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STRATEGIC LEADERSHIP AND ACADEMIC PERFORMANCE OF  
SECONDARY SCHOOLS IN KAKAMEGA CENTRAL SUB-COUNTY,  
KENYA

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Jairus Davidson Owunza

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Master of Business Administration of Masinde Muliro University of Science and  
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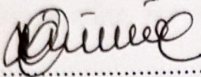


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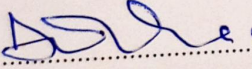
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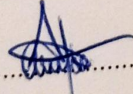
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Signature..........Date.....20/09/2013.....

Mr. D. Wanjere

Department of Business Administration

Masinde Muliro University of Science and Technology

Signature..........Date.....25-09-13.....

Dr. S. N. Mutsotso

Department of Curriculum and Instructional Technology

Kibabii University College

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## DEDICATION

To my beloved wife Rosemary for spending sleepless nights throughout  
my study period, just to keep me company.

## ABSTRACT

Strategic Leadership is an emerging management concept commonly adopted by managers of organizations to gain a competitive edge over rivals. It entails a combination of strategic and leadership skills, in influencing workers to produce better results at work place. In schools, results are determined by the mean scores obtained by students in national examinations. Since education is viewed as a key contributor to the growth of our economy, good results generally referred to as good academic performance is key, yet in most schools, it has been on the downward trend causing concern among stakeholders. Poor leadership is cited as a key contributor to this scenario as most headteachers lack the necessary competence to manage schools successfully. School management, just like in the commercial sector requires the combination of strategic and leadership skills. Application of strategic leadership in private commercial enterprises has revolutionized the sector globally and helped in improving performance and profitability. Most studies on strategic leadership tend to focus on the commercial sector; however, there exists scanty information on its application in learning institutions. This study sought to investigate the effect of strategic leadership on academic performance of secondary schools in Kakamega Central Sub County, to assess its influence on teachers' predisposition, to determine the extent to which teachers' predisposition affects academic performance, and to establish the moderating influence of situational factors on the relationship between strategic leadership and academic performance. It adopted a descriptive cross sectional study design. A multi stage stratified random and purposive sampling procedure was used in selecting the sample schools and respondents. Two strata were considered in isolating the category of schools and respondents. A total of 15 secondary schools out of the population of 49 were selected from which 15 principals, and 135 teachers were sampled as respondents. Data was collected by use of questionnaires and perusal of academic performance documents. Reliability of test instruments was ensured through a test re test approach on two pilot schools outside the population of study and results compared using Cronbach's Alpha Correlation Coefficient. Data from the selected sample was first tested for normality using Kolmogorov Smirnov (K-S) test which revealed a normal distribution, it was then analysed by use of both descriptive and inferential statistics. Findings revealed existence of a significant linear positive relationship between strategic leadership and academic performance, strategic leadership and teachers' predisposition. Situational factors were also found to have a moderating influence on the relationship between strategic leadership and academic performance. However, teachers' predisposition did not have any significant influence on academic performance. It was therefore concluded that strategic leadership had a positive influence on teachers' predisposition and students' academic performance. On the basis of this conclusion, it was recommended that the government through the Kenya Education Management Institute enhances strategic leadership training for managers of educational institutions by expanding its curriculum to include strategic leadership concepts so as to equip practicing and upcoming headteachers with competencies of strategic leadership. It was also recommended that all policy formulators and stakeholders in the education sector should embrace this concept in order to reap maximum benefits.

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