more effective leader in today's schools*. California: Corwin Press Inc.
- Sushila B (2004). *Management and evaluation of schools*. Nairobi: Oxford University Press, East African Ltd.